

Lewis and Clark in South Dakota

South Dakota State Historical Society Education Kit

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Goals and Materials

Goals

Kit users will:

- Trace the route of Lewis and Clark through South Dakota and practice dead reckoning mapping skills.
- Give examples of the plants and animals Lewis and Clark encountered in South Dakota.
- Understand the communication challenges the expedition faced.
- Gain knowledge and experience in learning from objects.

Materials

This kit contains:

Teacher Resource binder
17 color panels
9 laminated track posters
9 name placards
8 animal postcards in opaque sleeves
6 laminated SD highway maps
5 original journal entry cards
6 color-coded identity cards
4 color-coded word list packs
1 surveyors compass
1 Sounden tin horn
1 Jefferson peace medal
1 prairie dog skull
1 buffalo hide sample
1 mule deer hide sample
1 antelope hide sample
2 antelope horns
1 coyote pelt
1 grizzly bear claw
1 flint-and-steel
7 strings of beads
1 tobacco twist
2 trade mirrors
2 brass thimbles
3 brass bells
1 copy of "Going Along With Lewis & Clark"
1 copy of "Members of the Corps of Discovery"

Teacher Resource

The Mission

In the spring of 1801 Thomas Jefferson became the third president of the United States. One of his most notable achievements as president was the Louisiana Purchase. Jefferson wanted to maintain access to New Orleans for westerners to continue shipping crops down the Mississippi. Napoleon offered to sell New Orleans and the entire Louisiana Territory to the United States for \$15 million dollars, about three cents an acre. The territory between the Mississippi River and the Rocky Mountains contained more than 828,000 square miles and its purchase doubled the land area of the United States.

Jefferson was anxious to explore the newly purchased territory and in 1803 he commissioned Meriwether Lewis to explore the Missouri River and its tributaries for a practical water route to the Pacific Ocean. In addition, Jefferson wanted the explorers to establish friendly relations with the native people in the newly acquired territory for the benefit of the fur trade industry. They were to learn everything they could about the language, traditions, territory and intertribal relations of each tribe they encountered. As a naturalist, Jefferson also wanted the expedition to study the land, plants, and animals along the route and record observations in detailed journals. The expedition became known as the Corps of Discovery. Lewis chose his friend, William Clark, as co-leader of the expedition.

The Expedition Leaders

Lewis was born in 1774 in Virginia and joined the army in 1794. While in the service he became a friend with William Clark. Jefferson appointed Lewis his private secretary in 1801. William Clark was born in 1770 in Virginia and joined the army in 1792. In the four years he served he made the rank of captain. Clark left the service to attend family business but he maintained contact with Lewis.

Jefferson sent Lewis to Philadelphia to learn botany, zoology, celestial navigation, and medicine from the nation's top scientists. His studies paid off when one hundred seventy-eight new plants and one hundred twenty-two new animals previously unknown to science were recorded on the expedition. While Lewis acted as the expedition's naturalist, Clark was its cartographer, or mapmaker.

Lewis was in charge of gathering supplies for the expedition. For making accurate maps, he packed mathematical instruments and surveying tools including a surveyor's compass, quadrants, a telescope, thermometers, two sextants, a set of plotting instruments, and a chronometer used for calculating longitude. Camp supplies like hatchets, fishing hooks and fishing line, soap, and a large stock of "portable" soup made the journey. Six kegs of whiskey were among the provisions. To help the Corps establish friendly relations with the Indians, sewing needles, beads, and bright colored cloth were taken as presents. Extra clothing, muzzle-loading rifles with gunpowder, flints, ammunition and medical supplies also had to be packed. Lewis took books to help him identify and record the plants and animals along the way.

The supplies were loaded aboard a specially designed keelboat. Lewis and a party of eleven hands departed down the Ohio River, recruiting other men along the way. At Clarksville, Lewis was joined by his co-commander, William Clark. The party established its 1803-04 winter camp at Wood River, Illinois, opposite the mouth of the Missouri River.

Heading Up the Missouri

On 14 May 1804 the Corps of Discovery started up the Missouri River. They traveled in the keelboat, a small flat-bottomed canoe-shaped boat called a bateau, two pirogues (a type of canoe), and six large canoes. The party numbered forty-five from Wood River to Fort Mandan and thirty-three from Mandan to the Pacific and back. The thirty-three members included the two captains, three sergeants, twenty-three privates, two interpreters, Clark's slave, York, and Sacagawea and her infant son. Seaman, a Newfoundland dog belonging to Lewis, also made the journey.

The journey up the Missouri was not easy. On a good day the Corps could travel seventeen miles. In a letter to his mother written from the 1804-05 winter camp at Fort Mandan, Lewis wrote:

*So far we have experienced more difficulties from the navigation of the Missouri than danger from the savages. The difficulties which oppose themselves to the navigation of this immense river arise from the rapidity of its currents, its falling banks, sand bars and timber which remains wholly or partially concealed in its bed . . .*¹

The expedition had to paddle, use poles, or sometimes wade and pull the heavily loaded boats upstream against the current. It was slow and arduous work.

The expedition held its first council with a western Indian tribe at "Council Bluff" north of present-day Omaha, Nebraska. Here the captains gave presents and peace medals to the Oto chiefs and informed them of the new sovereignty of the United States. By the end of the journey the Corps encountered more than fifty different tribes.

In late August 1804, Sergeant Charles Floyd, the only Expedition member to die on the journey, died from a burst appendix and was buried near present-day Sioux City, Iowa. The men elected Patrick Gass as sergeant to take Floyd's place.

South Dakota

The expedition was in present-day South Dakota from 21 August until 14 October 1804. On their return trip in 1806, the Corps spent only two weeks traveling through the same area.

While in South Dakota the Corps discovered or provided the first scientific descriptions for several animals including prairie dogs, pronghorn antelope, mule deer, coyotes, white-tailed jackrabbits, and the black-billed magpie. Prairie dogs live in large colonies, and Lewis and Clark found these prairie dog "towns" intriguing. Clark wrote in his journal on 7 September 1804:

*... discovered a village of small animals that burrow in the ground (those animals are called by the French petite chien). Killed one and caught one alive by pouring a great quantity of water in his hole . . . [the village] contains great numbers of holes on the top of which those little animals sit erect [and] make a whistling noise and when alarmed step into their hole.*²

The live prairie dog the men caught was sent back to St. Louis and then on to President Jefferson. Lewis and Clark called prairie dogs "barking squirrels" because their warning call sounds like a dog's bark.

Lewis described the pronghorn as having "superior fleetness". The pronghorn is a small ruminant mammal with forked horns. It is the second fastest land animal in the world, only the cheetah is faster. Further along the trail Lewis and Clark encountered a new kind of deer they believed resembled other deer in the way that mules look like horses so they called them "mule deer".

¹ Burroughs, Raymond Darwin, ed. *The Natural History of the Lewis and Clark Expedition*. (Michigan State University, 1995), p300.

² Moulton, Gary E., ed. *The Journals of the Lewis & Clark Expedition, Volume 3*. (Lincoln: University of Nebraska Press, 1987), p52.

It took five weeks for the Corps to catch their first live coyote. The coyote, sometimes called a prairie or brush wolf, resembles a dog with its narrow, pointed face, long, thick, yellowish-brown fur and black-tipped bushy tail. Today, the coyote is South Dakota's state animal.

Another animal the expedition encountered first in South Dakota was the white-tailed jackrabbit; a large hare with long ears and long legs. Lewis describes the hare on 14 September 1804:

*... extremely fleet and never burrows or takes shelter in the ground when pursued. I measured the leaps of one and found them twenty-one feet. They appear to run with more ease and to bound with greater agility than any animal I ever saw.*³

Lewis and Clark were also astonished at the number of buffalo found on the grassy plains. On 17 September 1804 Lewis wrote, "I do not think I exaggerate when I estimate the number of buffalo which could be compre[hend]ed at one view to amount to 3000."⁴

The expedition noted unusual land formations they saw along their route such as Spirit Mound, just north of present-day Vermillion, South Dakota. Spirit Mound was well known to local tribes, who believed it was the home to small devils that would kill anyone who approached.

Local Tribes

The first local tribe the expedition met in South Dakota was the Yankton band of the Sioux (Dakota, Lakota, Nakota) tribe. The two parties met 30 August 1804 near today's Gavin's Point Dam. The Yanktons expressed their desire to trade with the United States. The meeting featured much song and dance while the Yankton chief attempted to explain his tribe's poverty and need for a good trading partner. Because Lewis and Clark were not traders, they could not meet the Yankton's needs but invited them to send a representative to Washington D.C. to speak with President Jefferson about the matter.

The expedition met with the Teton Lakota at the mouth of the Bad River in central South Dakota on 25 September 1804. The Tetons were an aggressive, powerful tribe that controlled the Missouri in that area and demanded gifts as payment from those wishing to use the river. Without a good interpreter, the meeting with the Tetons was filled with tension. During the expedition's stay, the Tetons held a number of celebrations including scalp dances honoring a recent war victory over the rival Omahas. John Ordway, one of the sergeants, wrote about the trouble the Corps had with the Tetons and their demands for more gifts and for the expedition to stay with them longer.

