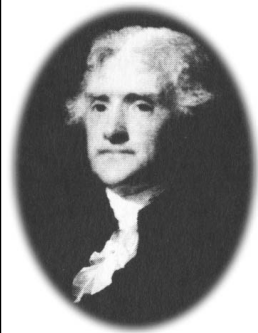


TEACHER'S GUIDE FOR

LEWIS & CLARK: A CELEBRATION OF AMERICAN TEAMWORK

THOMAS JEFFERSON: THE ENLIGHTENMENT PRESIDENT

Thomas Jefferson (1743-1826) was the third president of the United States. But long before that he had established himself as one of the most influential figures in American history:



- The main author of the Declaration of Independence.
- Governor of Virginia.
- Ambassador to France.
- Washington's Secretary of State and John Adams' Vice-President.
- Founded University of Virginia

Jefferson also distinguished himself as a scholar and scientist. He designed his home, Monticello. His interest in botany led to farming innovations, landscape design and the discovery of new plants. As inventor Jefferson developed a pedometer for carriages and the serpentine wall.

One of Jefferson's greatest accomplishments as a statesman was the Louisiana Purchase. After becoming president in 1800, Jefferson sought to expand his country's borders. He managed to acquire Louisiana Territory for \$15 million, doubling the size of the USA for 3 cents an acre!



For years Jefferson had been encouraging exploration of the lands beyond the Mississippi River. With the Louisiana Purchase Jefferson immediately asked his personal secretary, Meriwether Lewis (above left), to gather and outfit a Corps of Discovery. The corps would have four main goals:

1. Explore the Missouri River to its source, cross the Rocky Mountains and seek a westward flowing river to the Pacific Ocean—the long-sought Northwest Passage.
2. Report on new animals, plants minerals, etc. in this newly-acquired region.
3. Establish trade with the native tribes they encountered with a hope of future commerce.
4. Assure the Native Americans of the peaceful intentions of the United States.

Lewis immediately asked his friend William Clark to share leadership of the mission. While Clark headed to St. Louis to begin recruiting volunteers, Lewis began a crash course in natural sciences: botany, zoology, cartography, medicine. He then proceeded to the arsenal at Harper's ferry for supplies and equipment and to Pittsburgh to build the keelboat that would transport them on the first leg of their journey. Lewis joined Clark at St. Louis. The Corps, comprised of forty-five men, departed St. Louis May, 1804 on a journey of discovery.

THE RECURRING THEME OF TEAMWORK

One of the main ideas of the presentation is the role of teamwork in the Lewis & Clark Expedition. Early discipline was maintained by whippings. A year into the journey, all members opinions were considered before important decisions were made. A mid-journey vote, inc. a black slave and Native American woman marks the great distance the Corps had come in forming a team. Over two years in unknown territory with only one death!

WHAT TO BRING?

Ask your students what they might bring on a journey into the unknown territory. Remind them of the goals of the Corps' mission. What instruments will they need? How much food should they bring? (The Corps actually hunted for almost all of their food.) How will they defend themselves? What can they bring the Natives to win their friendship? (Bring them something they don't already have, e.g. metal goods.) Even though Jefferson pretty much wrote them a blank check, space is limited!

Here's a partial list of what Lewis brought:

CAMPING EQUIPMENT	MEDICINE	GIFTS FOR NATIVES
150 Yards of cloth to be oiled and sewn into tents and sheets	ARMS	Pocket mirrors
Pliers	15 "Kentucky Rifles"	Sewing needles
Chisels	24 Large knives	Small scissors
Handsaws	Powder horns	Sewing thread
Oilskin bags (to keep things dry)	Lead for bullets	Silk ribbons
25 Hatchets	Gunpowder	Ivory combs
30 Steels for striking or making fire	Compressed-air rifle	Handkerchiefs
2 Dozen tablespoons		Bright-colored cloth
Mosquito curtains	MATHMATICAL INSTRUMENTS	Tobacco
Fishing hooks and fishing lines	Compass	Knives
Soap	Telescope	Brass kettles
"Portable Soup" (a thick paste concocted by boiling down beef, eggs, and vegetables)	Thermometers	Face paint
Salt	Sextants	Assorted beads, mostly blue
Writing paper, ink and crayons	Chronometer	White glass beads
	Microscope	Brass thimbles
	Tape measure	

