Corp of Discovery: Revealing the American West with Primary Sources
To the Teacher...

This booklet was created by Teaching with Primary Sources at Eastern Illinois University (www.eiu.edu/~eiutps) as a companion to the EIU TPS website. The booklet features information and images of digitized primary sources from the Library of Congress American Memory Collection that you may wish to use in your classroom. These images were selected for their relevance and as a means to intrigue students and encourage inquiry. American Memory (www.memory.loc.gov/ammem) is a multimedia website of digitized historical documents, photographs, sound recordings, moving pictures, books, pamphlets, maps, and other resources from the Library of Congress’s vast holdings.

To access items in this booklet visit www.eiu.edu/~eiutps for links to the bibliography page of each at the Library of Congress website. You may also locate them on the WWW by entering the URL provided in the citation page at the end of the booklet. This will take you to a descriptive page for the item which also identifies the host collection - CHECK OUT THE REST OF THE COLLECTION!! We hope you find this booklet helpful.

Please feel free to print and share with colleagues and contact us with questions, comments or ideas!

Why Teach with Primary Sources?

For years historians and educators have understood the value of primary sources in K-12 education.

1. Primary sources expose students to multiple perspectives on great issues of the past and present. History, after all, deals with matters furiously debated by participants. Interpretations of the past are furiously debated among historians, policy makers, politicians, and ordinary citizens. Working with primary sources, students can become involved in these debates.

2. Primary sources help students develop knowledge, skills, and analytical abilities. When dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.

Galbraith’s railway mail service maps, Illinois. Library of Congress, American Memory
Lewis and Clark: The Corps of Discovery

Develop critical thinking skills...
Primary sources are snippets of history. They are incomplete and often come without context. They require students to be analytical, to examine sources thoughtfully and to determine what else they need to know to make inferences from the materials.

Understand all history is local...
Local history projects require students to “tell their stories” about familiar people, events, and places. Memories from an adult perspective provide a glimpse of history not available in a textbook. What evolves is the sense that world history is personal family history, which provides a compelling context for student understanding.

Acquire empathy for the human condition...
Primary sources help students relate in a personal way to events of the past coming away with a deeper understanding of history as a series of human events.

Consider different points of view in analysis...
In analyzing primary sources, students move from concrete observations and facts to making inferences about the materials. “Point of view” is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that color one’s interpretation or understanding of the evidence?

Understand the continuum of history...
It is difficult for students to understand that we all participate in making history everyday, that each of us in the course of our lives leave behind primary source documentation that scholars years hence may examine as a record of “the past.” The immediacy of first-person accounts of events is compelling to most students.


Selecting Primary Sources

Interest
What kinds of sources are of particular to interest my students?

Reading Level
How difficult is the reading level of the primary source compared to my students’ abilities? What might help my students comprehend this material (a glossary of terms, for example)?

Length
How long is the source? Do I need to excerpt a portion of the source given my students' abilities and/or time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?

Points of View
Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved proper balance among the competing points of view?

Variety of Sources
Have I included a variety of types of sources (e.g., published, unpublished, text, visual, and artifacts)?

Location
Where can I or my students find the sources we need (the school or public library, the local history society, over the Internet)?

Something to Consider:
Be sure that the use of primary sources makes sense in the overall curriculum plan. Using too many primary sources or in the wrong places could cause them to lose impact.
Primary sources are the raw materials of history—original documents and objects that have survived from the past. They are different from secondary sources, which are accounts of events written sometime after they happened. Examining primary sources gives students a powerful sense of history and the complexity of the past.

Helping students analyze primary sources can guide them toward higher-order thinking, better critical thinking and analysis skills.

Before you begin:
- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.

1. Engage students with primary sources.
   - Draw on students' prior knowledge of the topic.
   - Ask students to closely observe each primary source.
   - Who created this primary source?
   - When was it created?
   - Where does your eye go first?
   - Help students identify key details.
   - What do you see that you didn’t expect?
   - What powerful words and ideas are expressed?
   - Encourage students to think about their personal response to the source.
   - What feelings and thoughts does the primary source trigger in you?
   - What questions does it raise?