The Captains told them that we had a great way to go & that we did not wish to be detained any longer. They then began to act as if they were intoxicated ... the head chief, Black Buffalo, seized hold of the cable of the pirogue and sat down. Captain Clark spoke to all the party to stand to their arms. Captain Lewis who was on board ordered every man to his arms. The large swivel [gun was] loaded immediately with 16 musket balls in it. The 2 other swivels [were] loaded [as] well with buckshot [and] each of them manned. Captain Clark used moderation with them [and] told them that we must and would go on and would go, that we were not squaws, but warriors. The chief said he had warriors too and if we were to go on they would follow us and kill and take the whole of us by degrees or that he had another party or lodge above this [and] that they were able to destroy us. Then Captain Clark told them that we were sent by their great father the president of the U. S. and that if they misused us that he or

³ Moulton, Gary E., ed. *The Journals of the Lewis & Clark Expedition, Volume 3*. (Lincoln: University of Nebraska Press, 1987) p73.

⁴ Ibid. p81.

*Captain Lewis could by writing to him have them all destroyed as it were in a moment. They then requested that their women and children see the boat as they never saw such a one.*⁵

The expedition stayed with the Tetons for three days before anxiously moving on up the Missouri.

Lewis and Clark met the Arikaras in northern South Dakota on 8 October 1804. The relations with this farming tribe were good. The Arikaras were particularly fascinated with Clark's slave, York. They had never seen a black man before and believed he possessed spiritual power. The Arikaras hoped the expedition would open up new trading opportunities.

Wintering in 1804

After leaving the Arikaras villages, the Corps moved upriver to the Five Knife River villages of the Mandan and Hidatsa Indians in North Dakota. The Corps built Fort Mandan as their winter headquarters and spent the winter preparing for the rest of their journey. The commanders gained valuable knowledge of the country west to the Rockies and recruited as interpreters the French-Canadian fur trader, Toussaint Charbonneau, and his Shoshoni wife, Sacagawea. She had been kidnapped by the Hidatsa and taken from her homeland in Idaho to the Knife River villages when she was twelve. Together with their newborn son Jean Baptiste, Sacagawea and Charbonneau traveled with the expedition to the Pacific and back to the Mandan villages.

The chain of communication for the expedition was a complex one. Charbonneau spoke only Hidatsa and French while Sacagawea spoke only Shoshone and Hidatsa. Private Francois Labiche, who was originally hired as a boatman, spoke French and English. By working together, all the members of the party could communicate with each other.

Continuing the Journey

In April 1805 the party continued up the Missouri in the two pirogues and six dugout canoes. They reached the source of the Missouri in August, and met the Shoshoni band where Sacagawea discovered that her brother was the chief. The expedition traded with the Shoshoni for the horses needed to cross the Rocky Mountains. The Shoshoni also provided a guide for the journey. The expedition leaders originally thought it would take only half a day to pass through the mountains, but after eleven long days the weak and famished expedition finally reached the other side of the Bitterroots.

On the other side of the mountains the expedition met the Nez Perce who befriended the travelers. In new dugout canoes, they continued the journey by water, following the Clearwater River as it flowed into the Snake River and the Snake flowed into the Columbia River. They would follow the Columbia all the way to the Pacific Ocean. When Clark saw Mount Hood ahead of them he knew they were close to the Pacific because Mount Hood had been named by a British sea captain in 1792 and was a fixed point on the expedition's map. The Corps finally reached the Pacific on 7 November 1805. When the expedition was still twenty miles from the bay Clark had this to say: "Great joy in camp, we are in view of the Ocean, this great Pacific Ocean which we been so long anxious to see and the roaring or noise made by the waves breaking on the rocky shores (as I suppose) may be heard disti[n]ctly."⁶

The Corps built Fort Clatsop near present-day Astoria, Oregon as their winter headquarters. During their four and one-half month stay, the captains worked over their field notes, entertained and

⁵ Ordway, John. Journal entry. Retrieved January 31, 2002 from www.pbs.org/lewisandclark/archive.

⁶ Moulton, Gary E., ed. *The Journals of the Lewis & Clark Expedition*, Volume 6. (Lincoln: University of Nebraska Press, 1990) p33.

bartered with Indians for food, and gathered important geographic and ethnographic information. They sent a detail of men to the ocean to make salt by boiling sea water.

Heading Home

On 23 March 1806 the Corps of Discovery began the long trek home. It had taken them two years to reach the West Coast but the return journey to St. Louis took only six months. On the return trip, the group split up and explored other rivers in present-day Montana. Lewis explored the Blackfoot, Sun and Marias Rivers and became engaged in the most serious Indian skirmish of the entire journey. Two Blackfoot Indians were killed. Clark and his group went down the Yellowstone River through Shoshoni tribal lands. The two parties met at the confluence of the Yellowstone and Missouri Rivers. After a short stop at the Mandan villages, where Charbonneau and Sacagawea left them, they made a rapid descent of the Missouri, passing through present-day South Dakota from 21 August to 4 September 1806. On the 23rd of September 1806 the Corps of Discovery arrived in St. Louis where they received a hero's welcome.

The Impact of the Corps of Discovery

Lewis and Clark's journey dispelled all hopes of finding a navigable water route to the Pacific. The expedition traveled more than 8000 miles and its findings contributed vital new knowledge about the western land, its resources, and its native inhabitants. The records of new animals and plants in Lewis's journals increased the understanding of different ecosystems and Clark's maps were relied on for the next fifty years. The Lewis & Clark journals are still among the treasures of our nation's written history. The journey of Lewis & Clark fired the imagination of the American people and made the previously mysterious West real with detailed records of its people, plants and animals.

Bibliography

Note: Libraries holding the books are listed by their South Dakota Library Network PALS code. Book summaries are also from the SDLN PALS database.

Biography

Adler, David A. *A picture book of Sacagawea*. New York: Holiday House, 2000. Summary: A biography of the Shoshone woman who joined the Lewis and Clark Expedition. (unpaged).
Libraries: DSU NSU RCP SDS STG SDD AML HPL RPL WAT ASE MPL YCL

Christian, Mary Blount. *Who'd believe John Colter?* New York: Macmillan Pub. Co. 1993. Summary: Examines the life of the nineteenth-century woodsman John Colter and describes his experiences accompanying the Lewis and Clark Expedition and, later, as an explorer on his own. 64 p.
Libraries: ASE DSU

Gleiter, Jan. *Sacagawea*. Milwaukee: Raintree Childrens Books, 1987. Summary: Traces the life of the Shoshoni Indian girl who was stolen from her tribe at the age of twelve, sold to a French trapper, and served as a guide in the Lewis and Clark expedition. 32 p.
Libraries: SBR AML JHE SPF ASE

Morley, Jacqueline. *Across America: the story of Lewis & Clark*. New York: Franklin Watts, 1998. Summary: Describes the Lewis and Clark Expedition across America, emphasizing the enormous adventure and technological challenges encountered. 32 p.
Libraries: RCP SBR LVE RPL EMS

Seymour, Flora Warren. *Sacagawea, American pathfinder*. New York: Macmillan/ Aladdin 1945, 1959. Summary: Describes how Sacagawea found adventure guiding Lewis and Clark. 192 p.
Libraries: ASE YCL SDH

Steffoff, Rebecca. *Lewis and Clark*. New York: Chelsea Juniors, 1992. Summary: A biography of the two men who led the two and one-half year expedition that explored the Louisiana Purchase territory and the Pacific Northwest from St. Louis to the mouth of the Columbia River. 80 p.
Libraries: MDE HPL WMS ASE

Non-Fiction

Bakeless, John Edwin. *The adventures of Lewis and Clark*. Boston, Houghton Mifflin, 1962. 183 p.
Libraries: DSU SDW AML SGC PHM WAT YCL MHS MDM

Blumberg, Rhoda. *The incredible journey of Lewis and Clark*. New York: Lothrop, Lee & Shepard Books, 1987. Summary: Describes the expedition led by Lewis and Clark to explore the unknown western regions of America at the beginning of the nineteenth century. 143 p.
Libraries: RCP SBR SDS STG USD SDD MMC AML MIT FGH JHE SPF APM PHM WMS WAT MPL YCL DWD MDM

Bowen, Andy Russell. *The back of beyond: a story about Lewis and Clark*. Minneapolis, MN: Carolrhoda Books, 1997. Summary: An account of the 1804-1806 Lewis and Clark Expedition which took the explorers from St. Louis to the Pacific Ocean. 64 p.
Libraries: RCP SDS STG SDD RPL WAT YCL

Clark, William. *Off the map: the journals of Lewis and Clark*. Edited by Peter and Connie Roop. New York: Walker and Company, 1993. Summary: A compilation of entries and excerpts from the journals of William Clark and Meriwether Lewis, describing their historic expedition. 40 p.
Libraries: SDS USD AML SPF

De Kay, Ormonde. *The adventures of Lewis and Clark*. New York: Random House, 1968. Summary: An easy-to-read history of the expedition which explored the unknown Louisiana Purchase territory and Pacific Northwest from St. Louis to the mouth of the Columbia River. 86 p.
Libraries: MIT SPF PHM

Fitz-Gerald, Christine Maloney. *Meriwether Lewis and William Clark*. Chicago: Children's Press, 1991. Summary: Describes the expedition made by Lewis and Clark in which they journeyed from Saint Louis to the Pacific. 128 p.
Libraries: ASE YCL

Kroll, Steven. *Lewis and Clark: explorers of the American West*. New York: Holiday House, 1994. Summary: Introduces Meriwether Lewis and William Clark and their expedition of 1804-6 through the Louisiana Territory, opening the land from the Mississippi River to the Pacific Ocean. 32 p.
Libraries: GDS CEB DSU NSU RCP SBR SDA SDB STG USD SDD AML LVE FGH HPL RPL WAT MPL YCL

