



The Huntington Library, Art Collections, and Botanical Gardens

# THE CORPS OF DISCOVERY: THE LEWIS AND CLARK EXPEDITION



Grade 5  
United States History and Geography

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## I. Standards Assessed

### History-Social Science Content Standards

5.8

- (3) Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Frémont).

### History-Social Science Analysis Skill Standards

#### *Chronological and Spatial Thinking*

- (4) Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- (5) Students judge the significance of the relative location of a place (e.g., proximity to a harbor, or trade routes) and analyze how relative advantages or disadvantages can change over time.

#### *Research, Evidence, and Point of View*

- (2) Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

#### *Historical Interpretation*

- (1) Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- (3) Students identify and interpret the multiple causes and effects of historical events.

**English-Language Arts Content Standards***Reading Comprehension*

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

**English-Language Development Standards (Grades 3–5, Level 4)***Reading Comprehension*

- (1) Describe main ideas and supporting details of a text.
- (2) Generate and respond to comprehension questions related to the text.
- (6) Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.

## II. Teacher Background Information

Thomas Jefferson had long dreamed of an expanding United States, establishing a “New Empire of Liberty.” When he became President in 1801, the nation was bounded by British Canada to the north, Spanish Florida to the south and Louisiana to the west. In October 1800 Spain had ceded the Louisiana Territory to the French by a secret treaty. France had originally turned over Louisiana in 1762 to her ally Spain in order to keep the vast territory from falling to the British after the Seven Years’ War. Jefferson was unaware of the secret treaty that jeopardized an agreement between Spain and the United States. The Pinckney Treaty of 1795 had granted free use of the Mississippi River and the “right of deposit” in New Orleans. A few months after his inauguration, President Jefferson learned of the transfer of the territory to France.

In October, 1802, Spain, which had not yet officially turned over Louisiana to the French, suspended the right of deposit that had been granted by the Pinckney Treaty. The loss of the right of deposit was a serious blow to western farmers, the backbone of Jefferson’s support. Westerners began to call for militias to seize New Orleans, an act that would certainly lead to war with France. On April 18, 1802, Jefferson wrote to Robert Livingston, U.S. minister to France, that “the day that France takes possession of New Orleans...we must marry ourselves to the British fleet and nation.” Determined to secure free use of the Mississippi River, the President was eager to settle the issue once and for all. He sent James Monroe as a special envoy to work with Robert Livingston, the U.S. minister to France, to negotiate for the sale of New Orleans. Few had any hope that this mission would be successful.

Napoleon Bonaparte had come to power in France in 1799 and became “Consul for Life” in 1802. Napoleon had dreams of reestablishing a French empire in America. France now had control of Louisiana and Napoleon sought to regain Haiti. A slave uprising had driven the French from the island during the French Revolution. Unable to retake the island and in need of funds, Napoleon surprised the U.S. ministers to France by offering the sale of the entire Louisiana Territory. Jefferson had originally instructed ambassadors Monroe and Livingston to offer two million dollars for New Orleans and authorized them to go as high as ten million for the sale of the city and as much of Florida as possible. The territory of West Florida had changed hands between Spain and France convincing Jefferson that it might be included in a sale agreement with the French. Napoleon’s foreign minister, Talleyrand, instead of agreeing to sell New Orleans, offered the entire Louisiana Territory. After some haggling with the American commissioners, a price of \$15 million was agreed upon; exceeding President Jefferson’s original high offer for the purchase of New Orleans and part of West Florida by \$5 million.

Jefferson, a strict constructionist, believed that the Constitution did not give the President the power to purchase foreign lands. If he sought a constitutional amendment that required a two-thirds vote of the House and Senate and approval by three-fourths of the states, he may very well lose the chance to purchase the territory. He instructed his ministers to sign

the agreement and presented it to the Senate for quick approval. Federalists opposed the purchase and could have prevented ratification of a constitutional amendment but were powerless to defeat a purchase treaty.

Before initial negotiations had even begun for the sale of New Orleans, President Jefferson sent a secret message to Congress requesting funds for an expedition to explore western lands and to determine if the continent could be crossed by a river system—the age-old search for a Northwest Passage. Congress, however, did not authorize funds until after the U.S. had purchased the Louisiana Territory. The President seemed intent on acquiring western territory. The question remains, what action would the President have taken if France had refused to agree to either the sale of New Orleans or the Louisiana Territory.

When Jefferson was inaugurated President of the United States in March 1801, he appointed Captain Meriwether Lewis as his personal secretary. Captain Lewis had no qualifications that warranted his appointment. He was, however, keenly interested in western expansion and had a reputation as a man of science with a curiosity about botany, zoology, and archaeology. Jefferson selected his personal secretary to lead the expedition that came to be called the Corps of Discovery. Lewis, in turn, called upon Captain William Clark, brother of the famed Indian fighter George Rogers Clark and a mapmaker of some skill, to be his second in command.

When the Corps of Discovery set out in 1804 no one knew exactly what to expect. Some believed that they would find blue-eyed, Welsh-speaking Indians, others said they the explorers would surely come across strange animals including woolly mammoths, llamas, and even unicorns. Likewise, no one knew the extent of the territory that had been purchased. Jefferson believed it extended to the “mountains west of the Mississippi River” but no one seemed to know exactly how far west they were. The southern boundary was also unclear. Neither France nor Spain had officially established a boundary between Louisiana and New Spain. When Jefferson sent the Lewis and Clark expedition on their trek across the continent into previously unexplored territory he was realizing his dream of establishing a “New Empire of Liberty.”

### III. Materials Needed

#### Student Readings

- Desk map of the Louisiana Purchase
- Classroom maps or historical atlas
- Document 1 The Louisiana Purchase
- Document 2 President Jefferson's Secret Message to Congress
- Document 3 President Jefferson's Instructions to Meriwether Lewis
- Document 4 Selections from the Journals of Lewis and Clark
- Document 5 Commemorative Coins

#### Supplies

- Compass
- Graph paper
- Ribbon or twine
- Hole puncher

### IV. Lesson Activities

1. Begin the lesson with a study of several maps using textbook maps, classroom maps of North America, or a historical atlas. (If you are unable to find textbook maps, see Maps 1–4, pages 26–29.) Have students note the following:
  - French and Spanish possessions on the North American continent before the Seven Years' War (c. 1750)
  - English territorial possessions following the Seven Years' War (Treaty of Paris, 1763)
  - The United States following the American Revolution (Treaty of Paris, 1783)
  - Louisiana and Spanish West Florida in 1800
2. Duplicate the outline map of the Louisiana Purchase (Map 5, page 30), along with Document 1, "The Louisiana Purchase." In groups, have students examine the map and read Document 1. Referring to both, ask students to list reasons that the United States sought free use of the Mississippi River and the "right of deposit" in New Orleans.
3. Distribute Document 2, "President Jefferson's Secret Message to Congress." Discuss the reasons the President may have wanted this message to be kept secret. When Jefferson sent this message to Congress, Louisiana had not yet become a part of the United States. What evidence can be found in this secondary account of the secret message to Congress that suggests that the President planned to annex all or part of the Louisiana Territory?