2. Promote student inquiry
   - Encourage students to speculate about each source, its creator, and its context:
     - What was happening during this time period?
     - What was the creator’s purpose in making this primary source?
     - What does the creator do to get his or her point across?
     - What was this primary source’s audience?
     - What biases or stereotypes do you see?
     - Ask if this source agrees with other primary sources, or with what the students already know.
     - Ask students to test their assumptions about the past.
     - Ask students to find other primary or secondary sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.
   - Have students summarize what they’ve learned.
   - Ask for reasons and specific evidence to support their conclusions.
   - Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets created by the Library of Congress can provide helpful entry points to many topics.
The explorations of Meriwether Lewis and William Clark, which was referred to as the Corps of Discovery, provided a vital piece to the puzzle of westward discovery and expansion in North America. Textbooks present the basic facts about this journey, but they fail to include the lesser known details which make Lewis and Clark’s story so intriguing. This booklet provides a window into the past through a variety of primary sources regarding the explorations and discoveries of Lewis and Clark. The primary sources consist of historical documents, maps, letters, journals and photographs. These items are found within the digitized collections of the Library of Congress.

Thomas Jefferson played an important role in the journey of Lewis and Clark, and westward expansion. He planned the expedition, organized funding for it, and recruited Lewis and Clark as the lead explorers. Jefferson’s administration also initiated the Louisiana Purchase Treaty which more than doubled the size of the United States and made the westward movement possible. The Louisiana territory was purchased from France, for less than three cents per acre.

Twelve days after the signing of the treaty, Lewis and Clark began their exploration of the new American land. In a letter to William Dunbar, Jefferson stated: “We shall deliberate with correctness the great arteries of this great country: those who come after us will extend the ramifications as they become acquainted with them and fill up the canvas we begin.” Lewis and Clark’s journals and maps from their travels revealed an abundance of new information about the American West.
The year was 1804 when President Thomas Jefferson asked his private secretary and military captain, Meriwether Lewis, to venture west. In a letter, Jefferson made his intentions for the expedition known to Lewis. The central mission of the expedition would be to find the water passage that stretched across the continent, for the purposes of commerce. It would be discovered that this waterway did not exist. However, the mission had other goals as well. These goals were to observe, collect, document and classify specimens for scientific enlightenment; document landscapes to begin to define the American West; and open diplomatic relations between the United States and the Native American nations of the West. Lewis accepted Jefferson’s request and then wrote a letter inviting a fellow military man, William Clark, to join him on the exploration. Clark responded with "My friend I do assure you no man live with whom I would prefer to undertake such a Trip as your self."

However, before Lewis and Clark could embark on their journey preparations had to be made. Lewis constructed a list of estimated costs for supplies. He estimated the total costs for the journey to be $2,500. Jefferson supplied Lewis with a cipher which he was instructed by Jefferson to "communicate to us, at seasonable intervals, a copy of your journal, notes & observations, of every kind, putting into cipher whatever might do injury if betrayed." The cipher was never used, but the sample message reveals much about Jefferson’s expectations for the expedition.

Jefferson also had Dr. Benjamin Rush give Lewis medical advice for the conditions to be anticipated for the trip, and various remedies.

- Mathematical instruments.................$217
- Arms & accouterments extraordinary.....$81
- Camp equipage..................................................$255
- Medicine & packing.................................$55
- Means of transportation......................$430
- Indian presents.............................................$686
- Provisions extraordinary.....................$224
- Materials for making up the various articles into portable packs..............................$55
- For the pay of hunters, guides & interpreters..................................................$300
- In silver coin to defray the expenses of the party from Nashville to the last white settlement on the Missouri........................................$100
- Contingences..............................................$87