Schanzer, Rosalyn. *How we crossed the West: the adventures of Lewis & Clark*. Washington, D.C.: National Geographic Society, 1997. Summary: Presents a diary of Lewis and Clark's journey westward from the Mississippi to the Pacific Ocean from May 1804 to November 1805. (unpaged).
Libraries: RCP SBR SDS USD SDD AML MIT LVE HPL SPF WAT MPL YCL JHE

Stein, R. Conrad. *The story of the Lewis and Clark Expedition*. Chicago: Children's Press, 1978. Summary: Follows the Lewis and Clark Expedition as it explores the sparsely populated territory between the Mississippi River and the Pacific Ocean. 31 p.
Libraries: RCP SBR SDB SDF SDH AML MIT JHE SPF YCL

Sullivan, George. *Lewis and Clark*. New York: Scholastic Reference, 1999. Summary: Recounts the story of the Lewis and Clark Expedition to explore the uncharted western wilderness, placing it in its historical context. 128 p.
Libraries: AML LVE ASE

Fiction

Bohner, Charles H. *Bold journey: west with Lewis and Clark*. Boston: Houghton Mifflin, 1985. Summary: Private Hugh McNeal relates his experiences accompanying Captains Lewis and Clark on their 1804-1806 expedition in search of a northwest passage to the Pacific Ocean. 171 p.
Libraries: NSU SBR SDS STG USD SDD AML MIT FGH RHS JHE SPF EMS WMS WAT YCL MHS

Karwoski, Gail. *Seaman: the dog who explored the West with Lewis & Clark*. Atlanta, Ga.: Peachtree, 1999. Summary: Seaman, a Newfoundland, proves his value as a hunter, navigator, and protector while serving with the Corps of Discovery when it explores the West under the leadership of Lewis and Clark. 183 p.
Libraries: SBR SDS SDW SDD AML MIT LVE EMS WMS ASE MMS RPL

O'Dell, Scott. *Streams to the river, river to the sea*. Boston: Houghton Mifflin, 1986. Summary: A young Indian woman, accompanied by her infant and cruel husband, experiences joy and heartbreak when she joins the Lewis and Clark Expedition seeking a way to the Pacific. 191 p.

Libraries: RCP SBR SDS STG SDD AML MIT LVE FGH JHE RPL SPF APM EMS PHM WMS WAT
MPL YCL MDM MDE GDS BHS SDA LHS WAT YCL PHM ASE HPL LHS WHS RHS WHS MMS
JFS

Teacher Bibliography

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Libraries: SDA SDS STG SDD MIT LVE RHS HPL RPL EMS LHS WAT YCL MHS

Ambrose, Stephen E. *Undaunted courage: Meriwether Lewis, Thomas Jefferson, and the opening of the American West*. New York: Simon & Schuster, 1996. 511 p.

Libraries: BHS DSU NSU RCP SBR SDA SDB SDH SDS SDW SMT STG USD SDD MMC AML MIT LVE FGH HPL RPL STI SPF WAT MPL DWD MHS

Bruchac, Joseph. *Sacajawea: the story of Bird Woman and the Lewis and Clark Expedition*. San Diego, CA: Silver Whistle, 2000. 199 p.

Libraries: RCP SDD LVE FGH EMS WMS YCL

Duncan, Dayton. *Lewis & Clark: an illustrated history*. New York: Knopf, 1997. 248 p.

Libraries: BHS DSU RCP SBR SDA SDB SDH SDS USD SDD AML LVE HPL RPL WAT MPL

Fifer, Barbara. *Along the trail with Lewis and Clark*. Great Falls, Mont.: Montana Magazine, 1998. 206 p.

Libraries: RCP SDB SDS LVE RPL

Lewis, Meriwether. *The essential Lewis and Clark*. Edited by Landon Y. Jones. New York: Ecco Press, 2000. 203 p.

Libraries: BHS RCP SDH SDS SMT LVE RHS RPL YCL

Lewis, Meriwether. *The journals of Lewis and Clark*. Edited by Bernard De Voto. Boston, Houghton: Mifflin, 1953. 504 p.

Libraries: BHS SBR SDA SDB SDH SDS SDW SMT USD SDD MMC AML MIT SGC FGH RPL SPF WAT DWD CHS

Schmidt, Thomas. *The saga of Lewis & Clark: into the uncharted West*. New York: DK Pub., 1999. 210 p.

Libraries: DSU RCP SDH SDS SDW USD SDD AML MIT YHS LVE RHS SPF LHS WAT MPL YCL

Thom, James A. *Sign-talker: the adventure of George Drouillard on the Lewis and Clark Expedition*. New York: Ballentine Books, 2000. 466 p.

Libraries: DSU NSU RCP SBR SDB SDS STG SDD AML FGH HPL MPL YCL

Thomas, George. *Lewis and Clark Trail--the photo journal: up the Missouri, down the Columbia and back*. Missoula, MT: Pictorial Histories Pub., 2000. 122 p.

Libraries: SDD AML DWD

Websites

www.pbs.org/lewisandclark/

-Huge site with lots of information and lesson plans

www.americanwriters.org/archives/two.asp

-Video clips available to watch and listen to scholars talk about Lewis and Clark

www.eduscapes.com/42explore/lewisclark.htm

-Website with many categorized links

www.lewis-clark.org/

-Interactive website with good information and graphics

www.lewisclark.net/

-Maps and information about the trail through South Dakota

<http://www.nationalgeographic.com/west/>

-Interactive adventure where the player makes the choices on the expedition

<http://people.we.mediaone.net/danslos/home.html>

-Images of the Voyage of Discovery

Word Find

B	L	M	Y	A	N	K	T	O	N	N	A	K	O	T	A	X	I	Z	S
L	M	P	R	N	O	M	C	C	I	Z	W	T	L	K	M	O	V	U	I
R	O	M	Q	B	B	A	R	K	I	N	G	S	Q	U	I	R	R	E	L
N	S	U	Y	L	D	D	A	Q	V	B	M	T	Y	R	O	P	Z	W	V
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C	U	E	E	I	Y	A	B	W	Z	V	C	B	M	M	W	A	Y	P	A
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T	R	Q	E	B	Z	X	N	A	R	I	K	A	R	A	S	Y	O	G	R
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C	O	R	P	S	O	F	D	I	S	C	O	V	E	R	Y	T	A	W	T
P	S	S	U	R	A	N	I	U	V	Z	T	Y	W	P	O	B	N	E	M
Q	Y	P	R	A	I	R	I	E	T	U	R	N	I	P	R	P	P	A	M
G	R	E	G	R	E	A	T	P	L	A	I	N	S	Y	K	P	M	K	L