LEWIS & CLARK TRIVIA

- Q. What were the members of the Corps of Discovery paid?
 A. Those who completed the entire trek were paid \$500.33 and given 320 acres of land. York as a slave and Sacagawea as a woman received nothing.
- Q. Did Sacagawea really guide Lewis & Clark to the Pacific Ocean?
 A. No. Sacagawea's knowledge of local terrain lasted only until the Corps reached the Rocky Mountains. She had never traveled past this great natural barrier.
- Q. How did Lewis & Clark keep their gunpowder dry?
 A. The gunpowder was stored in lead canisters sealed with wax. When more powder was needed a new canister was opened, emptied and melted down to make bullets. The amount of powder in one canister was exactly enough to fire the bullets made from that canister.
- Q. What female figure in American history has the most statues and monuments dedicated to her?
 A. Sacagawea
- Q. What was one of the most sought after of Lewis' gifts to the Native Americans?
 A. Vermilion (red) face paint. The Hidatsu and Mandan nations, with whom the Corps planned to spend their first winter, painted their faces and hair red for many occasions, as did many other tribes.

NATIVE AMERICAN SIGN LANGUAGE

During their journey Lewis & Clark hired several frontiersmen as interpreters to help them make a favorable impression on new Native tribes. Many of these men were half or a quarter Native American themselves and might speak English, French and a Native tongue or two. But what made these men most valuable was their proficiency in a language shared by most of the tribes of the West—Native American Sign Language. Through the use of this combination of sign, pantomime and storytelling the interpreter could express complex thoughts.

There is not enough room in the teacher’s Guide to list some signs used and do justice to the number of signs used. By entering the phrase “Native American Sign Language” into a search engine like Google, your students can find many sites with fairly comprehensive illustrations of the Signs.

1. Have your students first create their own sign for words like buffalo, friend, baby, rain, etc. Then compare them to the signs given on the site. You should be surprised at how close your students guesses are. The language had to be simple and universal. Your student choices reflect that.
2. Have your students try to convey a sentence in sign language, either their own or the Native American signs from the websites. “We are friends from far away.” “Is there food nearby?” “You are a powerful chief and deserve a large present from our Great Chief who is far away but still looks over you.” But since the “natives” speak no English when do the signers know if their message was understood? This game of two-sided charades shows how skilled the interpreters were.

WHAT THEY FOUND!

President Jefferson saw this expedition as a voyage of discovery. He was hugely interested in the fields of botany and zoology. He had sent Lewis to the finest minds in Philadelphia for crash courses in the sciences so that he might better record his discoveries. Throughout his journey Lewis kept very careful records of the new plants and animals he encountered. By journey’s end the Corps had discovered 122 new species of animals including Prairie dogs, antelope, pelicans, jackrabbits and coyotes. Lewis even managed to send back a live prairie dog to the president via the fifteen or so men who accompanied him only as far as the Mandan Nation.

Lewis also discovered 178 new plants (many of which were shipped back to Jefferson and planted at Monticello!). The Corps also encountered over 40 different Native American tribes and attempted to establish friendly relations.



Lewis & Clark also investigated several long-held legends about the land west of the Mississippi. A mastodon skeleton had recently been discovered in the Midwest. Jefferson and others speculated as to whether this great beast may still inhabit the unknown Louisiana Territory. The story of the Welsh Tribe told of how a group of Welshmen had ventured up the Mississippi never to be seen again. Legend held that these men had been welcomed by Native Americans and absorbed into their tribes. Pale natives with red hair were rumored to live near the Dakotas. Native legend held that a peculiar cone-shaped hill was inhabited by a strange race of men only four feet tall with heads accounting for a full third of their height. These little men would attack any who approached their mountain with poisonous arrows. Indeed the local tribes avoided the hill at all costs. Alas, all these legends were proved to be myths.

THE JOURNALS OF LEWIS & CLARK

When Jefferson gave Lewis the mission of exploring the Louisiana Territory, he demanded Lewis and his men keep journals of their travels and adventures. Ink and paper made up a great deal of the expeditions supplies. After the most grueling of days, the captains still forced themselves to record what they had seen that day. The spelling in any of these journals can only be described as inventive. Clark spells the word “mosquito” 19 different ways! But Webster had not yet standardized English and American spelling. Seizing on the importance of the journals, several other of the men began writing journals. Expedition member Patrick Gass published his journal long before either Lewis or Clark. Several of the corps members journals have never been found. Perhaps they’ll be found one day. In 1953 Clarks’ field notes from their 1803-1804 winter camp were found in an attic!