Total.................................................................$2,500

Lewis’s supply list
June 11, 1803

Dr. Rush to Captain Lewis for preserving his health

1- When you feel the least indisposition, do not attempt to overcome it by labour or marching. Rest in a horizontal position. Also fasting and diluting drinks for a day or two will generally prevent an attack of fever to those preventatives of disease may be added a gentle [unreadable word] obtained by warm drinks or gently opening the bowels by means of one, two or more of the purging pills.
2- Unusual [cos...unreadable word] is often a sign of approaching disease. If you feel it take one or more of the purging pills.
3- Want of appetite is likewise a sign of approaching indisposition. It should be deviated by the same remedy.
4- In difficult and laborious [unreadable words] and marches, eating sparingly will enable you to bear them with less fatigue and less danger to your health.
5- Flannel should be worn constantly next to the skin, especially in wet weather.
6- The less spirit you use the better after [unreadable words] or march fatigue or long exposed to the night air—it should be taken in an undiluted state. 3 tablespoons taken in this way will be more useful in preventing sickness than half a pint mixed with water.
7- Molasses or sugar and water a few drops of the acid of vitriol [unreadable word] will make a pleasant and wholesome drink with your meals.
8- After having had your feet much chilled, it will be useful to wash them with a little spirit.
9- Washing the feet every morning in cold water will [unreadable word] very much to fortify them against the action of cold.
10- After long marches or much fatigue form any cause you will be refreshed by lying down in a horizontal position for two hours than by resting a longer time in any other position of the body.
11- Shoes made without heels by affording equal action to all the muscles of the legs will enable you to march with less fatigue than shoes made in the ordinary way.
Lewis and Clark began their expedition at St. Louis and headed up the Missouri River, crossed over the Rocky Mountains and continued on to the Pacific Ocean at Fort Clatsop. The Corps of Discovery consisted of about 40 members. The Corps started their journey in May of 1804 and returned in September of 1806. Along the way they discovered many animals, plants and landscapes not indigenous to eastern America. Lewis and Clark both served not only as explorers, but as scientists and cartographers as well. Thanks to their careful documentation over the course of their expedition the face of America was beginning to take form. Lewis and Clark navigated their way through the unfamiliar land with the use of compasses, sextants, maps, and the stars to guide their way. With the use of these tools and their own observations, Lewis and Clark created many maps illustrating the land in which they were traveling. Perhaps their most valuable guide was a Native American woman of the Shoshone nation by the name of Sacagawea.

Sacagawea became a vital member of the Corps of Discovery when her husband Toussaint Charbonneau, a French-Canadian trapper and trader joined the expedition in 1805 when it passed through what is now North Dakota. She was only a teenager, six months pregnant, and yet courageously served as an interpreter as well as a guide for the Corps. An entry found in the journals of Lewis and Clark from Sunday, October 13, 1805 highlights yet another benefit to having Sacagawea accompany them on their journey: “The presence of Sacagawea with the expedition convinces all Indian People of the peaceful intentions of their party. Having a woman with the expedition is a sure sign the expedition is not a war party.” While the contributions of Sacagawea made their travels much easier, they still faced many challenges and dangers. There were threats from the harsh environment and uncultivated landscape in which they travelled, animal attacks, and Native Americans who were threatened by the Corps’ presence.
Much of the following information can be found at the Library of Congress’s Rivers, Edens, Empires exhibition. Forming a positive relationship with the Native Americans of this land was an important objective of the Corps of Discovery. Giving gifts was an essential part of diplomacy. Jefferson sent various peace offerings with Lewis and Clark to share with Native Americans they would encounter along their journey. Some of these peace offerings consisted of weapons, flags, corn mills, kettles, pipe tomahawks, and peace medals. The pipe tomahawks were created by Europeans as trade objects but often exchanged as diplomatic gifts. They serve as powerful symbols of the choice Europeans and Indians faced whenever they met: one end was the pipe of peace, the other was an axe of war. Lewis’s expedition packing list notes that fifty of these pipe tomahawks were to be taken on the expedition. Lewis and Clark brought at least eighty-nine peace medals in five different sizes in order to designate five “ranks” of chief within Native American tribes. In the eyes of Americans, Indians who accepted such medals were also acknowledging American sovereignty as “children” of a new “great father.” To Lewis and Clark, some gifts advertised the technological superiority and others encouraged the Indians to adopt an agrarian lifestyle. Jefferson advised Lewis to give out corn mills to introduce the Indians to mechanized agriculture as part of his plan to “civilize and instruct” them. Clark believed the corn mills were very well received, but by the next year the Mandan had demolished theirs to use the metal for weapons. Native American tribes also gave gifts to the Corps, in hopes of forging a peaceful relationship. Some of the items that Lewis and Clark received were beads, pipes, food, and weapons. In the following journal excerpt, Lewis described the Corps’ first council with Native Americans and the presentation of gifts on August 3, 1804. “The next morning the Indians, with their six chiefs, were all assembled under an awning, formed with the mainsail, in presence of all our party, paraded for the occasion. A speech was then made, announcing to them the change in the government, our promises of protection, and advice as to their future conduct. All the six chiefs replied to our speech, each in his turn, according to rank: they expressed their joy at the change in the government; their hopes that we would recommend them to their great father (the president), that they might obtain trade and necessaries; they wanted arms as well for hunting as for defence, and asked our mediation between them and the Mahas, with whom they are now at war. We promised to do so, and wished some of them to accompany us to that nation, which they declined, for fear of being killed by them. We then proceeded to distribute our presents. The grand chief of the nation not being of the party, we sent him a flag, a medal, and some ornaments for clothing. To the six chiefs who were present, we gave a medal of the second grade to one Otter chief, and one Missouri chief; a medal of the third grade to two inferior chiefs of each nation: the customary mode of recognizing a chief, being to place a medal round his neck, which is considered among his tribe as a proof of his consideration abroad. Each of these medals was accompanied by a present of paint, garters, and cloth ornaments of dress; and to this we added a canteen of powder, a bottle of whiskey, and a few presents to the whole, which appeared to make them perfectly satisfied. The airgun too was fired, and astonished them greatly. The absent grand chief was an Otter, named Weahrushhah, which, in English, degenerates into Little Thief. The two principal chieftains present were,
Shongotongo, or Big Horse; and Wethea, or Hospitality; also Shosguscan, or White Horse, an Ottoe; the first an Ottoe, the second a Missouri. The incidents just related, induced us to give to this place the name of the Council-bluff; the situation of it is exceedingly favourable for a fort and trading factory, as the soil is well calculated for bricks, and there is an abundance of wood in the neighbourhood, and the air being pure and healthy. It is also central to the chief resorts of the Indians: one day's journey to the Ottoes; one and a half to the great Pawnees; two days from the Mahas; two and a quarter from the Pawnees Loups village; convenient to the hunting grounds of the Sioux; and twenty-five days journey to Santa Fee. The ceremonies of the council being concluded, we set sail in the afternoon, and encamped at the distance of five miles, on the south side, where we found the musquitoes very troublesome.