4. Divide the class into small groups. Distribute Document 3, “President Jefferson’s Instructions to Meriwether Lewis.” As students read either the primary source or contemporary English transcription have them list what the President hoped to accomplish by this mission of exploration. Refer to the expedition as the “Corps of Discovery” and explain that “corps” is a group or unit. In a general class discussion, ask why Jefferson instructed Lewis to keep an accurate account of what he saw. Ask questions such as:
  - Why do you think the Lewis and Clark expedition was called the “Corps of Discovery?”
  - Why was it so important to know about the river system?
  - Why was the President interested in knowing about Native Americans living in the territory?
  - Why did Jefferson want Lewis to take notes on the plants and animals he would come across in his journey?
  - Why did the President want the expedition to travel to the Pacific Ocean? Did he believe that the Pacific Coast was part of the Louisiana Purchase?
6. Assign textbook readings on the Lewis and Clark expedition. Refer to a map showing the route of the Corps of Discovery. Maps are provided in some textbooks or may be found on the Internet. Have students trace the route on the outline map of the Louisiana Purchase provided earlier in the lesson (Map 5). Ask students to imagine that they were members of the Corps of Discovery. In small groups of no more than three, have students make a list of five observations that Lewis and Clark might have made in their journals. Have each group report on their lists and explain why they chose these five observations. How similar are the entries?
7. Document 4, “Selections from the *Journals of Lewis and Clark*,” provides a glimpse of some of the observations these two explorers entered in their journals. Either read the selected entries to the class or have different students read the entries aloud. Be sure that students realize that these represent no more than a fraction of the thousands of entries in the detailed journals that Lewis and Clark kept. Inform the class that other men in the Corps of Discovery also kept journals. From this short glimpse at journal entries, did Lewis and Clark seem to follow President Jefferson’s instructions?
8. Have each group construct a journal consisting of several sheets of paper, folded horizontally and fastened with string or ribbon through holes punched along the crease. You may wish to provide parchment paper to give the impression of an old manuscript. Give each group a compass and have them walk around the school campus mapping their route and recording what they see in their journal. Compasses are usually available in the science labs. To facilitate the “campus trek” it would be wise to assign specific areas of the school groups for the activity. Students should draw representations of any plants, trees, shrubs, birds, or animals they come across. You may also suggest that students collect “specimens” of leaves or plants to incorporate in their journals. You should model this by bringing samples of leaves,

flowers, rocks, etc., to class for students to sketch. Explain that a written description should be included with their sketches.

Students should also note any topographical variations in the area they walk. Every attempt should be made to draw maps to scale. A compass rose or legend should be included on each map. The maps they draw may either be included in their journals or kept separate and submitted with their journals. You may wish to provide graph paper for students to use in making their maps.

When completed post the maps and sample of the journals in the classroom. Have students discuss the problems they may have had in creating their maps and journals. Relate their experiences in this activity to the challenges Lewis and Clark may have encountered in completing the task that President Jefferson had given them. Ask questions such as:

- How difficult is it to construct a topographical map?
  - How does your journal help to explain the map you have drawn?
  - Why is it important to have accurate maps?
  - What problems do you think Lewis and Clark may have faced in attempting to record information about their discoveries?
  - Why did President Jefferson wish to have a good description of the area explored and accurate maps of the territory?
9. The United States Mint has produced commemorative nickels between 2002 and 2004 to celebrate the Louisiana Purchase and the Lewis and Clark expedition. An earlier “gold” dollar coin, minted in 2000, featured Sacagawea. Divide the class into five groups (six groups if the dollar coin is used) and give each group the handout showing the coin images (Document 5).

Ask each group to explain the significance of the pictures on the coins in relation to the Corps of Discovery’s journey. Using these coins as models, have each group design a new coin in any denomination to further commemorate “The Westward Journey.” For example, a coin may include a portrait of one of the major participants in the expedition on the front side and a scene representing the Pacific coast of Oregon, a specimen of one of the plants sketched in the Journal of Lewis and Clark, or a council with Native Americans.

In lieu of the coin design, you may wish to have the class examine postage stamps celebrating Lewis and Clark (see images on pages 17 and 19) and have students design a new postage stamp commemorating the Corps of Discovery.

## V. Extended Geography Activities

1. Select a series of pictures that portray the physical geography along the Lewis and Clark trek across the continent such as the Great Plains, Rocky Mountains, and Pacific Coastal region. Photographs showing the physical features may be found in old issues of *National Geographic* or on the Internet by using different search words;



for example, “Missouri River,” “Prairie,” “Great Plains,” and “Continental Divide.” Have students working in groups examine selected photographs and write journal entries describing the physical features of the region from the perspective of a member of the Corps of Discovery. In their journals they should include climate and vegetation of different regions of the country that they may infer from the photographs.

2. The Corps of Discovery traveled through 11 states and established camps during the three years journey. Students may follow the Lewis and Clark trail on one of several websites devoted to the Corps of Discovery. (The resources on page 32 list several interactive Internet sources.)
3. The following places are in some way associated with the Lewis and Clark expedition:
  - St. Louis, Missouri
  - Independence, Missouri
  - Fort Osage, Missouri
  - Sioux City, Iowa
  - Great Falls, Montana
  - Big Sandy, Montana
  - Fort Clatsop (near Astoria), Oregon

“Location” is the first of the five themes of geography. Review the meaning of “absolute” and “relative” location. Students should understand that an “absolute location” is a very specific location given as its latitude and longitude for a global location or a street address for a local location; relative locations are described by landmarks, direction or distance from one place to another. Using a map or atlas, have students give the absolute location of each of the above places in latitude and longitude and describe its “relative location.”

#### Teacher’s Note

You will be able to find the exact latitude and longitude of each of these sites by using the Atlas Query’s Latitude and Longitude Finder,

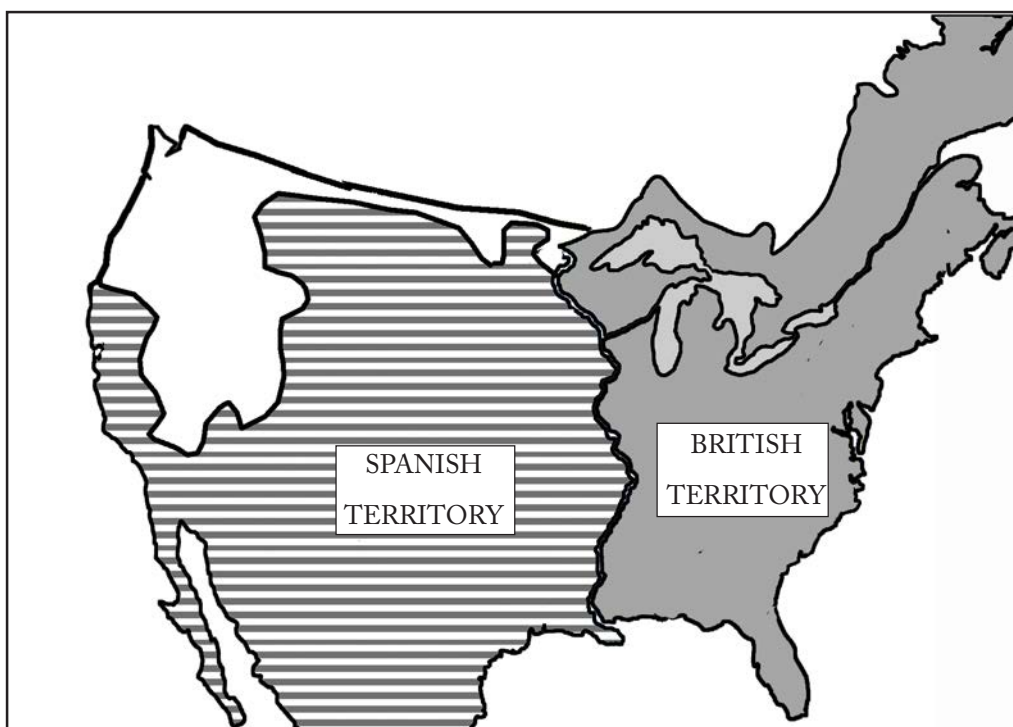
<<http://stutzfamily.com/mrstutz/LatLong/findlatlong3.htm>>



## The Louisiana Purchase

### *Secondary Source*

Before the Seven Years' War, France held Canada, land along the Mississippi River, and claimed the Ohio Valley including what is now western Pennsylvania. The treaty ending the war changed the map of British North America. The British won the war and forced France to give up their lands in North America. In order to keep Louisiana from going to the British, France gave the territory to Spain. Spain had fought on the side of the French and was forced to surrender Florida to the British. By the treaty of peace, Britain had won Canada, the Ohio Valley, and Florida.



