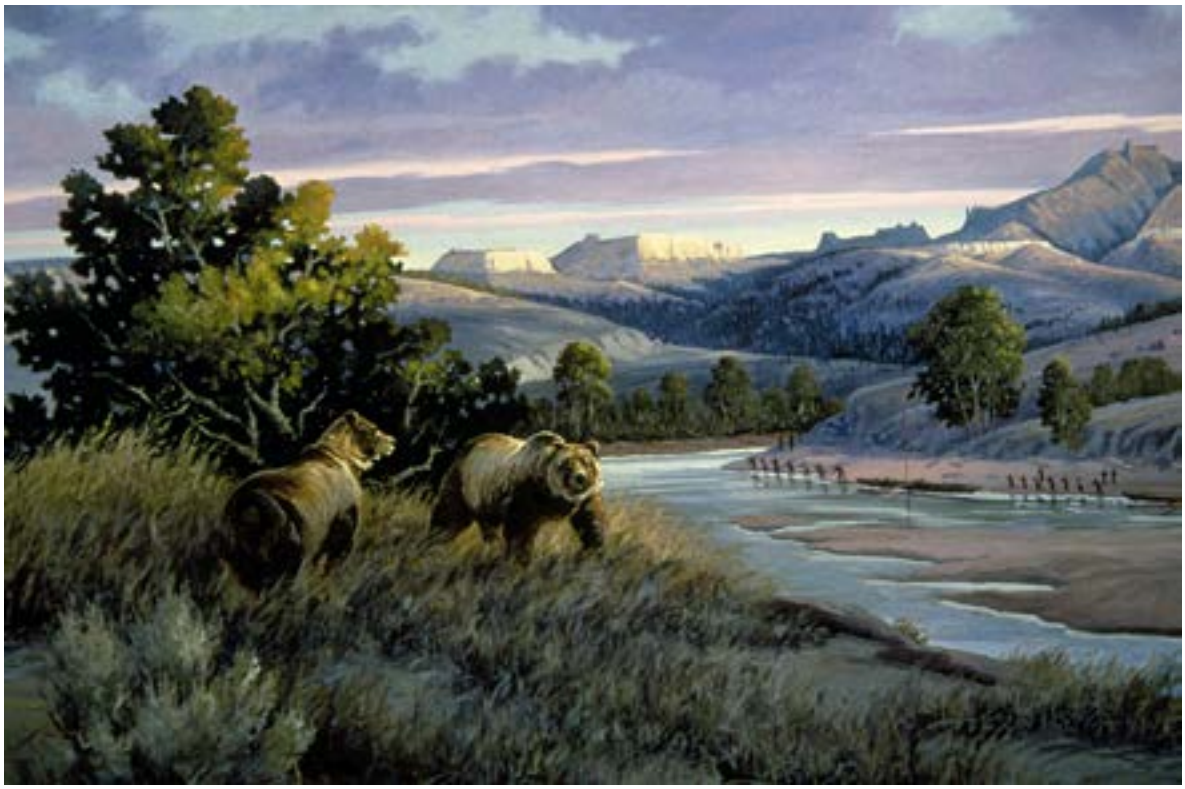
Discover Lewis and Clark



MONTANA HISTORICAL SOCIETY

Cover illustration: *White Bears and White Cliffs,* Robert F. Morgan, oil on canvas, 1988

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Contents

I. Educator Information

Inventory 3
Footlocker Use–Some Advice for Instructors 5
Footlocker Contents 6
Historical Narrative for Educators 12
Lewis and Clark Timeline 14
Outline for Classroom Presentation 17
Evaluation Form 18

II. Lessons

Alignment to Montana Content and Common Core Standards 20
Lesson 1: Starting the Expedition* 25
Lesson 2: Neither Empty Nor Unknown: Montana at the Time of Lewis and Clark (NENUK) Lesson Plan*[1] 29
Lesson 3: Mapmaking^ 31
Lesson 4: The Elusive Northwest Passage*[1] 38
Lesson 5: On the Trail with Lewis and Clark[1] 43
Lesson 6: Step into the Picture*[1] 48
Lesson 7: The Métis and the Lewis and Clark Expedition^ 62
Lesson 8: Lewis and Clark and the Sicangu Lakota at Bad River 66
Lesson 9: Lewis and Clark: Naturalists*[1] 69
Lesson 10: Point of View: Grizzly Bears*^ 76

* Lessons using primary sources
[1] Lessons you can do without ordering the trunk
^ This lesson uses items from the footlocker but can be modified to teach without the footlocker.