In some cases, ceremonies, speeches, and gift-giving did not work in creating kinship; therefore, both the Corps and the Native Americans gave performances that displayed their military power. The American soldiers paraded, fired their weapons, and demonstrated innovative weaponry. The Indians used war clubs, like this Sioux club, in celebratory scalp dances.

Library of Congress American Memory and Exhibits Accessed 10.03.08
When the Corps had finally reached the Pacific Ocean great joy was felt by all. On November 7, 1805, Clark wrote: “Ocean in View! O! the Joy” and Lewis wrote:

“Opposite to these islands the hills on the left retire, and the river widens into a kind of bay crowded with low islands, subject to be overflowed occasionally by the tide. We had not gone far from this village when the fog cleared off, and we enjoyed the delightful prospect of the ocean; that ocean, the object of all our labours, the reward of all our anxieties. This cheering view exhilarated the spirits of all the party, who were still more delighted on hearing the distant roar of the breakers.” As heart-lifting as the sight of the Pacific ocean was, the Corps was still faced with the challenge of finding a location for their winter camp grounds. At the camp of the Nez Perce Native Americans, they waited until the passageway through the Rocky Mountains was clear. On September 23, 1806, the Corps returned to the starting point of their journey: “Descended to the Mississippi, and round to St. Louis, where we arrived at twelve o’clock, and having fired a salute went on shore and received the heartiest and most hospitable welcome for the whole village.”

The journey of Lewis and Clark was one like no other. They were venturing into a land that had never been explored by Americans of the east. There were many misconceptions and myths about what the west held. The discoveries made by Lewis and Clark helped eliminate many of these, and lead to future westward expansion and future discoveries.
Why teach with photographs?

Photographs are powerful tools that can activate a student's background knowledge on a particular person, place or event and spark an interest to learn more. Teachers may effectively use photographs to present historical events, people and places in a personal way that students can connect with. The idea that photographs never lie has a long history, with many debates resting on photographic evidence. Some argue that photographs can indeed lie -- they can be doctored, staged, or faked in many ways.

Connecting to our topic of The Corps of Discovery …

There is much more to a photo than the subject in the center. People, places, things and conditions in a photograph may offer a more complete view than what we see in the expression of the subject.

Each image tells a different story or may invoke a different emotion. Using a photo analysis sheet, students can take a closer look at these images and form opinions about the “big picture” of Lewis and Clark’s journey.

Students may discover details that were missed at first glance. Backgrounds, people, environment and more that we see in these pictures help to share a graphic story of the discoveries made by Lewis and Clark.
**Historical Artifacts**

Pipe tomahawk

Bear effigy pipe

Lewis’s woodpecker—it may be the only specimen collected during the expedition to survive fully intact

Blunderbuss

Corn mill

Rifle
Examine the image provided by your teacher. Choose words or phrases that begin with each letter of the alphabet that come to mind as you study the image. The items can be objective (what you see in the image) or subjective (feelings, associations or judgments about the image).