words may go across, down, or diagonally, but not backwards

ANTELOPE

KEELBOAT

PRAIRIE TURNIP

ARIKARAS

LOUISIANA PURCHASE

SACAGAWEA

BARKING SQUIRREL

MAPMAKING

SILVER SAGEBRUSH

BUFFALOBERRY

MERIWETHER LEWIS

SPIRIT MOUND

CORPS OF DISCOVERY

MISSOURI RIVER

TETON

COYOTE

MULE DEER

WILLIAM CLARK

GREAT PLAINS

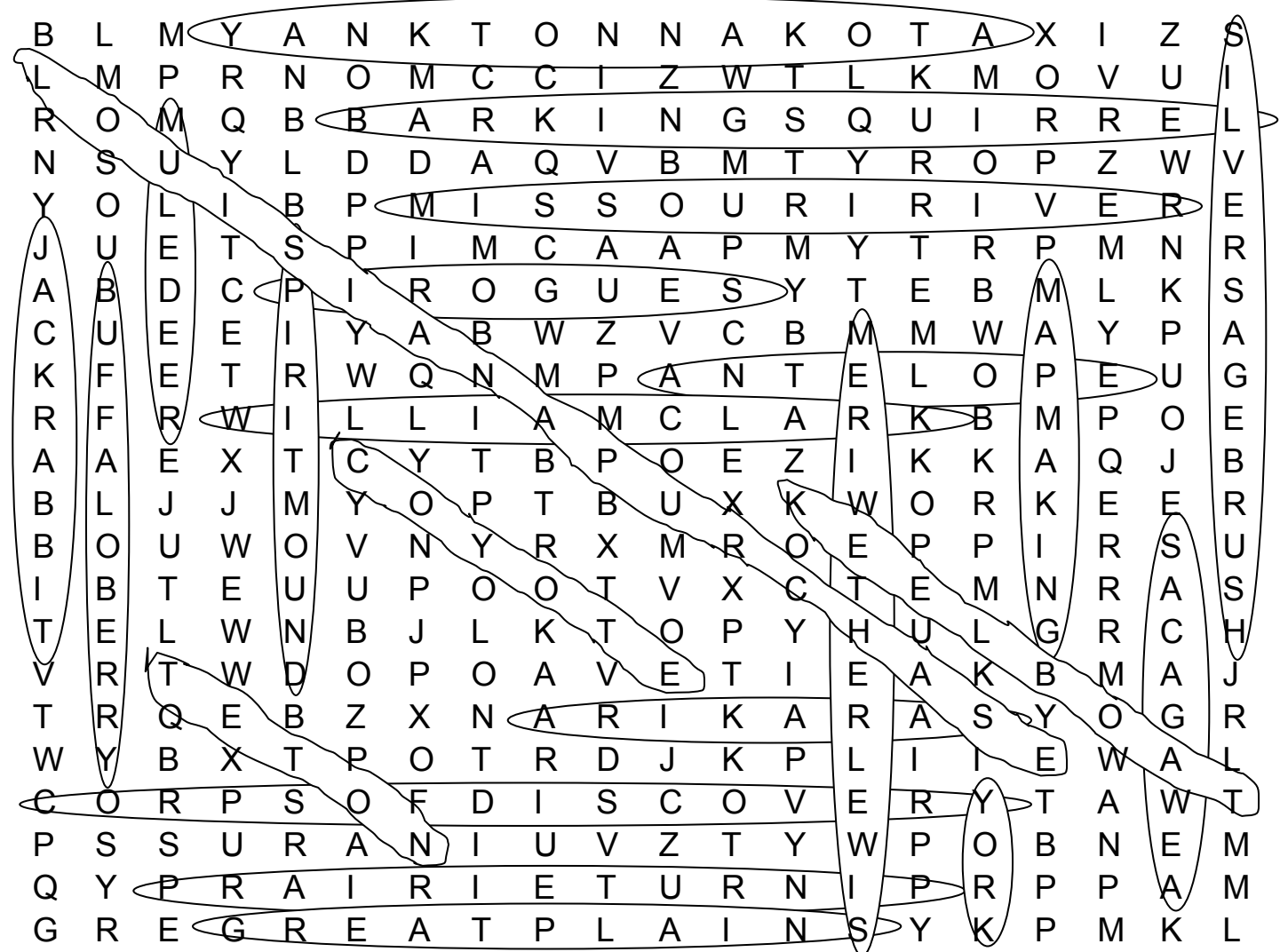
PIROGUES

YANKTON NAKOTA

JACKRABBIT

YORK

Word Find Key



words may go across, down, or diagonally, but not backwards

ANTELOPE

ARIKARAS

BARKING SQUIRREL

BUFFALOBERRY

CORPS OF DISCOVERY

COYOTE

GREAT PLAINS

JACKRABBIT

KEELBOAT

LOUISIANA PURCHASE

MAPMAKING

MERIWETHER LEWIS

MISSOURI RIVER

MULE DEER

PIROGUES

PRAIRIE TURNIP

SACAGAWEA

SILVER SAGEBRUSH

SPIRIT MOUND

TETON

WILLIAM CLARK

YANKTON NAKOTA

YORK

Crossword Puzzle

Word List

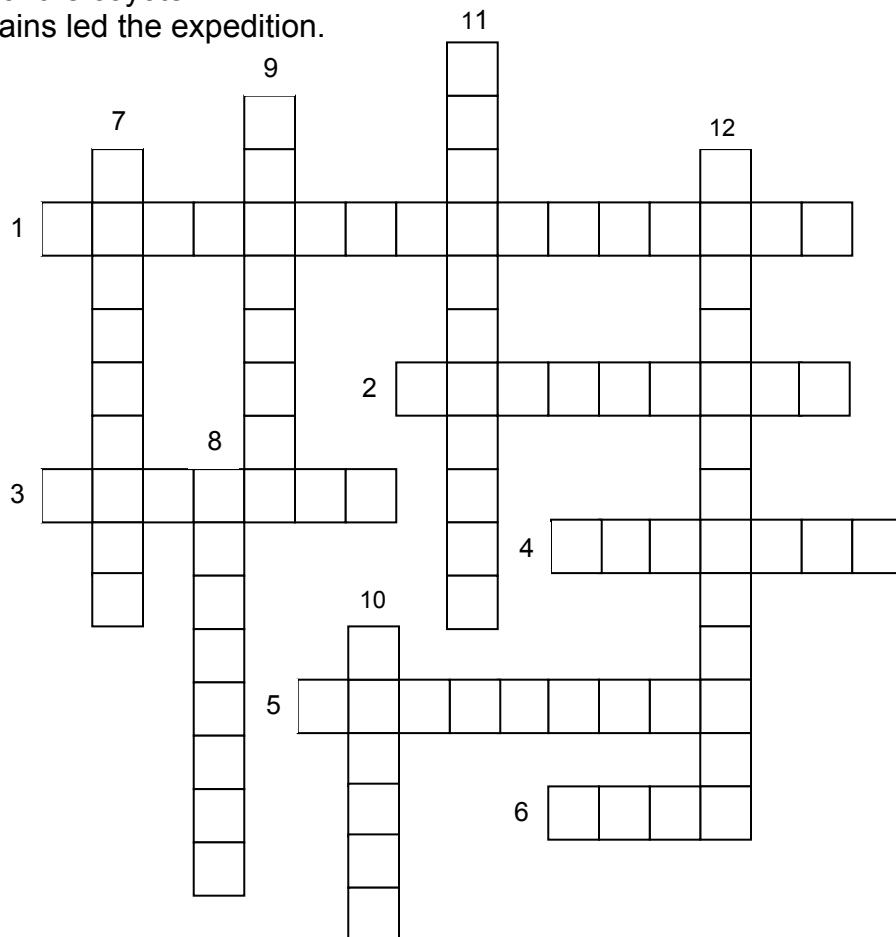
Corps of Discovery	prairie wolf	Lewis and Clark	York	Sacagawea	keelboat
sandbar	Louisiana Purchase	Jefferson	Lakota	Missouri	barking

ACROSS

- The name given to the expedition.
- The United States president who sent the expedition.
- The explorers called prairie dogs _____ squirrels because of the noise they make.
- A river obstacle that made moving the boats upstream very difficult.
- She joined the expedition at Mandan and went all the way to the Pacific Ocean and back.
- The name of Clark's slave.

DOWN

- The _____ Purchase brought the US the territory between the Mississippi River and the Rocky Mountains.
- A type of riverboat used for carrying freight. The explorers used one on their journey.
- The expedition traveled up the _____ River.
- The expedition met the Teton _____ tribe at the Bad River in South Dakota.
- Another name for the coyote.
- These two captains led the expedition.



Crossword Puzzle Key

Word List

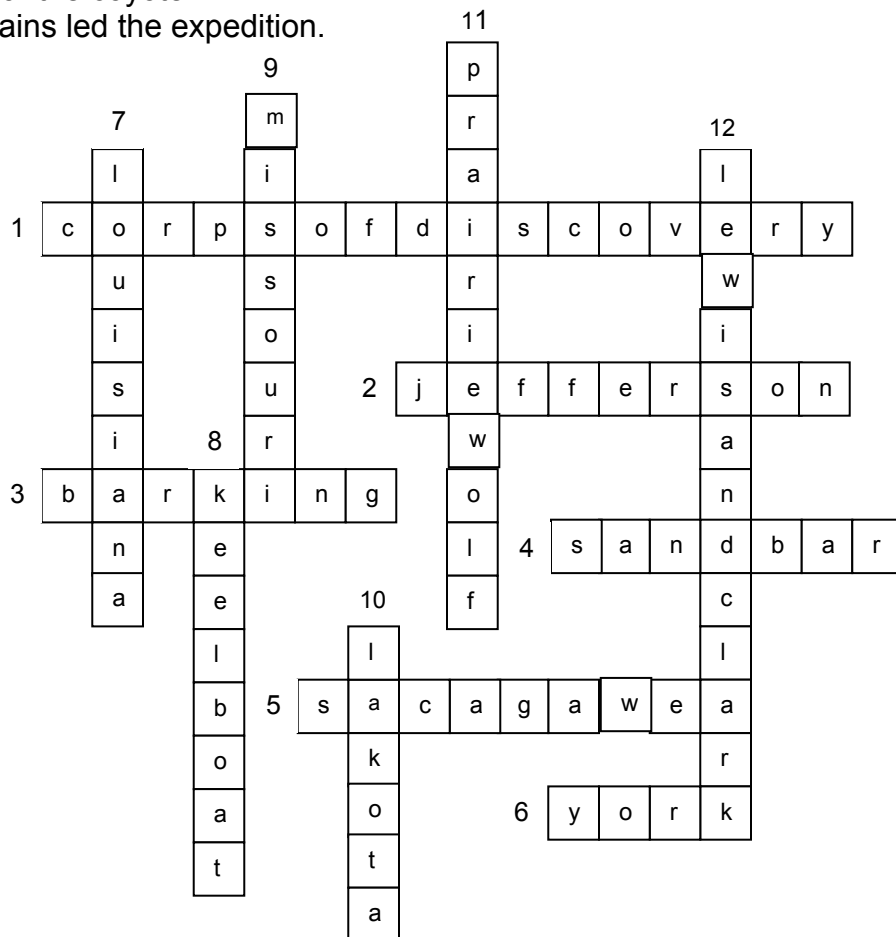
Corps of Discovery	prairie wolf	Lewis and Clark	York	Sacagawea	keelboat
sandbar	Louisiana Purchase	Jefferson	Lakota	Missouri	barking

ACROSS

- The name given to the expedition.
- The United States president who sent the expedition.
- The explorers called prairie dogs _____ squirrels because of the noise they make.
- A river obstacle that made moving the boats upstream very difficult.
- She joined the expedition at Mandan and went all the way to the Pacific Ocean and back.
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- The _____ Purchase brought the US the territory between the Mississippi River and the Rocky Mountains.
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- The expedition traveled up the _____ River.
- The expedition met the Teton _____ tribe at the Bad River in South Dakota.
- Another name for the coyote.
- These two captains led the expedition.