III. Student Narratives

Historical Narrative for Students 82
Amazing Montanan Biographies
a. Jean Baptiste Charbonneau 85
b. Seaman 86
Vocabulary List 87

IV. Resources and Reference Materials

Additional Resources on Lewis and Clark 88
Primary Sources and How to Use Them 90
How to Look at an Artifact 92
How to Look at a Written Document 94
How to Look at a Photograph 95
How to Look at a Map 96
Montana Historical Society Educational Resources: Footlockers 97
Other Resources from the Montana Historical Society 99

I. Educator Information

Inventory

Borrower: _____ Booking Period: _____

The borrower is responsible for the safe use of the footlocker and all its contents during the designated booking period. Replacement and/or repair for any lost items and/or damage (other than normal wear and tear) to the footlocker and its contents while in the borrower's care will be charged to the borrower's school. **Please have an adult complete the footlocker inventory checklist below, both when you receive the footlocker and when you repack it for shipping, to ensure that all of the contents are intact.** After you inventory the footlocker for shipping to the next location, please mail, fax or email this completed form to the MHS Education Office, Montana Historical Society, PO 201201, Helena, MT, 56620, 406-444-2696 (fax), MHSEducation@mt.gov.

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
Tobacco				
Trade cloth shirt				
Trade bead card				
Compass				
Grizzly bear hide				
Grizzly bear pawprint cast				
Métis sash				
Peace medal				
Fish hooks (Please DO NOT remove from bag!)				
Chapeau de Bras (campaign hat)				
Sextant				
Homemade sextant				
Ten reproduction art prints				
Bad River Boys: A Meeting of the Lakota Sioux with Lewis and Clark (book by Virginia Driving Hawk Sneve)				
The Journey of York: The Unsung Hero of the Lewis and Clark Expedition (book by Hasan Davis)				

Inventory (Continued)

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
Clark Map puzzle (4 pieces)				
Arrowsmith Map puzzle (4 pieces)				
NENUK lesson plan				
The Flower Beadwork People (book by Sherry Farrell Racette)				
The Story of the Bitterroot (DVD directed by Steve Slocomb)				
Lewis and Clark playing cards				
Meeting Natives with Lewis and Clark (book by Barbara Fifer)				
Lost Tunes of Rupert's Land (CD)				
User Guide				
Flash drive with Google Slides				
Two padlocks				

Footlocker Use–Some Advice for Instructors

How do I make the best use of the footlocker?

In this User Guide you will find many tools for teaching with objects and primary sources. We have included teacher and student level narratives, as well as a classroom outline, to provide you with background knowledge on the topic. In the "Resources and Reference Materials" section there are introductory worksheets on how to look at/read maps, primary documents, photographs, and artifacts. These will provide you and your students valuable tools for future study. The Lessons section contains lesson plans for exploration of the topic in your classroom—these lessons utilize the objects, photographs, and documents in the footlocker. The "Resources and Reference Materials" section contains short activities and further exploration activities, as well as bibliographies.

What do I do when I receive the footlocker?

IMMEDIATELY upon receiving the footlocker, take an inventory form from the folder inside and inventory the contents in the "before use" column. Save the form for your "after use" inventory. This helps us keep track of the items in the footlockers, and enables us to trace back and find where an item might have been lost.

What do I do when it is time to send the footlocker on to the next person?

Carefully inventory all of the items again as you put them in the footlocker. If any items show up missing or broken at the next site, your school will be charged for the item(s). Leave the completed form in the folder.

Who do I send the footlocker to?

You will be receiving a mailing label via email to use to send the footlocker on to its next destination.

What do I do if something is missing or broken when the footlocker arrives, or is missing or broken when it leaves my classroom?

If an item is missing or broken when you initially inventory the footlocker, **CONTACT US IMMEDIATELY** (406-444-9553 or email kwhite@mt.gov). This allows us to track down the missing item. It may also release your school from the responsibility of paying to replace a missing item. If something is broken during its time in your classroom, please call or email us and let us know so we know it needs repairing. If an item turns up missing when you inventory before sending it on, please search your classroom. If you cannot find it, your school will be charged for the missing item.

Footlocker Contents

Above:

Tobacco, trade cloth shirt, trade bead card, fish hooks. These are samples of items Lewis and Clark brought with them to trade or give as gifts to Indian leaders. Other types of trade items brought by Lewis and Clark included silk ribbons, knives, sewing needles, thread, scissors, ivory combs, pocket mirrors, butcher knives, and tomahawks that doubled as pipes.

Right:

Ten reproduction art prints.

Top:

1802 Map by Aaron Arrowsmith (4 pieces). This map shows the extent of Euro-American geographic knowledge and understanding about the North American continent before the Lewis and Clark Expedition.

Bottom:

1814 Map by William Clark (4 pieces). This map shows how the expedition added to geographic knowledge.

Above:

Grizzly bear hide and grizzly bear pawprint cast. Grizzlies were only one of dozens of animals that the Corps encountered and documented, but they were certainly the fiercest, and the species (besides mosquitoes!) that caused them the most trouble.