Spain fought against the British during the American Revolution. The peace treaty ending the war forced the British to recognize the new American nation and turned over Florida to Spain. At that time Florida included the present state of Florida and a stretch of land across the southern part of Georgia, Alabama, and Mississippi known as West Florida.

The United States had worked out an agreement with Spain for use of the Mississippi River and the right to store supplies, known as the “right of deposit,” in New Orleans. It was difficult for farmers to send their products across the Appalachian Mountains. They wanted to make sure that they could ship goods on barges down the Mississippi and store them at New Orleans until they could be loaded on ocean-going ships.

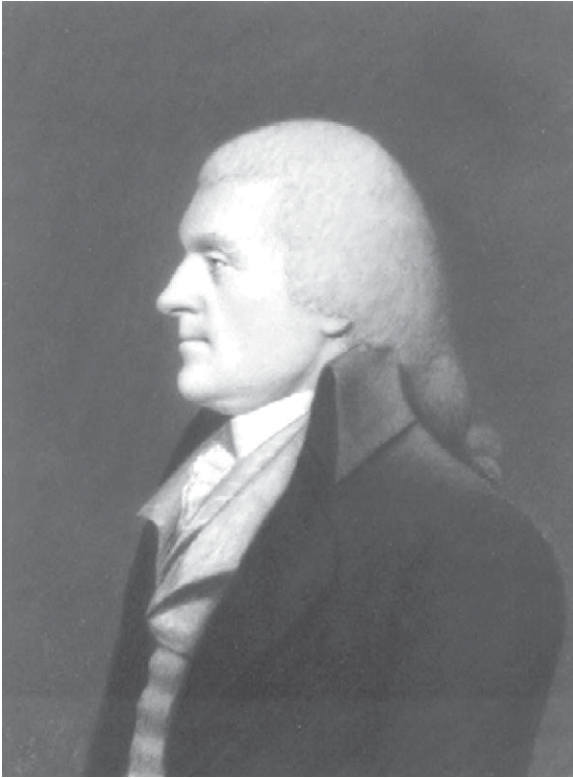
After Napoleon Bonaparte became the French leader, he signed a secret treaty with Spain that would turn Louisiana back to France. When this secret treaty became known President Thomas Jefferson sent James Monroe to France. He wanted to try to get the French to agree to free use of the Mississippi River and the right of deposit. When this failed, President Jefferson offered to buy New Orleans and West Florida for two million dollars. He instructed Monroe to go as high as ten million, if necessary. Spain still held West Florida and would not agree to sell it to the U.S. The French refused to grant the right of deposit in New Orleans but, to the surprise of the American ministers, offered all of Louisiana to the United States for 15 million dollars.

President Jefferson agreed to the purchase in May 1803 even though he did not believe he had the power to buy the Louisiana Territory without a constitutional amendment. He realized that it would take time to get such an amendment and he believed it was necessary to act at once or lose the opportunity. The Federalists in Congress were against the purchase and tried to prevent it. However, they were not able to defeat the treaty. The Senate approved the treaty in December 1803 and Louisiana became part of the United States. The United States purchased 828,000 square miles of land between the Mississippi River and the Rocky Mountains. This purchase doubled the size of the United States.



## President Jefferson's Secret Message to Congress

*Secondary Source*



Thomas Jefferson by James Sharples, Sr.  
*Collections of Independence Historical Park*

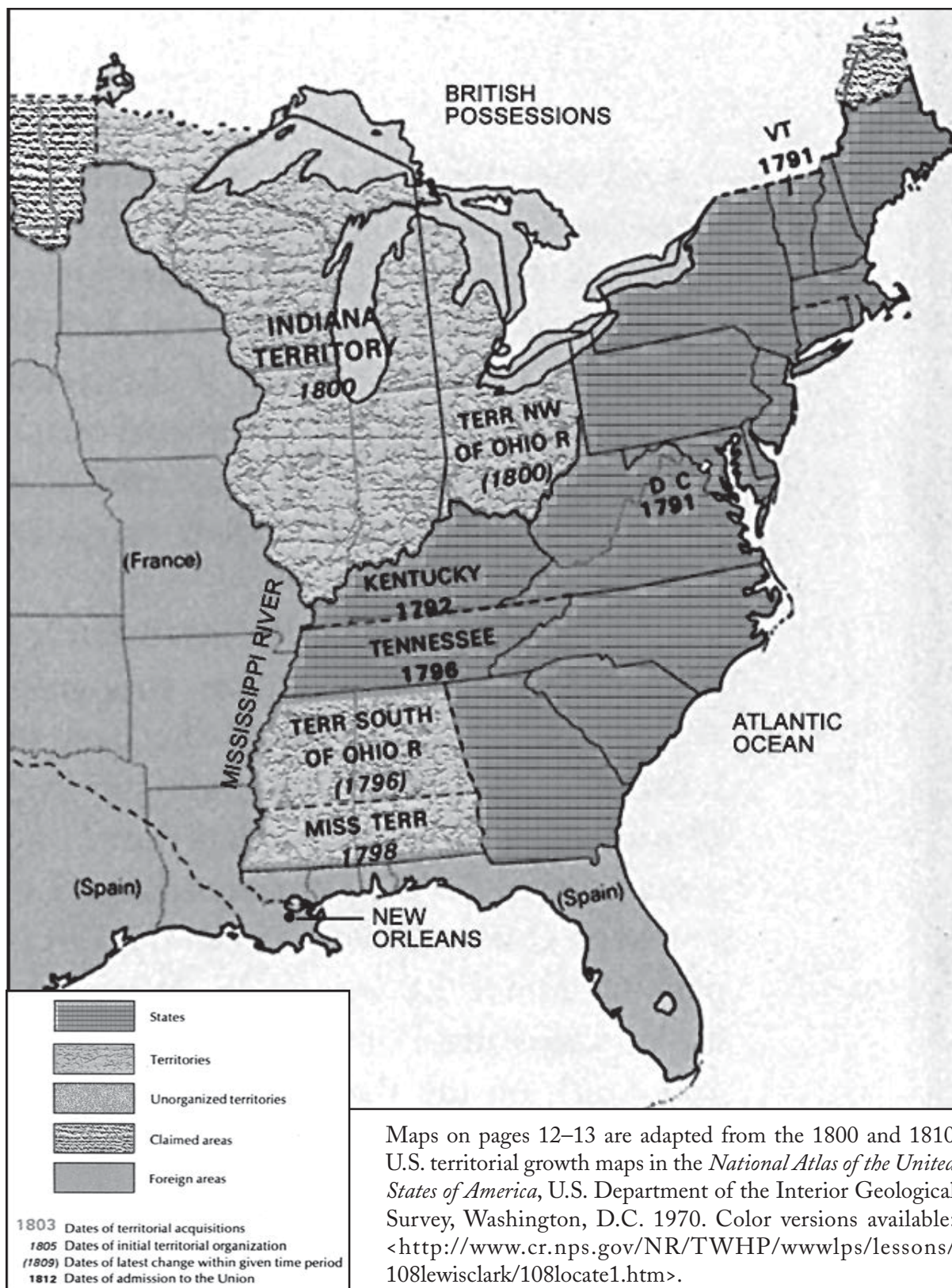
On January 28, 1803, President Thomas Jefferson sent a secret message to Congress asking for funds for an expedition to explore the continent. The request was sent to Congress three months before the United States purchased the Louisiana Territory. In his message, Jefferson said that an expedition would be valuable in increasing trade with Native Americans. It could also open the way for adding new land to the nation in the future. He especially wanted to see if rivers could be used to travel across the continent to the Pacific Ocean. The expedition would provide geographic knowledge of the continent.