Word Scramble

Word List

mapmaking prairie dog journals Thomas Jefferson expedition explorers
Pacific magpie

- A compass helped Clark with this job along the journey. k m p a g n i m a

1

4
- This president sent Lewis and Clark to explore the Louisiana Purchase. h m o s t a f f r j e n s o e

6

10

17

2

9
- This animal lives in a burrow in the ground. r i p a r e i o g d

8

5
- Lewis and Clark wrote about their discoveries in these. s l u o n j r a

7

11

14
- This large black bird has a white belly. g e i a p m

13
- A trip or a journey with goals like the one Lewis and Clark took is called an _____. e d p x t i e n o i

12

15
- The Corps of Discovery was looking for a water route to the _____ Ocean. c a f i c i p

16
- People who travel to new places to learn new things like Lewis and Clark are called _____. r s x p e e r l o

3

Fill in the letters from the numbered spaces above to find the answer below.

9. This very fast animal has legs like a deer and small forked horns.

Word Scramble Key

Word List						
mapmaking	prairie dog	journals	Thomas Jefferson	expedition	explorers	
		Pacific	magpie			

- A compass helped Clark with this job along the journey. k m p a g n i m a
m a p m a k i n g
1 4
- This president sent Lewis and Clark to explore the Louisiana Purchase. h m o s t a f f r j e n s o e
T h o m a s
6 10
J e f f e r s o n
17 2 9
- This animal lives in a burrow in the ground. r i p a r e i o g d
p r a i r i e d o g
8 5
- Lewis and Clark wrote about their discoveries in these. s l u o n j r a
j o u r n a l s
7 11 14
- This large black bird has a white belly. g e i a p m
m a g p i e
13
- A trip or a journey with goals like the one Lewis and Clark took is called an _____. e d p x t i e n o i
e x p e d i t i o n
12 15
- The Corps of Discovery was looking for a water route to the _____ Ocean. c a f i c i p
P a c i f i c
16
- People who travel to new places to learn new things like Lewis and Clark are called _____. r s x p e e r l o
e x p l o r e r s
3

Fill in the letters from the numbered spaces above to find the answer below.

- This very fast animal has legs like a deer and small forked horns.

p r o n g h o r n
1 2 3 4 5 6 7 8 9
a n t e l o p e
10 11 12 13 14 15 16 17

Reading an Object

Objectives:

- Participants will recognize the variety of information that can be learned by examining objects.
- Participants will inspect objects and draw conclusions from their observations.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2		2.US.1.2 2.US.2.1 2.E.1.1	3.E.1.1		5.E.1.1	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1	1.E.1.2	2.P.1.1	3.P.1.1 3.E.1.2			

Timeframe: 30-60 minutes

Materials:

Included in kit

All kit objects

Object Identification Sheet

Why Reading Objects Is a Good Skill to Have:

Every culture has used objects. These objects reflect the beliefs of the people who constructed, acquired, or used them. They also reflect the unique identity of the culture. If we study and/or teach only what's been written down about a culture, there are many things we miss. The same is true if we only look at cultural objects. When separated, written words and objects are both incomplete. When the two are studied together a more complete cultural picture emerges. One of the main goals of this kit is to increase the participant's visual literacy skills and teach them how to learn from objects.

Activity Steps:

1. Arrange the participants so that it is easy to pass objects from one to another. Pass the objects around one at a time, allowing the participants to handle and examine them.
2. While the participants are examining the objects, use the points below to start discussion about the materials, construction and history of the objects. Encourage the participants to share the visual and tactile information they get from the objects. You may ask each participant to consider a different aspect of the object-history, material, etc. Have the participants respond so the entire group can hear and enter into the discussion.
3. After an object has been examined, share the information found on the Object Identification Sheet with the group.

Materials & Construction:

- What materials is the object made out of? (wood, metal, fabric, earth)
- Is the material sturdy or delicate?
- Can you tell how the object was made? (carved, cast, molded)
- How would you describe the texture of the surface of the object?
- What does its size tell you about the object?
- Is it a complete piece or a fragment of a larger work?

History & Function:

- What might be the purpose of the object?
- Who might have used the object and what actions would they perform with it?
- Where might it have been used?
- Is this object still used today for the same or other purposes?
- What has changed about the object today?
- Would you rather use the modern object or the object in the kit? Why?
- Was the object used for a special task or occasion or was it an everyday item?
- What questions do you have about the object?
- Where could you find the answers to your questions?

Compare & Contrast:

- Compare the mule deer and antelope hide samples. How are they different? Why do animals develop different hides?

Object Identification Sheet (kit 1)

T-2002-013

Surveyor's Compass: This is a reproduction of the compass purchased by Meriwether Lewis in Philadelphia for \$5.00 and used on the expedition. The original compass is in the collections of the Smithsonian's National Museum of American History.

T-2002-001

Sounden horn: In the supplies purchased for the expedition, Lewis bought four "tin horns" or "Tin blowing Trumpets" from Philadelphia tinsmith Thomas Passmore for 50 cents each. Horn signals were probably used to establish the whereabouts of the boats if they were out of sight of each other on the river, and also to call in overdue hunters. These horns sound like modern airhorns and make excellent noisemakers. This is a reproduction of a Sounden horn.

T-2002-017

Jefferson Peace Medal: The Lewis and Clark expedition carried three different sizes of the 1801 Thomas Jefferson Peace Medal for presentation to Indians they met along their route. Medals were made of silver, bronze and copper. This is a bronze reproduction of one of the mid-sized medals.

T-2002-085

Prairie dog skull: The expedition collected and sent back many specimens of the plants and animals they found along their route. Bones, hides, and horns found were sent back East along with live specimens. The company worked hard pouring water down a prairie dog hole to capture one alive to send back to President Jefferson.

T-2000-068

Buffalo hide sample: Lewis and Clark remarked frequently in their journals on the vast number of buffalo they saw grazing on the plains.

T-2002-089

Mule deer hide sample: Lewis and Clark were the first to call this animal the "mule deer". They noticed how the animal jumped "like a goat or sheep."

T-2002-093

Antelope hide sample: Lewis and Clark first saw antelope near the Niobrara River on 3 September 1804. Lewis noted in his journal that the antelope's speed brought to mind the flight of a bird rather than the motion of a land animal.

T-2002-099, 100

Antelope horns: The expedition sent back samples of horns, bones, hides, and detailed written descriptions of the animals and plants they encountered in South Dakota.

T-2002-081

Coyote pelt: Often called prairie wolves, the expedition killed its first coyote on 17 September 1804 near present-day Chamberlain.

T-2002-035

Grizzly bear claw: This reproduction of a grizzly bear claw gives you a good idea of the massive size of the animal. While the expedition did not see any grizzlies in South Dakota, they did find tracks by the Moreau River. They also heard that “white bear” or grizzly were plentiful in the Black Hills.

T-2002-043, -048

Flint-and-steel: The Lewis and Clark expedition used common tools like this on their journey.

T-2002-077, -073, -069, -065, -061, -057, -053

Beads: Lewis and Clark took beads of varying styles and sizes with them to give as gifts to the Indians they met on their journey.

T-2002-039

Tobacco twist: Twist tobacco could be chewed or smoked. It was given as a gift, and used as a trade item.

T-2002-027, -028

Trade mirrors: Small mirrors were also given as Indian gifts by the Lewis & Clark expedition.

T-2002-026 (2 items)

Brass thimbles: These small thimbles were taken by the expedition to give as Indian gifts.

T-2002-025 (3 items)

Brass bells: Like the thimbles, these small brass bells were taken as Indian gifts.

The South Dakota Journey

Objectives:

- Participants will acquire information about some of the experiences Lewis and Clark had traveling through South Dakota Territory.
- Participants will organize information and plot it onto a South Dakota map.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.1		2.US.1.2 2.E.1.1	3.E.1.1	4.US.1.2 4.G.2.1 4.E.1.1		6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.4 2.LVS.1.6		4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

Timeframe: 30-60 minutes

Materials:

Included in kit

South Dakota Journey worksheet master
South Dakota Journey map master
6 Laminated SD Highway maps

Provided by instructor or participants

Non-permanent markers
Crayons

Activity Steps:

1. Make a copy of the SD Journey worksheet and the SD Journey map for each participant.
2. Split the group into 6 small groups and give each small group a laminated SD Highway map.
3. Have the groups find each of the ten locales described on the South Dakota Journey worksheet. Mark each locale on the laminated map with the non-permanent marker or crayon.
4. Using the marked map as a guide, have participants match the number of each locale on the worksheet to its corresponding dot on the SD Journey map.
5. Participants can color their SD Journey maps, adding in features they know – the Black Hills, other rivers, their hometown, etc.

Discussion Questions

- What transportation method were Lewis and Clark using through South Dakota? Why did they use that method? (boat travel on the Missouri)
- Did their route take them through the Black Hills? How did they learn about the Hills?

The South Dakota Journey Worksheet

1. Elk Point

The party elects Patrick Gass as sergeant to replace Charles Floyd. Floyd had died two days earlier of appendicitis.

2. Vermillion

The explorers go to see Spirit Mound. Area tribes believe the Mound is home to small “devils” who will kill anyone who goes near it.

3. Yankton

The expedition meets with a group of Yankton Sioux at Calumet Bluff.

4. Charles Mix County

The party spots antelope for the first time. They call them wild “goats”.

5. Gregory County

The expedition sees prairie dogs for the first time. All of the men haul water to flood one of the prairie dogs out of its hole. They catch it alive to send back to President Jefferson.

6. Oacoma

The expedition spends two days in a camp they call Camp Pleasant. In this area they first see black-billed magpies.

7. Big Bend of the Missouri River

The expedition gets to a big loop in the river. The distance across land to the river on the other side of the loop is a little over one mile. Traveling on the river to the same spot the distance is 30 miles.