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
### What I See (observe)

Describe exactly what you see in the photo.
- What people and objects are shown? How are they arranged?
- What is the physical setting?
- What other details can you see?

### What I Infer (deduction)

Summarize what you already know about the situation and time period shown and the people and objects that appear.

### Interpretation

Say what you conclude from what you see.
- What is going on in the picture?
- Who are the people and what are they doing?
- What might be the function of the objects? What can we conclude about the time period?

### What I Need to Investigate

What are three questions you have about the photo?

1.
2.
3.

Where can you go to do further research and answer your questions?
Imagine yourself in the image provided and list three to five phrases describing what you see, hear, taste, touch and smell.

<table>
<thead>
<tr>
<th>PUT YOURSELF IN THE PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sight</strong></td>
</tr>
<tr>
<td>What do you see? People? Words? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

| **Sound**                   |
| 1.                           |
| 2.                           |
| 3.                           |
| 4.                           |
| 5.                           |

| **Taste**                   |
| What do you taste? Are things edible or is there “something in the air”? |
| 1.                           |
| 2.                           |
| 3.                           |
| 4.                           |
| 5.                           |

| **Smell**                   |
| What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad? |
| 1.                           |
| 2.                           |
| 3.                           |
| 4.                           |
| 5.                           |

| **Touch**                   |
| How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there “things” that you can touch? What do they feel like? |
| 1.                           |
| 2.                           |
| 3.                           |
| 4.                           |
| 5.                           |
Why Teach with Maps?

Maps serve as representations of geographic, political or cultural features on flat surfaces. Maps are visual records of knowledge valued by people in an area and they point to belief systems as well as boundaries. Teachers may effectively use maps to illustrate concepts that may otherwise be difficult for students to understand, such as settlement patterns, trade routes, economic growth and development.

Maps can be an important source of information for investigation. A map is a visual recollection of where people lived, roads and rivers passed, and natural geographic features once stood. A map represents a place that has been reduced in size, and chosen to focus on a particular theme. The results are then presented with symbols. The map reader, who may live in a different location and time, must decode the symbols and techniques used to understand the map.

To read a map, students should have a foundation of information to place it within the correct geographical, chronological, and cultural contexts.

Connecting to our topic of The Corps of Discovery …

When we typically think of a map we expect outlines of states, a legend, maybe even battlefields. When we look at maps relative to the issue of The Corps of Discovery, many of the items expected to be found aren’t visible. These maps were created at a time when not much was known about North America. When you use the map analysis sheet, not every question will have an answer. Feel free to revise the form to fit your classroom or lesson.

King, Nicholas. (1806). Map of Part of the Continent of North America as Corrected by the Celestial Observations of Messrs, Lewis and Clark during their Tour of Discoveries in 1805. Library of Congress


A Map of the Discoveries of Capt. Lewis and Clark from the Rockey Mountain and the River Lewis to the Cap of Disappoinment or the Columbia River at the North Pacific Ocean. Library of Congress Geography and Map Division.
## Physical Qualities of Map

### Type of Map

- Raised relief map
- Topographic map
- Natural resource map
- Other
- Political map
- Contour-line map
- Artifact map
- Weather map
- Military map
- Birds-eye view
- Satellite photograph/mosaic
- Pictograph

### Parts of the Map

- Compass
- Handwritten
- Other
- Date
- Notations
- Legend (key)
- Scale
- Name of mapmaker
- Title

### Date of the Map


### Creator of the Map


### Where was the Map produced?


### Map Information

**What natural landmarks and things do you notice on this map?**


**What man-made landmarks and things do you notice on this map?**


**List three things on this map that you think are important.**

1. 
2. 
3. 

**Why do you think this map was drawn?**


**What evidence in the map suggests why it was drawn?**


**What new information did you learn from this Map?**


**Write a question to the mapmaker that is left unanswered by this map.**


**Why Teach with Documents?**

Diaries, journals, letters, telegrams, and other written documents provide students with evidence of daily life during other time periods. Primary source documents include letters, journals, records or diaries that may be handwritten or typed, published or private.

Documents can provide personal information about major historical events or individuals, as well as day to day life while allowing students to analyze fact versus opinion or find evidence or data not located in textbooks.

These items record people’s every day lives; event and travel ticket stubs, brochures, programs, flyers and posters. These documents are printed objects intended for one time use. They tell us a great deal about the personality of a group at a particular point in time.