In his message to Congress, the President said that the nations claiming the territory—France, Spain, Britain, and Russia—would not oppose this expedition. According to Jefferson these countries would see it as a scientific expedition.

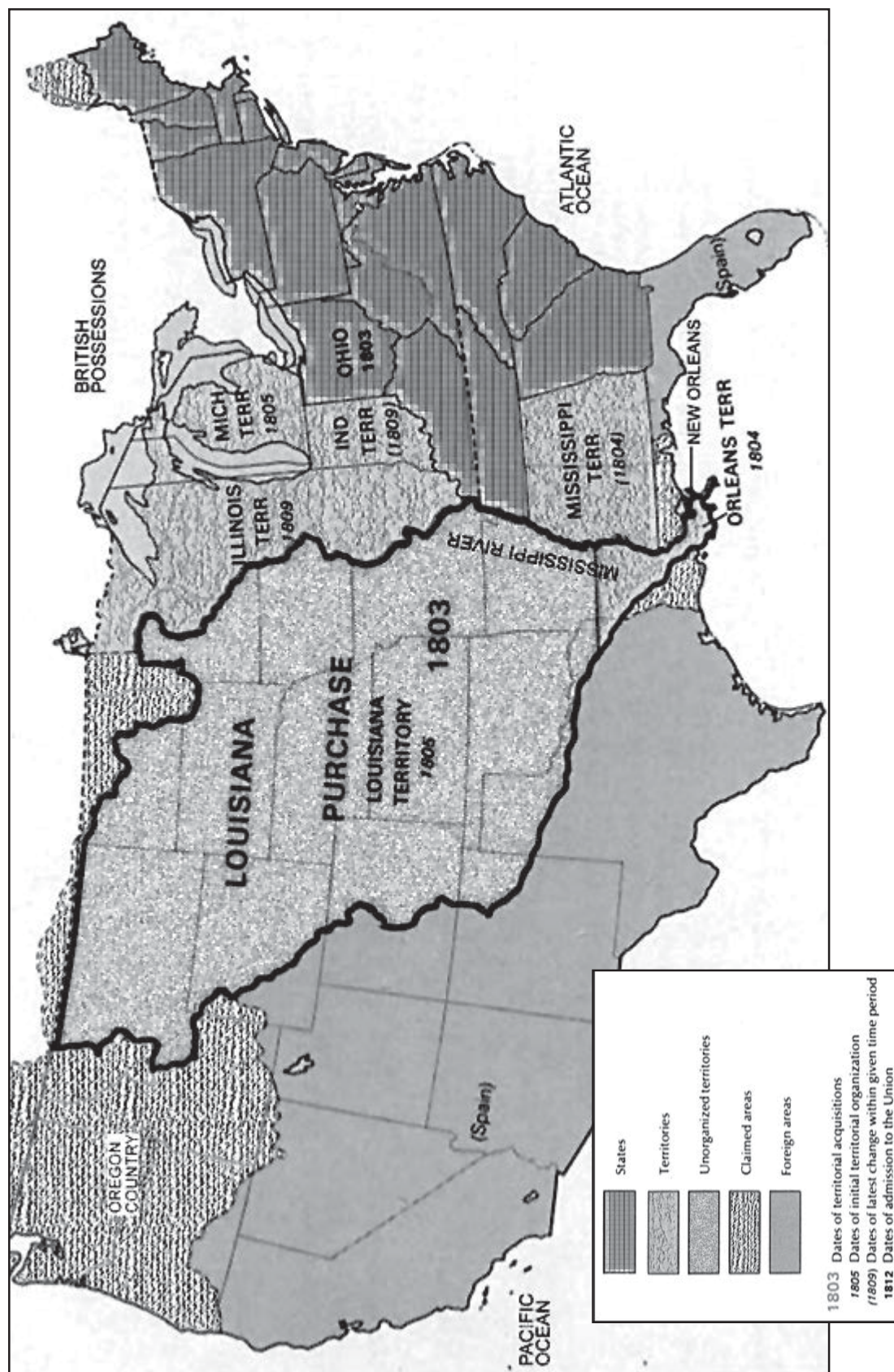
Congress debated the issue and finally agreed to provide money for the expedition in June 1803, after the purchase of the Louisiana Territory from France. Now, the expedition would explore newly added territory. Jefferson, however, still wanted the expedition to travel across the continent to the Pacific Ocean. This would mean that it would pass through what was known as "The Oregon Country" that was claimed by Britain, Spain, Russia, and later by the United States.



## The United States in 1800



## The United States in 1810





## President Jefferson's Instructions to Meriwether Lewis

When Thomas Jefferson became President in 1801 he asked Meriwether Lewis, a captain in the army, to be his personal secretary. Captain Lewis was a terrible speller and the last man anyone would imagine as secretary to the President of the United States. Lewis, however, was the best qualified to head an expedition of discovery. Did the President have something else in mind for his newly appointed secretary?

### Primary Source

. . . The object of your mission is to explore the Missouri River, and such principal stream of it, as, by its course and communication with the water of the Pacific Ocean may offer the most direct and practicable water communication across this continent, for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river, and especially at the mouths of rivers, at rapids, at islands, and other places. . . .

The interesting points of portage between the heads of the Missouri and the water offering the best communication with the Pacific Ocean should be fixed by observation and the course of that water

### Contemporary English

. . . You are to explore the Missouri River to see if it or any branch of the river reaches the Pacific Ocean. You are to try to find the most direct water route to the ocean for the purpose of trade.

Begin at the mouth of the Missouri River and take down the latitude and longitude at all special points on the river, and especially at the mouths of other rivers, at rapids, at islands, and other places. . . .

Make notes on places where you will have to leave the river and travel overland carrying the keelboat to another river. You are to find the best passage by rivers

Primary Source, cont.

to the ocean. . . . Your observations are to be taken with great pains and accuracy. . . .

The commerce which may be carried on with the people inhabiting the line you will pursue renders a knowledge of these people important. You will therefore endeavor to make yourself acquainted . . . with the names of the nations and their numbers; the extent and limits of their possessions; their relations with other tribes or nations; their language, traditions . . . ; their food, clothing . . . ; the diseases prevalent among them, and the remedies they use . . . ; and articles of commerce they may need or furnish and to what extent.