8. Fort Pierre

At the mouth of the Bad River, the expedition meets with the Teton Lakota tribe. The Tetons try to make the party leave one of their boats as a toll for using the river. The situation is tense, but is resolved without fighting.

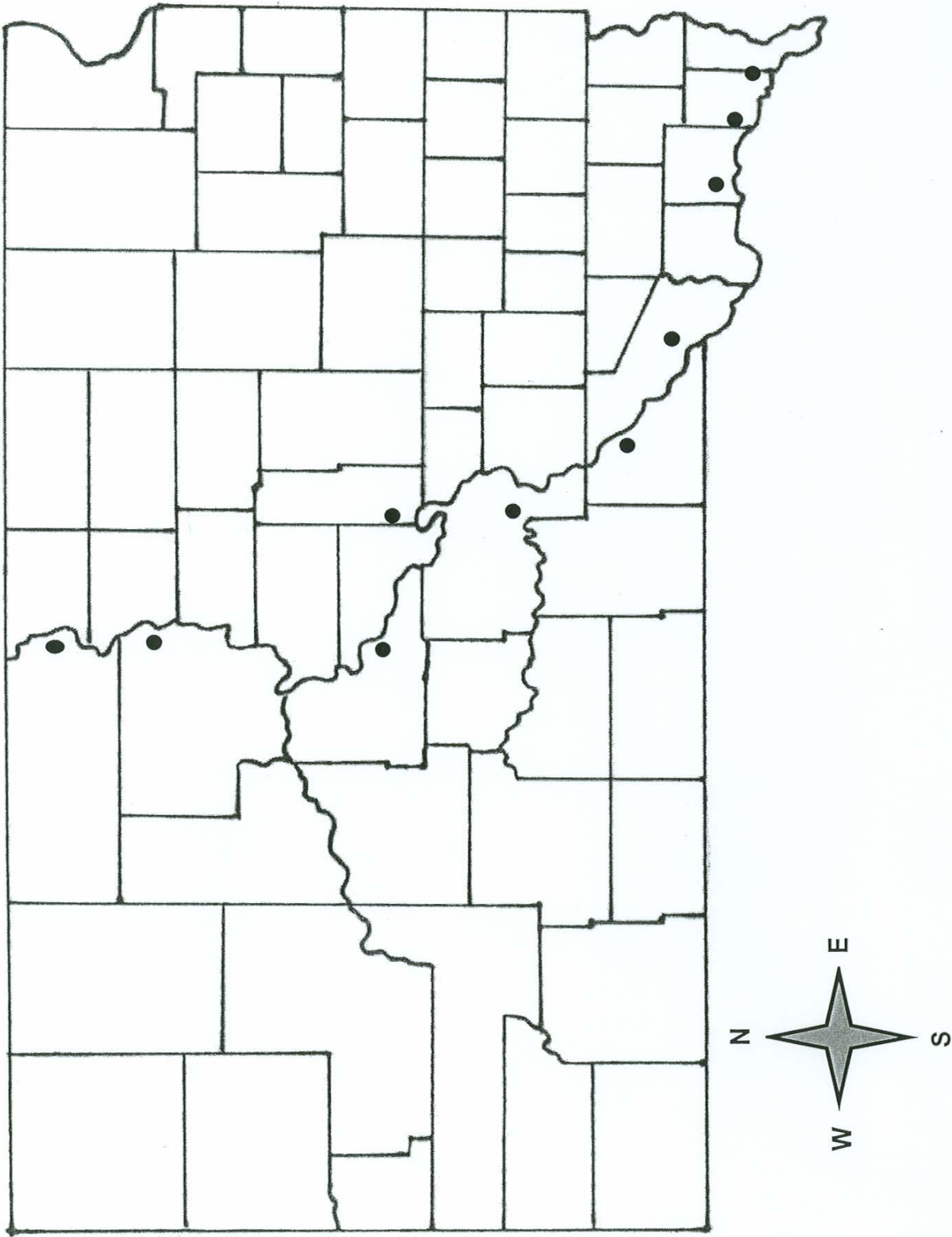
9. Moreau River

The party saw the tracks of “white bear”, or grizzly at the mouth of this river.

10. Corson County

The party finds three Arikara villages in this area. They meet peacefully before continuing up the Missouri into North Dakota.

South Dakota Journey Map



Mapping the Terrain

Objectives:

- Participants will recognize how important mapmaking was to the Lewis & Clark Expedition.
- Participants will identify eight directional points on a compass and their relationship to each other.
- Participants will create a simple map using “dead reckoning” mapping skills.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.G.1.3	1.G.1.1	2.US.1.2 2.US.1.3 2.G.1.1 2.G.1.2	3.G.1.1 3.G.1.2	4.US.1.1 4.C.1.1	5.US.1.2 5.G.1.2 5.G.2.2	

South Dakota Mathematics Standards

K	1st	2nd	3rd	4th	5th	6th
K.M.1.4 K.N.1.1	1.A.2.1 1.G.2.1 1.N.1.1 1.S.1.2	2.N.1.1 2.S.1.1 2.S.1.3	3.S.1.1 3.S.1.2	4.N.3.1 4.S.1.1	5.G.2.3 5.S.1.1 5.S.2.2	6.M.1.1 6.M.1.2 6.N.3.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.4 2.LVS.1.6		4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

Timeframe: 60-90 minutes

Materials:

Included in kit

Mapping the Terrain Worksheet master

Compass Rose master

Panel 5 “Recording the Route”

8 Directional Cards

Surveyors Compass (optional)

Provided by instructor/participants

pencil or pen

Background Information:

One of the most important tasks undertaken by Lewis and Clark was making accurate maps. They made about 140 maps on the trail and collected about 30 more from Indians, fur trappers and traders. William Clark drew most of the expedition’s maps.

The explorers used celestial navigation, or observation of the sun, moon and stars, and compass route mapping or “dead reckoning” to record their route. In dead reckoning mapping, an explorer tracks his position by measuring the course and distance traveled from some known point. Each day’s ending position is the starting point for the next day’s measurement. Lewis and Clark recorded the direction and distance for each segment of their trip every day in table form in their journals. The first column of the table recorded the direction traveled, the second column recorded distance, usually estimated in miles, and the third column noted landmarks. A surveyor’s compass or circumferentor told them the direction they were moving. Using these daily course-and-distance tables, Clark plotted their route on gridded field sheets. In this activity, participants will use dead reckoning to create a map of their own.

Activity Steps:

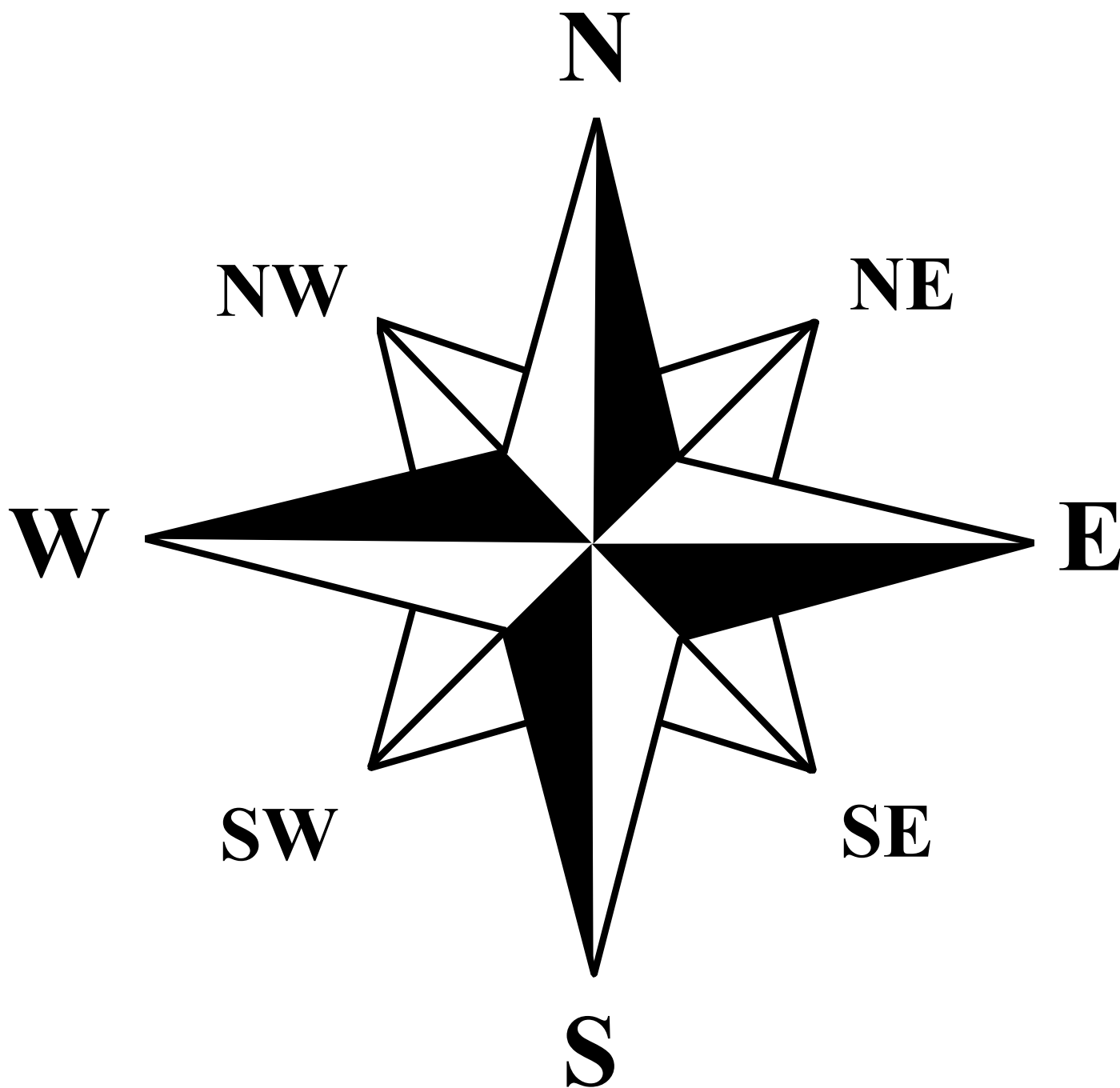
1. Before the activity begins, the instructor should choose an area – playground, schoolyard, gym, or some other space – for the group to move around and map in.
2. Review Panel 4 “Recording the Route” with the group and discuss why making maps was so important to the Lewis & Clark expedition.
3. Divide the group into small working groups of three or four individuals. Give each small group a copy of the Mapping the Terrain Worksheet and the Compass Rose sheet.
4. Review the directions on the Compass Rose with the participants so they all understand the relationship of the directions to each other.
5. Have each small group draw five directional cards one at a time and record the directions in the order drawn on their Mapping the Terrain Worksheet. This information goes in the first column of the table at the top of the sheet.
6. Move to the mapping area. Show the participants which direction is North. (Use the surveyor’s compass if you want to). One person in each small group must be responsible for holding the group’s Compass Rose with the N facing North at all times.
7. Choose a starting point for the mapping and have each group begin at that point. From that point the groups should move in the first direction recorded on their worksheet until they come to a “landmark” or noticeable feature. The groups need to keep track of the number of steps they take. The landmark can be obvious like a tree, piece of playground equipment or pavement marking, or as subtle as a clump of weeds or a bare patch on the ground. Once a landmark has been reached, the group should record the distance traveled from the starting point (the number of steps) and a brief description of the landmark on their worksheet. Working from the first landmark, the group then moves in the second direction on their worksheet until a second landmark is reached and recorded, and so on. They should also record any landmarks or noticeable features they pass along the route. (Option: Instructor can assign a specific distance each group should travel in each of their directions, i.e. 20 steps, 50 steps, etc. and have the group record any landmarks they pass along the way)
8. Once their “journey” is completed, each group can plot their map on the grid section of the worksheet. Depending on the size of the mapped area, the instructor should decide what distance each graph square represents – 1 step, 5 steps, etc. Be sure to include the landmarks the group stopped at and any landmarks they passed along the way on the map.
9. Have each group share their map with the entire group. Discuss:
 - How difficult was it to make an accurate map?
 - Could another person or group read their record of landmarks and distances and follow their route to the same places?
 - Would it be easier or harder to make a map of unfamiliar territory? Why?