**Connecting to our topic of The Corps of Discovery...**

As with anything we read, we use our foundation of knowledge and decoding skills to comprehend new concepts. By putting the pieces together we are able to understand more than the words visible on a document. Using the Document Analysis sheet students will consider the physical characteristics of a document and what they reveal about the author. Students study the document to gain an understanding of the use of terminology, words that are crossed out or added and specific phrases or terms used.
<table>
<thead>
<tr>
<th><strong>First Look</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Document (Check one):</strong></td>
</tr>
<tr>
<td>○ Newspaper</td>
</tr>
<tr>
<td>○ Letter</td>
</tr>
<tr>
<td>○ Patent</td>
</tr>
<tr>
<td>○ Map</td>
</tr>
<tr>
<td>○ Telegram</td>
</tr>
<tr>
<td>○ Press</td>
</tr>
<tr>
<td>○ Report</td>
</tr>
<tr>
<td>○ Memorandum</td>
</tr>
<tr>
<td>○ Advertisement</td>
</tr>
<tr>
<td>○ Congressional Record</td>
</tr>
<tr>
<td>○ Census Report</td>
</tr>
<tr>
<td>○ Other</td>
</tr>
</tbody>
</table>

| **Unique Physical Characteristics of the Document (check one or more):** |
| ○ Interesting Letterhead |
| ○ Handwritten |
| ○ Typed |
| ○ Seals |
| ○ Notations |
| ○ Received stamp |
| ○ Other |

| **Date(s) of the Document:** |
| ____________________________ |

| **Author (or Creator) of the Document:** |
| ____________________________ |

| **Position (Title):** |
| ____________________________ |

| **For what audience was the document written?** |
| ____________________________ |

| **Document Content Information** |
| ____________________________ |

| **List three phrases or statements that caught your attention or you think are important.** |
| ____________________________ |
| 1. |
| 2. |
| 3. |

| **Why do you think this document was written?** |
| ____________________________ |

| **What in the document helps you know why it was written? Quote from the document.** |
| ____________________________ |

| **List two things the document tells you about life in the United States at the time it was written.** |
| ____________________________ |

| **Write a question to the author that is left unanswered by the document.** |
| ____________________________ |
Why Teach with Letters?

Stuffed in shoeboxes and drawers are countless letters that could provide insight into our nation's past. Some include eyewitness accounts of events or descriptions of personal encounters with historical or popular figures. Many letters are intentionally or accidentally thrown away, lost, or destroyed. Few historical items are as familiar as personal letters. They are plain-spoken and full of details that come straight from the writer. They teach us that the people in the past shared many of the same worries, hopes and day to day experiences and show us how those experiences differ from ours today. Compared to other written documents, letters are extremely personal and intimate communication. They provide a glimpse at the past from individual points of view, yet most letters resemble others from the same time and place. Letters are written to a specific person typically with a specific purpose and have an honest, casual quality that contrasts with media reports and official documents.

Connecting to our topic of The Corps of Discovery...

Letters written both to and by explorers offer unique perspectives into topics that were important to individuals and families at that time. The date and reason a letter was written is important for students to fully understand the purpose of the letter. Using the Letter Analysis sheet students not only read the words on the page, but consider the relationship between the author and recipient and the perspective of each. In addition to reading the handwritten letter, when possible transcripts or oral reading should be provided to allow students to reflect on their interpretation.
### First Reading

On the copy of the letter provided:
- Circle the date the letter was written.
- Underline any words you don’t recognize or can’t read.

Looking at the letter:
- Who wrote the letter?
- Who was the letter written to?
- Do they know each other? If yes, how?

Reading what you can in the letter, go back and write in words that you think make sense for some that you underlined.

Choose one sentence from the letter and rewrite it here:

What about this sentence attracted your attention?

What do you think this letter is about?

### Letter Analysis

After reading a transcript or listening to a reading of the Letter:

What new information do you have about the letter?

How accurate was the sentence you wrote?

What questions do you have about this letter?

How could you learn the answers to your questions?

Why do you think someone saved this letter?
What are some of the differences that you observe between the two explorers?

________________________________________________________________________

________________________________________________________________________

Why do you think each explorer had, or did not have, a specific type of gear?

________________________________________________________________________

________________________________________________________________________

* More “Then and Now” situations can be found at Prairie Public Television’s North to the Mandan Nation presentation http://www.prairiepublic.org/features/mandannation/thenandnow.htm
How many discoveries do think Lewis and Clark made on their expedition?