Other objects worthy of notice will be: the soil and face of the country, its growth and vegetable productions, especially those not of the U.S.; the animals of the country . . . ; the mineral productions of every kind . . . ; volcanic appearances; climate as characterized by the thermometer, by the proportion of rainy, cloudy, and clear days, by lightning, hail, snow, ice . . . , by the winds, . . . the dates at which particular plants put forth or lose their flowers, or leaf, times of appearance of particular birds, reptiles, or insects. . . .

Contemporary English, cont.

to the Pacific Ocean. Your observations are to be taken with great pains and accuracy.

It is important to know about Native Americans living along your route so that we can carry out trade with them. You will try to know as much about them as you can. Know the names of the nations and their numbers; the lands they live on; how they get along with other tribes or nations; their language, traditions . . . ; their food, clothing . . . ; the diseases common among them, and how they treat these diseases . . . ; and the things they trade and anything they may need.

You are also to make observations on the geography of the land. You should pay attention to the soil, what vegetables grow there, especially those that do not grow in the U.S. Make a list of the animals you come across. Record every kind of minerals; any signs of volcanoes; climate, the range of temperatures, the number of rainy, cloudy, and clear days; make note of lightning, hail, snow, ice . . . , and the winds, . . . the dates when plants put forth or lose their flowers or leaves. Record the times of the year you see particular birds, reptiles, or insects. . . .



- ◆ Why did President Jefferson give these special instructions to Meriwether Lewis?
- ◆ What did he hope the expedition would accomplish?
- ◆ How important was it to know about the river system in the west? About the physical geography and the climate in the west?
- ◆ Why would it be important to know about the Native Americans in the region?

## Selections from the Journals of Lewis and Clark

*Primary Source*



Merriweather Lewis and William Clark  
US Stamps in honor of the 2004 bicentennial

[http://www.usps.com/communications/news/stamps/2004/sr04\\_022.htm](http://www.usps.com/communications/news/stamps/2004/sr04_022.htm)

May 13, 1804

I dispatched an express this morning to Captain Lewis at St. Louis. All our provisions, goods, and equipage [material] on board of a boat of 22 oars, a large pirogue [a dugout boat like a canoe] of 71 oars, a second pirogue of 6 oars, complete with sails, etc. Men completed with powder cartridges and 100 balls each, all in health and readiness to set out. Boat and everything complete, with the necessary stores of provisions and such articles of merchandise as we thought ourselves authorized to procure—though

not as much as I think necessary for the multitude of Indians through which we must pass on our road across the continent.

November 28, 1804

A cold morning. Wind from the N.W. River full of floating ice. Began to snow at 7 o'clock, A.M., and continued all day. At eight o'clock, the Possossohe, Black Cat, grand chief of the Mandans, came to see us. After showing these chiefs many things which were curiosities to them, and giving a few presents . . . they departed at 1 o'clock much pleased.

December 17, 1804

A very cold morning. The thermometer stood at 45 degrees below zero. . . . About 8 o'clock P.M., the thermometer fell to 74 degrees below freezing point. The Indian chiefs sent word that buffalo were in the neighborhood, and if we would join them in the morning they would go and kill them.

January 13, 1805

A cold, clear day. Great numbers of Indians move down the river to hunt. Those people kill a number of buffalo near the villages and save a great proportion of the meat. . . . Their corn and beans, etc., they keep for the summer, and as a reserve in case of an attack from the Sioux, of which they are always in dread, and seldom go far to hunt except in large parties. . . .

April 22, 1805

. . . The broken hills of the Missouri, about this place, exhibit large irregular and broken masses of rock and stone; some of which, though 200 feet above the level of the water, seem at some former period to have felt its influence, for they appear smooth as if worn by the agitation of the water. This collection consists of white and gray granite, a brittle black rock, flint, limestone, freestone, some small specimens of an excellent pebble and occasionally broken . . . stone which appears to be petrified wood. . . . Coal or carbonated wood, pumice stone, lava, and other mineral appearances still continue. The coal appears to be of better quality. I exposed a specimen of it to the fire, and found that it burned tolerably well; it afforded but little flame or smoke, but produced a hot and lasting fire. . . .

November 3, 1805

A mountain which we suppose to be Mt. Hood is S. 85 degrees E., about 47 miles distant from the mouth of Quicksand River. This mountain is covered with snow and in the range of mountains which we have passed through and is of a conical form [pointed, similar to a volcano], but rugged. After taking dinner at the mouth of this river, we proceeded on.

November 20, 1805

Found many of the Chinooks with Captain Lewis, of whom there were 2 chiefs, Comcommoly and Chillarlawil, to whom we gave medals, and to one a flag. One of the Indians had on a robe made of two sea-otter skins. The fur of them was more beautiful than any fur I had ever seen. Both Captain Lewis and myself endeavored to purchase the robe with different articles. At length, we procured it for a belt of blue beads which the squaw wife of our interpreter Charbonneau [Sacagawea] wore around her waist.

January 3, 1806

Our part, from necessity having been obliged to subsist some length of time on dogs, have now become extremely fond of their flesh. It is worth of remark that while we lived principally on the flesh of this animal, we were much more healthy, strong, and more fleshy than we have been since we left the buffalo country. For my own part, I have become so perfectly reconciled to the dog that I think it an agreeable food and would prefer it vastly to lean venison or elk.

February 14, 1806

I completed a map of the country through which we have been passing from the Mississippi, at the mouth of the Missouri, to this place. On the map, the Missouri, Jefferson's River, the S.E. branch of the Columbia or Lewis's River, Kooskooskee, and Columbia from the entrance of the S.E. fork to the pacific Ocean, as well as a part of Clark's River and our trek across the Rocky Mountains, are laid down by celestial observations and survey. The rivers are also connected at their sources with other rivers. . . .