Mapping the Terrain Worksheet

Direction	Distance	Landmark

This image shows a full page of blank graph paper. The grid consists of small, equal-sized squares formed by thin black lines. There are no margins, text, or other markings on the page.

Mapping the Terrain Compass Rose



Packing for the Journey

Objectives:

- Participants will identify six different categories of supplies taken by Lewis and Clark on the expedition.
- Participants will select supplies to take on a journey and justify their choices.
- Participants will compute supply quantities and make adjustments as needed to stay within established guidelines.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2 K.E.1.3	1.E.1.2	2.US.1.2 2.E.1.1 2.E.1.2	3.W.1.1 3.E.1.1		5.US.1.2 5.E.1.1	6.E.1.1

South Dakota Mathematics Standards

K	1st	2nd	3rd	4th	5th	6th
K.A.2.1	1.A.2.1 1.N.1.1 1.S.1.2 1.S.2.1	2.N.1.1 2.S.1.1 2.S.2.1	3.A.2.2	4.S.1.1	5.M.1.3	6.M.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1 1.LVS.1.6	2.LVS.1.1 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.3	6.LVS.1.3

Timeframe: 30-60 minutes

Materials:

Included in kit

Packing for the Journey Supply List master

Packing for the Journey worksheet master

Kit objects – compass, beads, tobacco,
peace medals, thimbles, etc.

Provided by instructor/participants

paper

pencil or pen

Background Information:

Meriwether Lewis was responsible for gathering supplies for the expedition. He used the \$2500 Congress had allotted to purchase guns, ammunition, medical supplies, scientific and mathematical instruments, and provisions for the journey. His hand-written list can be viewed on the website http://dorgan.senate.gov/lewis_and_clark/graphics/supplies. The Supply List for this activity includes items from the expedition's original list.

When planning and packing for an extended journey, decisions must be made. What should be taken? What is there room to pack? What can be found along the way? In this activity participants must consider these questions and choose what they would take on a long journey.

NOTE: The "value" for supply list items used in this activity does not reflect the real monetary value of the item.

Activity Steps:

1. Make a copy of the Packing for the Journey Supply List and Worksheet for each participant. This activity can be done individually or working in small groups.
2. Share the background information with the group and look at the kit objects – compass, beads, etc.
3. Have participants imagine they are in charge of outfitting a group for a 2-year journey through unknown territory. They must decide what supplies and equipment to take, choosing their items from the Packing for the Journey Supply List.
4. Participants can choose their supplies and record them on their Worksheets. They need to keep track of the value of their supplies, because the **total value of what they take cannot exceed 100**. Consider the different categories of supplies – will they take some of each, or leave some categories behind? Participants can add and delete items from their worksheet list as needed to keep their value under 100.
5. When the participants have finished their worksheets, discuss:
 - Did they take items from all the categories? Why or why not?
 - How did they decide what to take and what to leave behind? Did everyone make the same choices?
 - What did they hope to find along the journey?
 - Can you prepare for everything when you are planning an expedition, or will some things take you by surprise along the way?
6. As a group, work together and choose supplies for a journey you are all taking together. How will you decide what to take and what to leave?

Packing for the Journey
Supply List
Page 1 of 2

Food and Clothing

Amount	Item	Value
193 lbs	portable soup	3
6 kegs	wine	2
36 pairs	stockings	2
30	shirts	1
20 pairs	shoes	3
15	coats	2
15	overalls	1
15	blankets	3
2 boxes	candles	2
2 lbs	tea	1

Amount	Item	Value
9 bags	meal	2
30 half-barrels	flour	3
7 bags	biscuit	2
50 lbs	soap	1
7 bushels	salt	2
50 kegs	pork	3
1 bag	coffee	1
1 keg	hog's lard	1
2 bags	sugar	2
600 lbs	grease	3

Camp Equipment

Amount	Item	Value
8	oil-treated tents	2
6 papers	ink powder	3
4	tin horns	1
2	tin lanterns	2
100	quills	3
1	corn mill	2
3 doz.	gimlets	1
4 doz.	pkgs. needles	2
20 yards	oil-treated cloth	1
1	whetstone	3

Amount	Item	Value
6	brass inkstands	2
125	large fish hooks	3
8	receipt books	2
6	brass kettles	2
2 doz.	table spoons	2
17 doz.	files and rasps	3
2 pair	shears	1
2	hatchets	2
2	hand saws	2
9	chisels	1

Packing for the Journey
Supply List
Page 2 of 2

Arms & ammunition

Amount	Item	Value
1 pair	pocket pistols	2
420 lbs	sheet lead	3
30	powder horns	1
176 lbs	gun powder	1
18	tomahawks	2
500	rifle flints	2
15	gun slings	3
52	lead canisters	1
30	brushes & wires	3
15	knapsacks	2

Medical supplies

Amount	Item	Value
½ lb	powdered rhubarb	1
50 doz.	Dr. Rush's pills	2
1	tourniquet	3
3	lancets	3
5 lbs	ointments	2
1 set	pocket instruments	2
1 set	teeth instruments	1
6 lbs	Epsom salts	2
4 oz.	laudanum	3
2 oz.	cloves	1

Indian presents

Amount	Item	Value
47 ½ yds	red flannel	2
4 doz.	butcher knives	3
27 doz.	looking glasses	2
73 bunches	beads	1
2 doz.	earrings	1
2800	fish hooks	3
130 rolls	tobacco	2
1 doz.	ivory combs	3
8	kettles	2
4600	needles	1

Mathematical & scientific instruments

Amount	Item	Value
4	pocket compass	3
1	magnet	1
1	sextant	2
1	microscope	2
2	thermometers	3
1	pocket telescope	2
1	chronometer	1
1 case	platting instruments	2
1 copy	Barton's Botany	1
1	Hadley's quadrant	3

Packing for the Journey Worksheet

[illegible]

TOTAL	
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Passing the Message: Communicating on the Journey

Objectives:

- Participants will identify four languages used by the Lewis and Clark expedition.
- Participants will determine the order in which they must communicate with other group members to pass a message along.
- Participants will devise an original message and transmit it along the established communication chain.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
	1.US.2.1	2.US.1.1 2.US.1.2 2.E.1.1	3.W.1.1 3.C.1.1		5.US.1.2	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.2 K.LVS.1.6	1.LVS.1.1 1.LVS.1.2 1.LVS.1.3 1.LVS.1.6	2.LVS.1.2 2.LVS.1.3 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

Timeframe: 30-60 minutes

Materials:

Included in kit

Color-coded identity cards

Color-coded word lists

Background Information:

Not all the members of the Lewis and Clark permanent party spoke or understood the same language. The party had to develop an effective chain of communication in order to speak with each other and with the tribes they encountered. Interpreters played a crucial role in this process. Interpreting is the process of transferring meaning from speech in one language to speech in another language.