Well, they discovered 178 plants, 122 animals, and encountered 48 different Native American tribes. That makes a total of 348 discoveries…and that is not even taking their many discoveries and mapping of the landscape into consideration. A list of these plants, animals (with their Latin names), and tribes can be found at National Geographic’s Lewis and Clark Discoveries exhibit.

See if you can match the following plant and animal names with their picture…

1.) Hair Grass (*Aira brevifolia*)
2.) Black-Tailed Prairie Dog (*Cynomys ludovicianus ludovicianus*)
3.) Black-Billed Magpie (*Pica pica hudsonia*)
4.) American Silverberry (*Elaeagnus commutate*)
5.) Prairie Rattlesnake (*Crotalus viridis*)
6.) Bitterroot (*Lewisia rediviva*)

A. B. C. D. E. F.
"The Library's mission is to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with nearly 130 million items on approximately 530 miles of bookshelves. The collections include: books and other printed materials, sound and motion picture recordings, photographs, maps, and manuscripts."


As large and diverse as the Library's collections are, it does not have every book ever published. While virtually all subject areas are represented in the collections, the Library does not attempt to collect comprehensively in the areas of clinical medicine and technical agriculture, which are covered by the National Library of Medicine and the National Agricultural Library, respectively.

Researchers should also note that the Library of Congress is distinct from the National Archives, which is the major repository for the official records of the United States government.

Things to Remember When Using the Library of Congress Website

- The Library of Congress' Collections are not encyclopedic.
- The Library of Congress is the world's largest library. The primary function is to serve Congress and the American people.
- There are many different places on the Library of Congress website to locate primary source items and information.

Different Library of Congress search boxes will locate different types of resources.

The American Treasures of the Library of Congress exhibition is an unprecedented permanent exhibition of the rarest, most interesting or significant items relating to America's past, drawn from every corner of the world's largest library. The American Treasures exhibition presents more than 250 items arranged in the manner of Thomas Jefferson's own library, the seed from which the present collections grew. In the “reason” section, many historical artifacts (such as maps and letters) associated with the expedition of Lewis and Clark can be found. Accessed 10.03.08 http://www.loc.gov/exhibits/treasures/trr001.html

Rivers, Edens, Empires: Lewis and Clark and the Revealing of America
This exhibition features the Library's rich collections of exploration material documenting the quest to connect the East and the West by means of a waterway passage. Along with providing a virtual tour, this exhibition also illustrates the timeline of North American discoveries made before, during, and after the expedition of Lewis and Clark. Accessed 10.03.08 http://www.loc.gov/exhibits/lewisandclark/lewisandclark.html

The First American West: The Ohio River Valley 1750-1820
The First American West: The Ohio River Valley, 1750-1820 consists of 15,000 pages of original historical material documenting the land, peoples, exploration, and transformation of the trans-Appalachian West from the mid-eighteenth to the early nineteenth century. Among the sources included are books, periodicals, newspapers, pamphlets, scientific publications, broadsides, letters, journals, legal documents, ledgers and other financial records, maps, physical artifacts, and pictorial images associated with the Corps of Discovery. Accessed 10.03.08 http://memory.loc.gov/ammem/award99/icuhtml/fawhome.html

The Thomas Jefferson Papers
The complete Thomas Jefferson Papers from the Manuscript Division at the Library of Congress consists of approximately 27,000 documents. This is the largest collection of original Jefferson documents in the world. Correspondence between Thomas Jefferson and Meriwether Lewis can be viewed here, along with other documents created by Jefferson to help the Corps of Discovery succeed in their mission. Accessed 10.03.08 http://memory.loc.gov/ammem/collections/jefferson_papers/index.html
America’s Library

Meet Amazing Americans: Adventurers & Explorers: Lewis and Clark
This site was designed for elementary and middle-school students. America’s Library provides a variety of stories about Lewis and Clark. Accessed 10.03.08 http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/explorers/lewisandclark

Lewis and Clark and the Great Falls Portage
Lewis was thrilled to see the enormous waterfall, the Great Falls of the Missouri River. It was 900 feet wide and 80 feet high with a “beautiful rainbow” just above the spray. Accessed 10.03.08 http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/explorers/lewisandclark/portage_1

Bears on the Lewis and Clark Expedition
It was the largest bear they’d ever seen, a great grizzly bear that weighed an estimated 600 pounds. A “most tremendous looking animal, and extremely hard to kill,” wrote Lewis in his journal on May 5, 1805. Accessed 10.03.08 http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/explorers/lewisandclark/bears_1