## "Westward Journey" Nickel Series



2004 Nickel Face

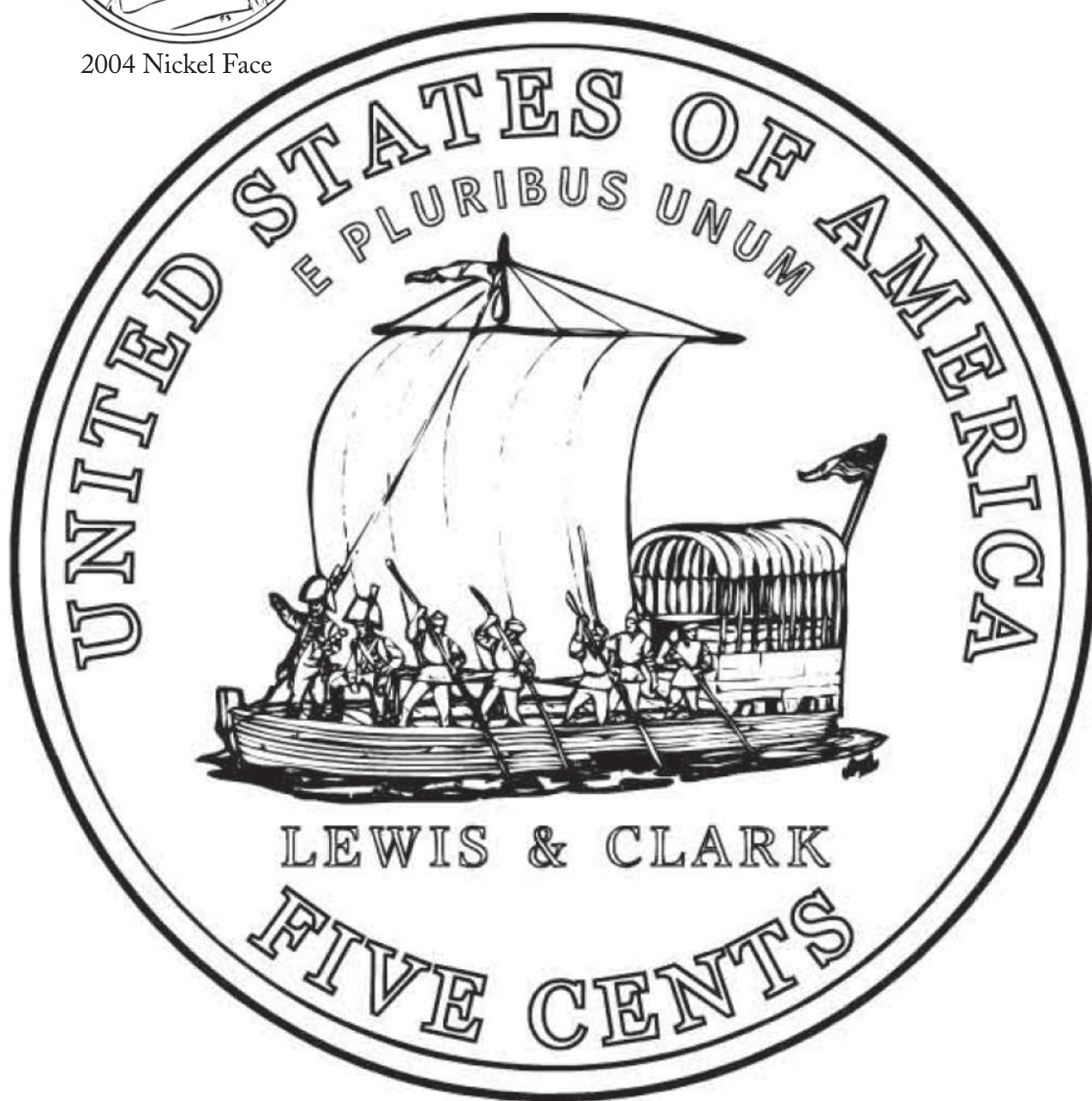


2004 Nickel, Reverse Design One

**"Westward Journey"  
Nickel Series**



2004 Nickel Face



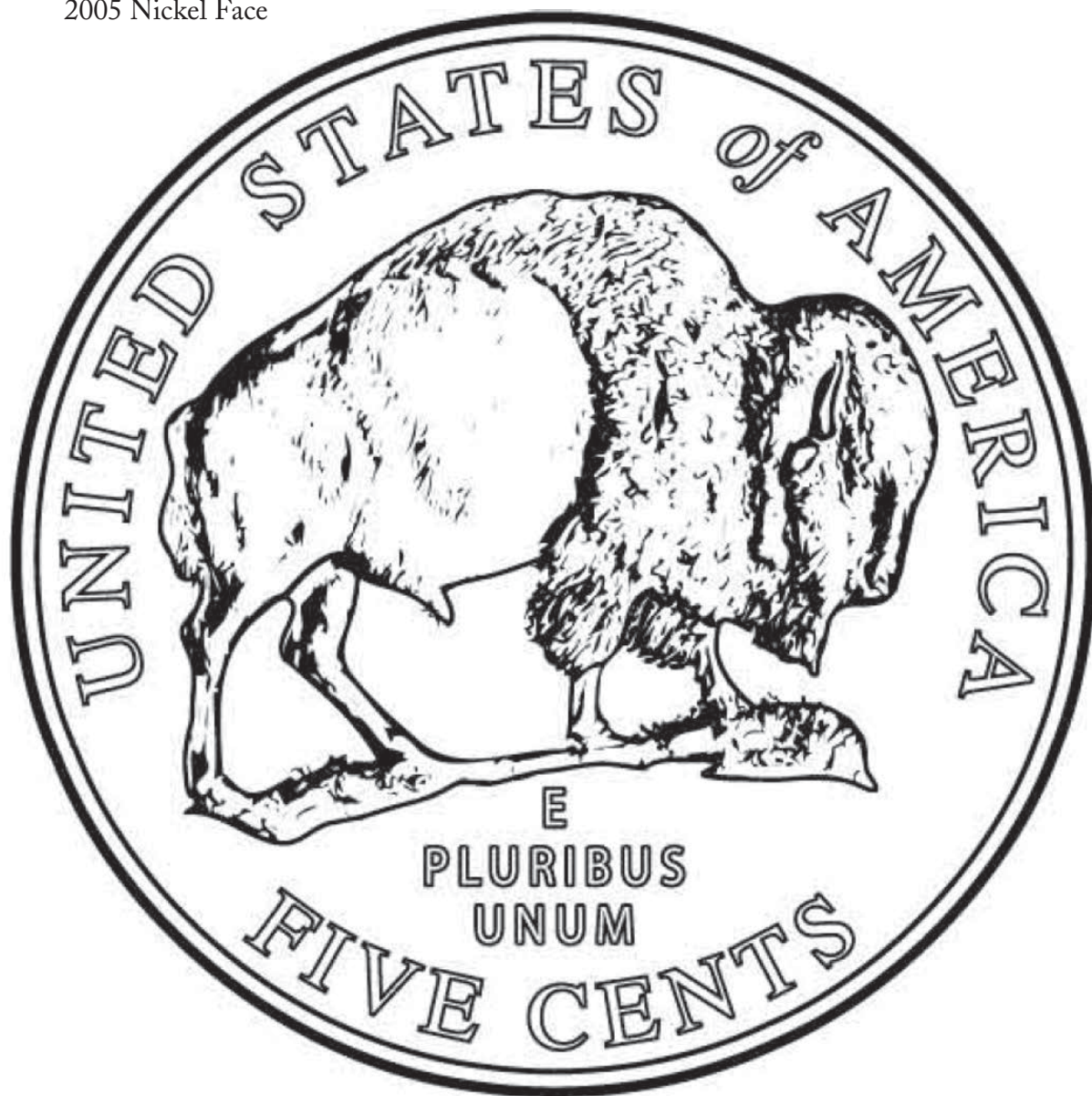
2004 Nickel, Reverse Design Two





2005 Nickel Face

## "Westward Journey" Nickel Series



2005 Nickel, Reverse Design One