Expedition members who played an important part in the chain of communication included Private Francois Labiche, who spoke English and French. Toussaint Charbonneau was hired as an interpreter and spoke French and Hidatsa. Charbonneau's wife Sacagawea also joined the party. She spoke Hidatsa and Shoshone. Her ability to speak Shoshone would be critical since the party needed to purchase horses from the Shoshone to get across the Bitterroot Mountains. Getting a message through the entire communication chain started with Captain Lewis or Captain Clark speaking to Labiche in English. Labiche would then translate the remarks into French and pass them along to Charbonneau. Charbonneau would translate the message from French into Hidatsa and pass the message along to Sacagawea. Finally, Sacagawea would translate the message from Hidatsa into Shoshone.

This activity lets participants see a complicated chain of communication in action, and helps them understand how difficult it could be for Lewis and Clark to make themselves understood.

Two versions of this activity are outlined below. Version One is designed for participants who may not have mastered reading yet. It uses color-coded identity cards to set up a communication chain for passing along a spoken message. Version Two uses color-coded synonym word lists. Participants compose and send simple written messages back and forth across the communication chain.

Identity Cards:

Cameahwait (One Who Never Walks) Shoshone chief, Sacagawea's brother.

Captain Lewis One of the two co-leaders of the Lewis and Clark Expedition.

Captain Clark The other co-leader of the Lewis and Clark Expedition.

Charbonneau A French trader who joined the expedition as an interpreter.

Sacagawea Charbonneau's wife. Sacagawea had been raised as a Shoshone but had been kidnapped as a girl by the Hidatsas.

Labiche One of the members of the permanent party. He spoke several Indian languages, and both French and English.

Activity Steps:

Version One

1. Divide the group into six smaller groups.
2. Explain who the six individuals on the identity cards are, and give one card to each group.
3. Explain that the groups can talk ONLY to another group whose identity card has a matching color on it. For example, Captain Lewis can talk to either Labiche or Captain Clark since both have yellow on their cards.
4. Have the groups imagine they are out on the trail with Lewis and Clark. They need to get a message from one person to another, but may not be able to speak directly to the group that needs to get the message. Have the groups come up with spoken messages to send along the communication chain. The message chains below can be used, or the groups may make up their own.

a. Captain Lewis to Charbonneau

e. Captain Clark to Cameahwait

b. Sacagawea to Captain Clark

f. Cameahwait to Labiche

c. Labiche to Charbonneau

g. Sacagawea to Cameahwait

d. Charbonneau to Captain Lewis

h. Charbonneau to Captain Clark

5. Discuss:

- How many steps are in each communication chain?
- How does having more steps in the communication chain affect the message? Does the same message arrive at the end of the chain as started out at the beginning?
- What kinds of information do you think the members of the party shared? Was it all vital, or did they talk about everyday things, too?
- Are there ways of communicating with someone without using words?

Version Two

1. Divide the group into four smaller groups and give each small group a packet of colored word cards. If possible, have each group located in a different area of the room.
2. Explain the following communication chain:
 - YELLOW can only be understood by GREEN
 - GREEN can be understood by YELLOW or BLUE
 - BLUE can be understood by GREEN or RED
 - RED can only be understood by BLUE
3. The YELLOW group needs to get a written message to the RED group. Have them compose a short 2 or 3 line message using their word cards. No other words may be used. The messages will be cryptic, not grammatically correct. The important thing is to pass along the gist or meaning of the message from one group to another as accurately as possible.
4. Have the YELLOWS decide which group they need to give their message to so it can eventually be understood by the REDS. (the GREENS) The GREENS must then translate the YELLOW message using their green word cards. From the GREENS, the message passes to the BLUES and must be translated using the blue word cards. The BLUE translation is given to the REDS, who must translate it using the red word cards.
5. Have the groups compare all of the messages. Did the gist of the message change through the translation process? How difficult is it to send a message when you cannot use the same words?
6. Have the groups compose and send other messages to each other following the communication chain rules above.

In Their Words: Comparing Journal Entries

Objectives:

- Participants will compare their written descriptions of animals with those of Lewis and Clark.
- Participants will consider differences between original journal entries and edited entries.
- Participants will recognize that language is always evolving and grammar rules change over time.

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.6	1.W.1.1 1.W.1.2 1.LVS.1.6	2.R.4.1 2.LVS.1.4 2.LVS.1.6	3.W.1.2 3.W.1.3 3.R.2.2 3.R.4.1 3.LVS.1.1	4.W.1.2 4.R.1.2 4.R.4.1 4.LVS.1.1 4.LVS.1.2	5.W.1.1 5.R.4.1 5.LVS.1.1 5.LVS.1.3	6.W.1.1 6.R.4.1 6.R.5.1 6.LVS.1.2 6.LVS.1.3

Timeframe: 20-60 minutes

Materials:

Included in kit

Exhibit panels 9,10,12, 13
Postcards of coyote, prairie dog,
antelope, mule deer, jackrabbit
5 original journal entry cards

Provided by instructor/participants

Paper
Pen or pencil

Activity Steps:

This activity can be done by individual participants, or in small groups. Five individuals or groups can work at one time.

1. Give each participant or group one of the animal postcards. Have them write a three-sentence description of the animal. Encourage them to use vivid language, as if they were describing the animal to someone who had never seen one.
2. Have participants find their animal on the exhibit panels and read the description of the animal written by Lewis and Clark. (The spelling and grammar in the journal entries on the panels have been modernized.) Compare the two descriptions. How are they the same? How are they different?
3. Give the participants the original journey entry card that describes their animal. Have them compare the original journal entries to the modernized version on the exhibit panels, and find five differences between them (spelling, punctuation, capitalization).
4. Discuss:
 - Can the participants decipher the words in the original journal entries? Is their meaning clear?
 - Why does language change over time?
 - Do standard rules for grammar, punctuation, and spelling make it easier to write clearly? Why?
 - Have participants give examples of language changes they have experienced or heard about, i.e., slang expressions.

Who Am I?

Objectives:

- Participants will identify animals and birds Lewis and Clark encountered in South Dakota.
- Participants will prepare detailed descriptions of animals and birds.
- Participants will recognize the need for detail when scientifically classifying living things.

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.6	1.W.1.1 1.W.1.2 1.LVS.1.6	2.R.4.1 2.LVS.1.4 2.LVS.1.6	3.W.1.2 3.W.1.3 3.R.2.2 3.R.4.1 3.LVS.1.1	4.W.1.2 4.R.1.2 4.R.4.1 4.LVS.1.1 4.LVS.1.2	5.W.1.1 5.R.4.1 5.LVS.1.1 5.LVS.1.3	6.W.1.1 6.R.4.1 6.R.5.1 6.LVS.1.2 6.LVS.1.3

South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.L.1.1	1.L.1.3	2.L.1.2	3.L.1.2			6.N.2.1 6.L.1.2

Timeframe: 20-30 minutes

Materials:

Included in kit

8 animal postcards in opaque sleeves

Activity Steps:

1. Break the group into pairs and have each pair decide who will be the one describing and who will be the one guessing.
2. Have each pair sit back to back. Give the describer one of the animal postcards. Caution them to be sure the guesser does not see the picture.
3. Have the describer verbally describe the animal or bird in the picture to their partner, without using the animal or bird's name. Encourage participants to use lively descriptive words. Describers can also write brief descriptions out and give them to their partner.
4. The guesser should try and figure out what animal/bird the describer is describing. You may provide a list of animals/birds for participants to choose from.
5. The prairie dog, coyote, pronghorn antelope, jackrabbit, and mule deer are described in the journal entries on the exhibit panels. Have the partners compare their description to those written by Lewis and Clark.
6. Discuss:
 - What makes for a good description?
 - How important are details? Would it make a difference if you left details out? (leaving the white plumage off of the magpie description, for example)
 - Can how an animal or bird behaves be part of a good description? What about the sounds it makes?

Track Identification

Objectives:

- Participants will recognize the variety of living things Lewis and Clark encountered in South Dakota.
- Participants will analyze tracks to determine characteristics of the living thing that made them.
- Participants will compare and contrast the tracks made by different living things.

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.3 2.LVS.1.4 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.3	6.LVS.1.3

South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1 K.L.1.1	1.P.1.1 1.L.3.1	2.P.1.1 2.L.1.2	3.P.1.1 3.L.1.2	4.L.2.1		6.N.2.1 6.L.1.2

Timeframe: 30-60 minutes

Materials:

Included in kit

9 laminated track posters
9 name placards

Provided by instructor/participants (optional)

Drawing paper
Pencils/pens/crayons

Activity Steps:

1. Display the name placards so the group can see them, or read the names aloud to the group. Discuss what the group may know about the living things named.
2. Show the group one track poster at a time and brainstorm about what living creature made the track. Consider track size (the tracks on the posters are life-size) and other noticeable characteristics – claws, hoof shape, etc.
3. Have the group decide which name placard goes with the track under discussion (the tracks are all identified on the back) and explain the reasons for their choice.
4. Once all the tracks have been correctly identified, lay the track posters on the floor. Compare the tracks and discuss:
 - Are some of the tracks similar to each other? Sort similar tracks together.
 - Do creatures with similar tracks have other things in common? (hoofed animals eat plants, digging is important to both big and small creatures with claws)
 - How are the tracks different? What conclusions can you draw about a living thing based on the track it leaves?
5. Optional step: Have participants trace their footprints on drawing paper and compare their footprints to the tracks. Compare size and other characteristics.