Jump back in Time – Gilded Age – North Dakota and South Dakota Were Admitted to the Union
Look at the map of Lewis and Clark’s expedition to locate the Dakotas. Accessed 10.03.08 http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/gilded/dakotas_1

WISE GUIDE

“Go West, Young Men!”
This Wise Guide portal was designed to introduce you to the many fascinating, educational and useful resources available from the nation’s library and one of the most popular Web sites of the federal government. Within this Wise Guide, many details regarding the journey of Lewis and Clark through interactive sites, maps, and exhibitions are featured. Accessed 10.03.08 http://www.loc.gov/wiseguide/aug03/lewisclark.html

Fill Up the Canvas…Rivers of Words: Exploring with Lewis and Clark
This learning page activity allows viewers to experience Lewis and Clark’s journey westward through words, images, interactive maps and other documents. This learning page activity sheds light on the historical significance of the Lewis and Clark expedition, and the impact it had on the growth of the nation…and on its Native American inhabitants. Accessed 10.03.08 http://memory.loc.gov/learn/features/lewisandclark/index.html
Lewis and Clark: The Corps of Discovery

Learning Page http://memory.loc.gov/learn/

Today in History is designed to help educators use American Memory Collections to teach history and culture

Today in History: Meriwether Lewis August 18
Explorer Meriwether Lewis, who joined with William Clark to blaze a trail across the continent to the Pacific Ocean, was born on August 18, 1774, near Charlottesville, Virginia. Accessed 01.03.08 http://memory.loc.gov/ammem/today/aug18.html

Today in History: Westward Ho!
On October 20, 1803, the Senate ratified the Louisiana Purchase Treaty by a vote of twenty-four to seven. Accessed 10.03.08 http://memory.loc.gov/ammem/today/oct20.html

Today in History: North and South Dakota
On November 2, 1889, North Dakota and South Dakota were admitted to the Union as the 39th and 40th states. Other than through fur tapping, exploration of the Dakotas by European-Americans was practically nonexistent prior to the 1803 Louisiana Purchase. In 1804, the Lewis and Clark Expedition wintered in present day North Dakota. Accessed 10.03.08 http://memory.loc.gov/ammem/today/nov02.html

Features and Activities http://memory.loc.gov/learn/features/index.html

Zoom into Maps
Maps help us make sense of our world. A sampling of the Library of Congress Geography and Map Division’s 4.5 million treasures has been digitized and is available in Map Collections: 1500 - 2003. This activity introduces historical maps from the American Memory collections. http://memory.loc.gov/learn/features/maps/introduction.html

Fill up the Canvas... Rivers of Words: Exploring with Lewis and Clark
Discover what inauguration ceremonies over the centuries can teach us about our changing nation and the leaders who have shaped it. Accessed 10.03.08 http://memory.loc.gov/learn/features/lewisandclark/index.html

Community Center http://memory.loc.gov/learn/community/index.html

Lewis and Clark
This section of the Learning Page will give you other areas on the Library of Congress website to explore. You will find collections in American Memory, search terms and you can even read the transcripts from the live chat session. Accessed 10.03.08 http://memory.loc.gov/learn/community/cc_lewisandclark.php
Collection Connection http://memory.loc.gov/learn/collections/index.html

American Indians of the Pacific Northwest - (Summary and Teaching Resources) This collection integrates over 2,300 photographs and 7,700 pages of text relating to the American Indians in two cultural areas of the Pacific Northwest, the Northwest Coast and Plateau.
http://memory.loc.gov/learn/collections/pacific/index.html

Thomas Jefferson Papers at the Library of Congress - (Summary and Teaching Resources) The largest collection of original Jefferson documents in the world, the collection includes information about Jefferson.
http://memory.loc.gov/learn/collections/thomas/index.html

A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1873 - (Summary and Teaching Resources) Records and acts of Congress from the Continental Congress through the Forty-second Congress.
http://memory.loc.gov/learn/collections/law/index.html

Edward S. Curtis - (Summary and Teaching Resources) This collection presents the 2226 photographs taken by Edward S. Curtis for his work The North American Indian. Included are images of tribes from Great Plains, Great Basin, Plateau Region, Southwest, California, Pacific Northwest, and Alaska.
http://memory.loc.gov/learn/collections/curtis/index.html

Map Collections - (Summary and Teaching Resources) Maps of Discovery are included in this huge collection.
http://memory.loc.gov/learn/collections/map/index.html


Bodmer, Karl. (1839). Scalp Dance of the Manatarres. Library of Congress. Rare Book and Special Collections Division.