2005 Nickel Face

## "Westward Journey" Nickel Series



2005 Nickel, Reverse Design Two

## "Return to Monticello" Nickel



2006 Nickel Face



2006 Nickel, Reverse

## Sacagawea Gold Dollar Coin



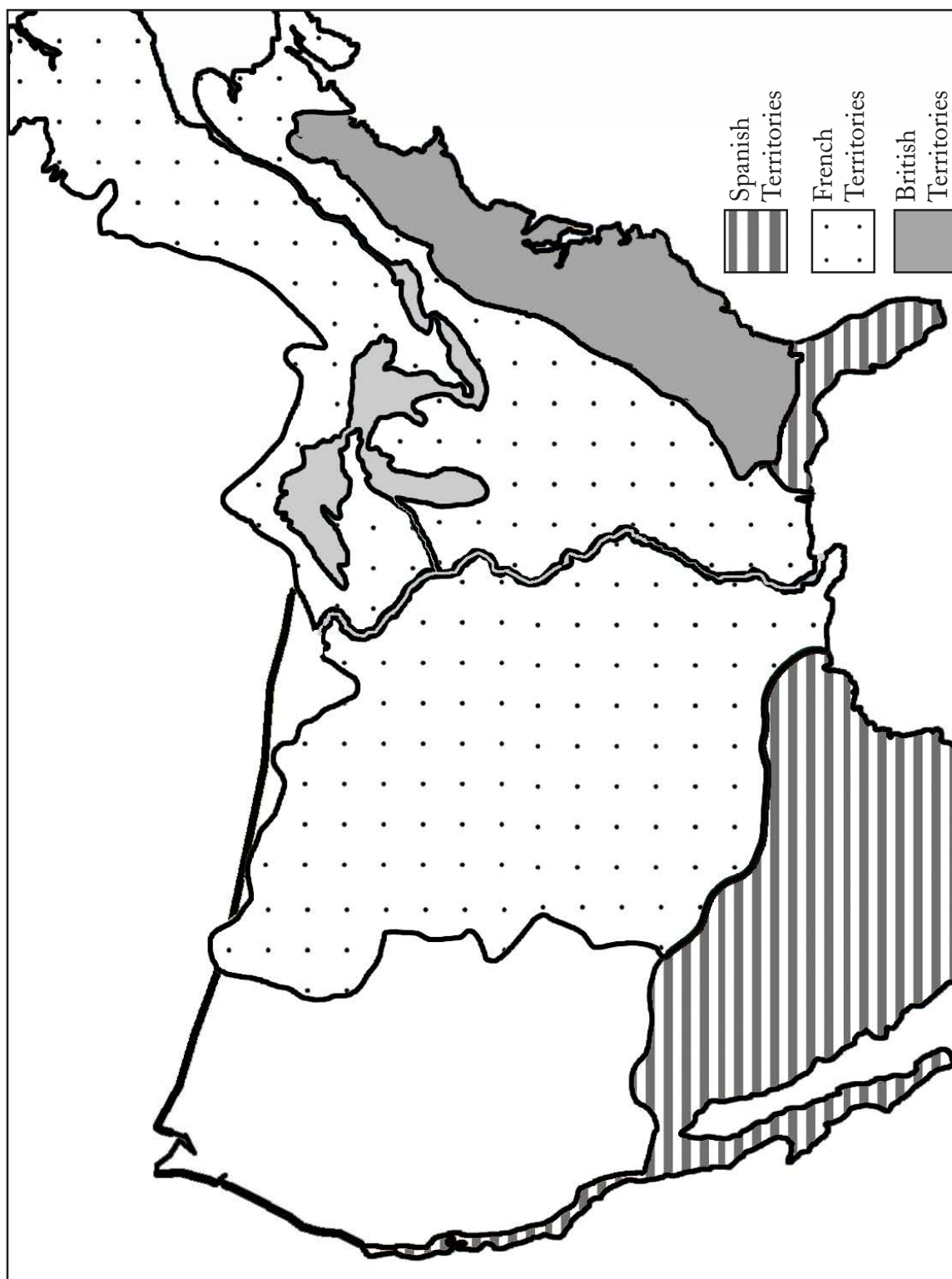
Face



Reverse, or "Tail"



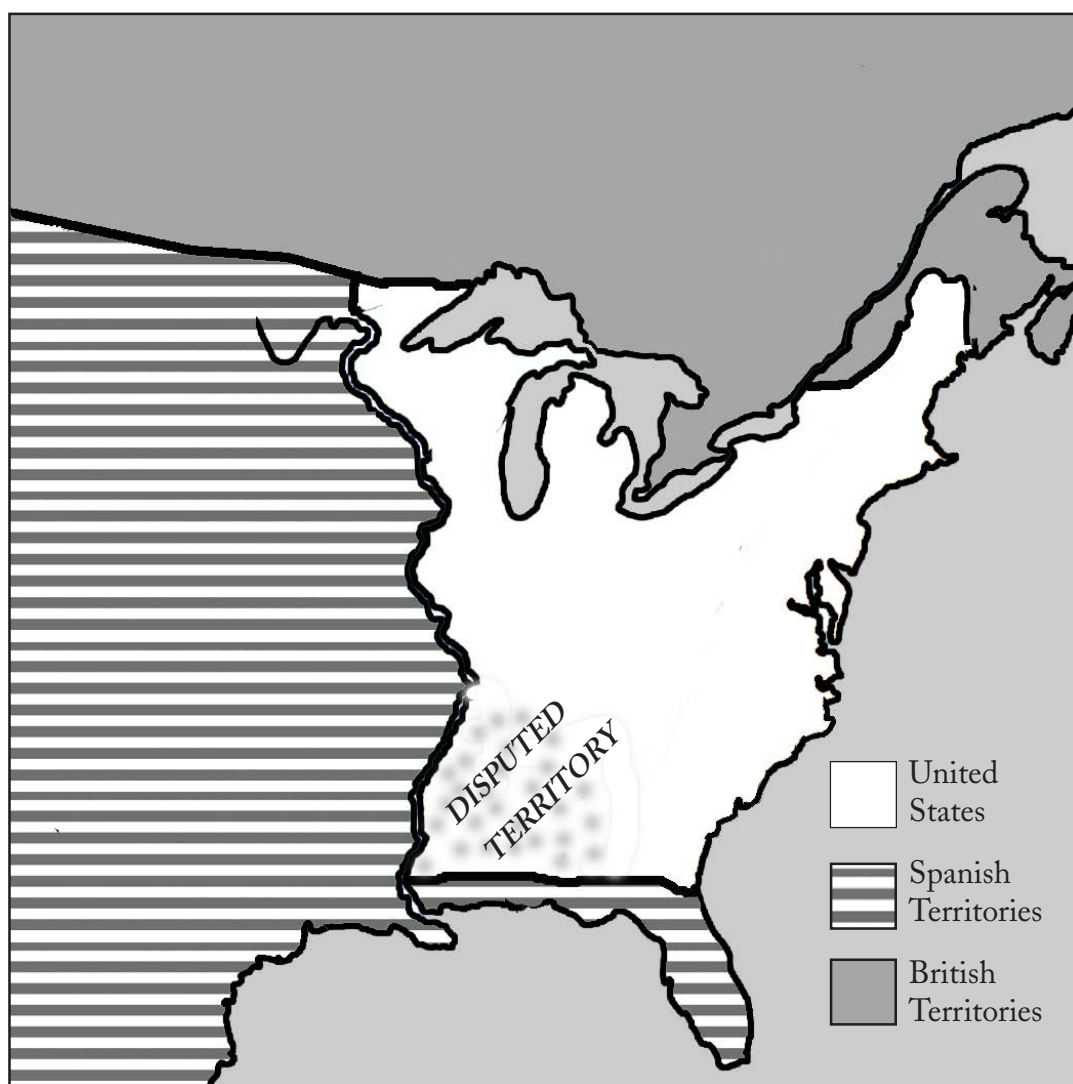
Spanish, French, and British Territories, ca 1750