As a classroom project have your children write their own journal from the point of view of a corps member who hasn’t been heard from—the brave young mother Sacagawea, her baby Pomp watching the whole adventure from his cradleboard on her back, the resourceful slave York, Lewis’ dog Seaman or even the captured prairie dog!

Do your students keep their own journals? It’s a great way to organize thoughts and preserve memories. The book HARRIET THE SPY has inspired millions of girls to keep journals. Perhaps Lewis & Clark can inspire both boys and girls to begin journals.

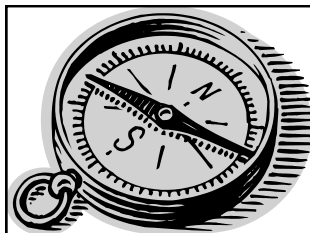
PEACE MEDALS

Every President had his own “Peace Medal” minted as gifts for Native American chiefs. The medals were highly prized by the chiefs. These large medallions carried a portrait of the president on one side. The other side of the medal varied. Jefferson gave Lewis his unique “Peace Medal” in several different sizes—the more important the chief, the bigger the medal. The US Mint has changed the design of our nickel this year to commemorate the 200th anniversary of the Lewis & Clark Expedition and resemble Jefferson’s “Peace Medal.” The face of the coin remains unchanged; the obverse side mirrors Jefferson’s medal.



Your students will learn of the coins during the presentation. Have your students design their own Peace Medal. The intention of the Peace Medal is two-fold. It is a gift meant to express both friendship and power. What symbols can your students come up with to express those qualities to a stranger who does not speak their language?





Dear Teacher,

Twelve of your school's students will be asked to be a part of our journey across America with the Lewis & Clark Expedition. They may be members of the Corps of Discovery. They may be Native Americans. As a proud teacher, you may have the rare thrill of seeing one of your charges rise to the highest office in the land...if only for forty-five minutes!

To help move the show along, we request that teachers submit the name of a boy and a girl from their class who would enjoy being part of the show. Try to pick students who are not too shy, not too boastful, who will work with the story without trying to take over.

(If your school requires releases for photography and you expect photos to be taken, you might want to check which students have a release on file.)

Please indicate your suggestions for a male and a female student in the spaces below and hand this paper to me as you enter the performance space. I try to include at least one student from each class but cannot guarantee who will be picked due to differing school sizes. To avoid disappointments in case someone is not selected, please keep your chosen names private. Students never see these sheets beyond the actual selection. I try to be as discrete as possible in using these sheets.

Thanks for your help. Hope you enjoy the show!

Patrick Garner
Patrick Garner's HISTORY'S ALIVE!

Your Name _____ Grade Level _____

Male: _____

Female: _____

LEWIS & CLARK: A CELEBRATION OF AMERICAN TEAMWORK

Dear Teacher and/or Cultural Arts Coordinator:

Thank you very much for inviting Lewis & Clark: A 200 Year Celebration of Discovery into your school. I hope that your students enjoyed the show and came away with an appreciation of Lewis & Clark's accomplishments and what lessons their travels still hold for us today. (Maybe I surprised you with a fact or two that you didn't know!)

In an effort to continually improve the show, I hope you'll take a few minutes to give me your feedback with this form. I know how busy your days are already, so your time is very much appreciated.

Thanks again for sharing your students with me. Hope to see you again in the future!

Yours,
Patrick Garner
Patrick Garner's HISTORY'S ALIVE!
347 N. Fullerton Ave.
Upper Montclair, NJ 07043

Please rate the program according to the criteria listed below. Use a rating of 1-5 points:
1 = poor 2 = fair 3 = good 4 = very good 5 = excellent

Overall presentation	_____	Performer's Interaction w/ Students	_____
Student Response	_____	Technical Quality of Program	_____
Quality of the Performance	_____	Teacher's Guide	_____
Educational Quality	_____	Students' Study Guides	_____

Suggestions for Improvement: _____

Other Comments: _____

What historical figures, topics or themes might you like to see in your school in the future? _____

School _____ Grade _____