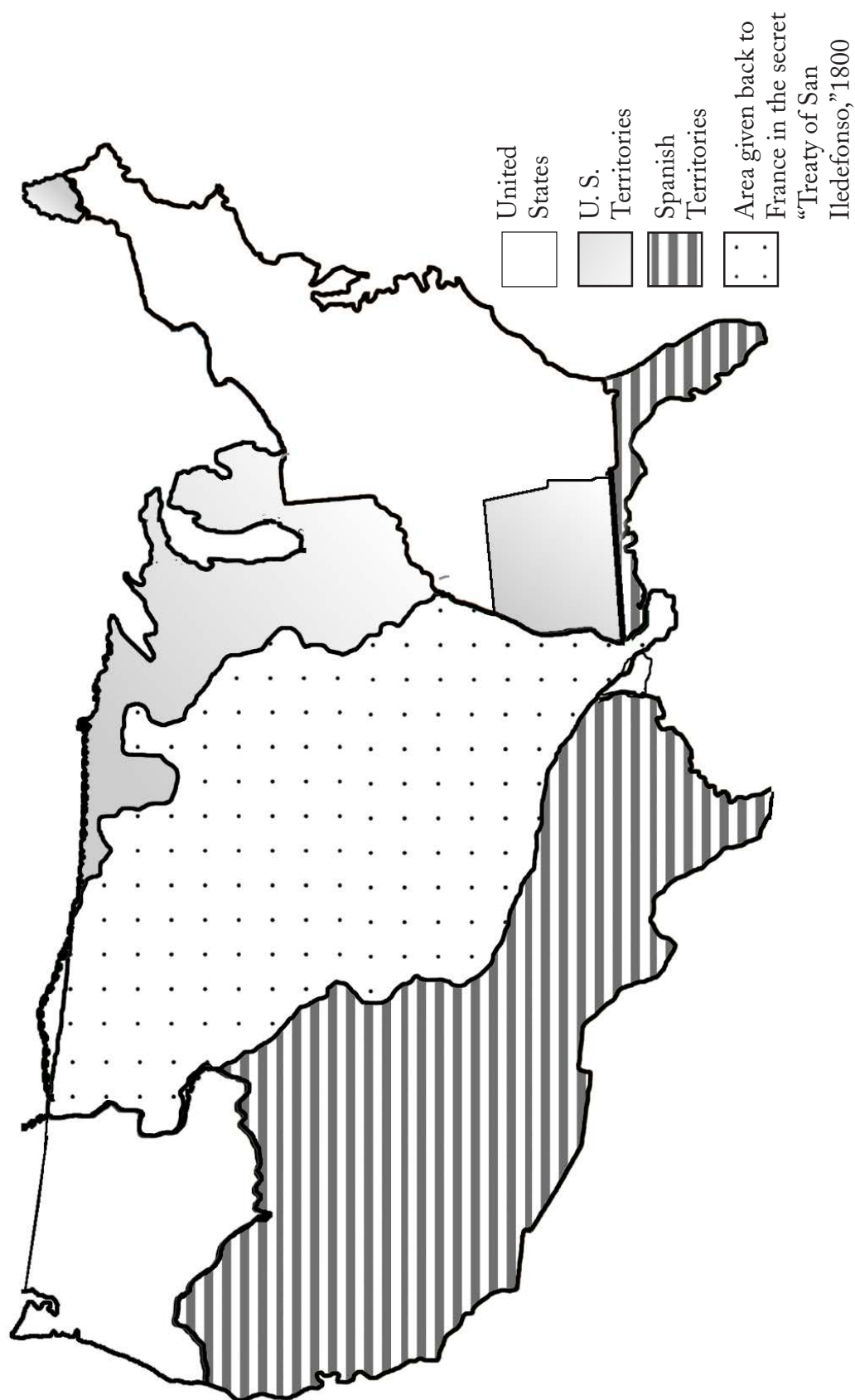
Spanish and British Territories after the Treaty of Paris, 1763



The United States following the American Revolution  
(Treaty of Paris, 1783)



The United States, 1800





Louisiana Purchase



## Resources

### Print

Blumberg, Rhoda. *The Incredible Journey of Lewis and Clark*. Lothrop, Lee & Shepard, 1987.

This retelling of the expedition by a noted children's author explores the confrontation of two cultures along the route of the Corps of Discovery.

Erdrich, Lise. *Sacagawea*. Lerner, 2003.

This is the story of a young Shoshone woman who joined the Lewis and Clark expedition with her French-Canadian husband. Sacagawea served the Corps of Discovery as an interpreter and was responsible for saving the expedition from ruin on several occasions. The book includes a number of illustrations by Julie Buffalohead.

Fifwer, Barbara. *Going Along with Lewis and Clark*. Farcountry Press, 2000.

The book follows the route of the expedition and describes dramatic events along the way. It includes the day-to-day activities of the Corps of Discovery including finding and cooking food.

Jaffe, Elizabeth, and Alecia Long. *The Louisiana Purchase*. Capstone Press, 2002.

The book is part of the "Let Freedom Ring" series. It relates a dramatic story of the evolution of the Louisiana Purchase and the bargaining that finally led to the purchase.

Johmann, Carol A. *The Lewis & Clark Expedition: Join the Corps of Discovery to Explore Uncharted Territory*. Williamson Publishing, 2003.

A Kaleidoscope Kids Book that includes information about the Lewis and Clark expedition and a number of related activities.

Karwoski, Gail Langer. *Seaman: The Dog who Explored the West with Lewis & Clark*. Peachtree Publishers, 1999.

Although a fictional account, the story of this black Newfoundland is based on historical accounts of the expedition and includes references to Seaman's adventures reported in Lewis' journal.

"Lewis and Clark: The Corps of Discovery, *Connect*, Vol. 17, Issue 1 (September/October 2003).

This issue of *Connect*, a magazine devoted to innovative instruction in science, mathematics, and technology, contains articles on celestial navigation, foods and medicine found along the Lewis and Clark trail, and suggestions for the development of student-made journals.

"Lewis and Clark New Perspectives," *Gateway Heritage*, Vol. 24, No. 2 & 3 (Fall 2003-Winter 2004).

This quarterly magazine of the Missouri Historical Society contains an excellent overview of the expedition, a detailed timeline, letters Meriwether Lewis wrote to his mother, the Mandan and Hidatsa perspectives on the Corp of Discovery, and much more. Recommended as teacher reading.

Schanzer, Rosalyn. *How We Crossed the West, The Adventures of Lewis and Clark*. National Geographic, 1997.

The book includes short excerpts from the journals of Lewis, Clark, and other members of the Corp of Discovery.

### Internet

"Hip Pocket Change" The United States Mint's Fun Facts for Kids.

The website includes teacher materials and activities associated with the mint's Westward Journey Nickel Series.

<<http://www.usmint.gov/kids/index.cfm?fileContents=teachers/nickelLessons.cfm>>

### Jefferson National Expansion Memorial

This website includes a list of all members of the Corps of Discovery along with brief biographies of several members of the party including York, Sacagawea, and Chabonneau. There is also some information on Seaman, Lewis' black Newfoundland dog.

<<http://www.nps.gov/archive/jeff/LewisClark2/HomePage/HomePage.htm>>

"Lewis and Clark: Mapping the West," National Museum of American History, Smithsonian Institution

An overview of the Lewis and Clark expedition. <<http://www.edgate.com/lewisandclark>>.

"Lewis and Clark: The Journal of the Corps of Discovery," PBS

Selected entries from the Lewis and Clark Journals. <<http://www.pbs.org/lewisandclark>>

### PBS, *Inside the Corps*

This is part of a larger PBS website devoted to the Corps of Discovery. Inside the Corps gives biographical sketches about members of the Corps of Discovery from the most famous to the virtually unknown. It also provides a partial list of supplies brought on the expedition and put the expedition into historical perspective. <<http://www.pbs.org/lewisandclark/inside>>

### Lewis and Clark Trail, "Re-live the Adventure"

An online virtual tour of the Corp of Discovery's 8,000 mile trek from Camp Dubois (Wood River, Illinois) on May 14, 1804 to their return to Missouri in September 1806. <<http://lewisandclarktrail.com>>