Right:

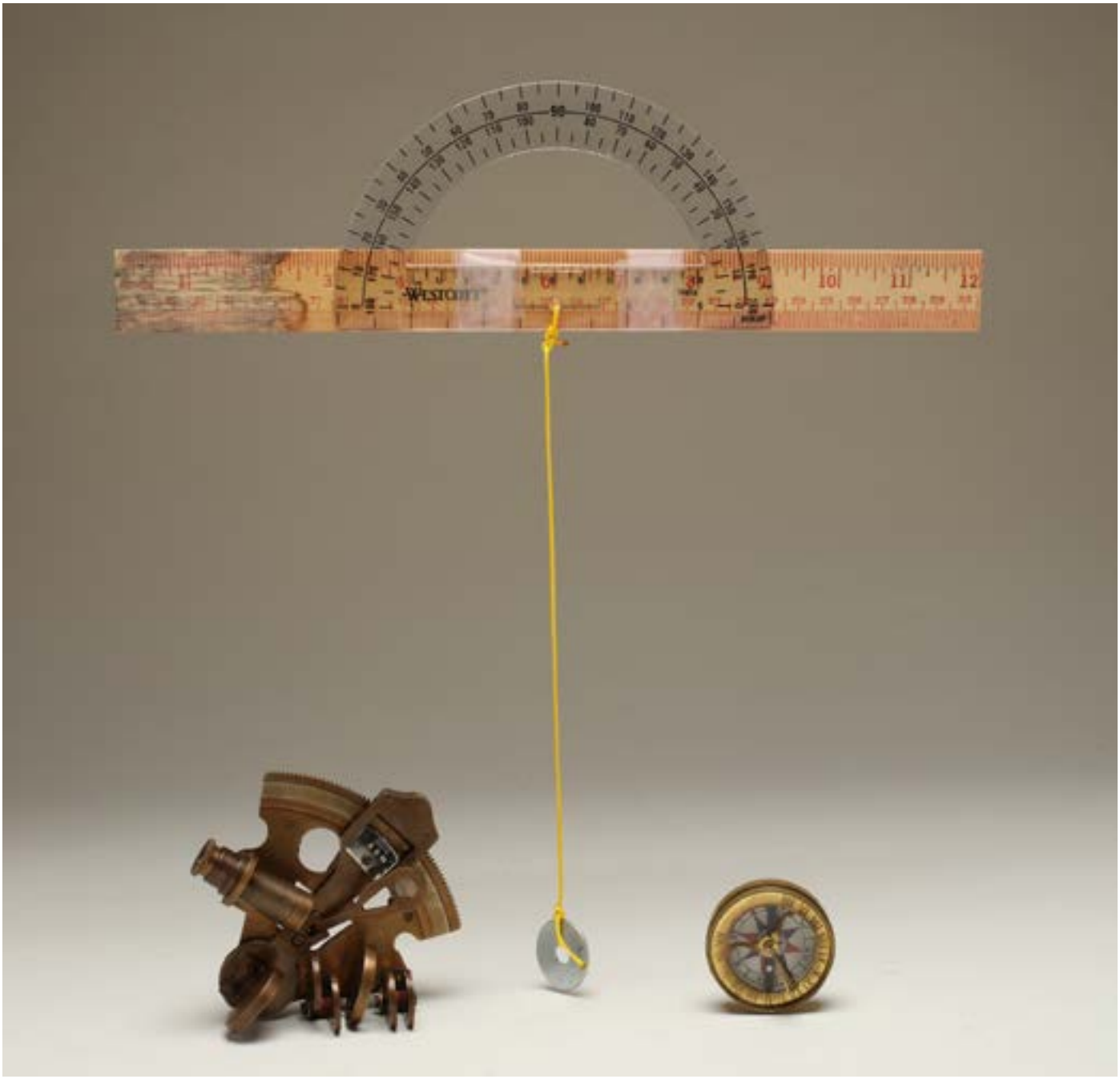
Peace medal. Lewis and Clark carried a total of at least eighty-nine peace medals in five different sizes, which they presented to Indian leaders.

Above:

Chapeau de Bras (campaign hat). This is the style of hat worn by U.S. Army officers and part of the dress uniforms worn by Lewis and Clark for formal parades.

Right:

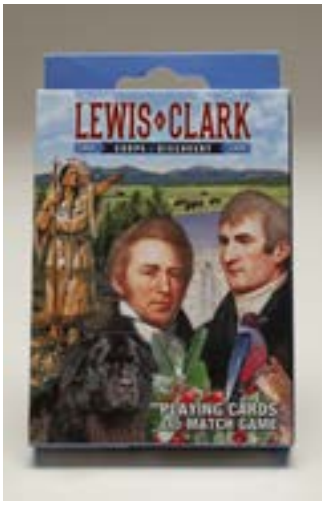
Books and DVD. *Bad River Boys, Meeting Natives with Lewis and Clark, The Journey of York, The Story of the Bitterroot* (DVD), "Neither Empty Nor Unknown Lesson Plan"



Compass, sextant, homemade sextant. The compass and sextant are two of the mapmaking and navigational tools Lewis and Clark brought with them on the journey. The homemade sextant is a model for students wishing to make their own sextants.

Above:

Métis sash, *Flower Beadwork People, (book), Lost Tunes of Rupert's Land* (CD). The Métis are often-overlooked contributors to the Lewis and Clark story. Both the sash and music are potent symbols of Métis culture.



Right:

Lewis and Clark playing cards. These playing cards include twenty-six different illustrations (with explanation) of the Lewis and Clark Expedition.

Also Included:

Flash Drive with Google Slides. These slideshows have material for use with Lessons 1, 2, 3, 4, 5, 6, 9, And 10. (These are also available to download online. See individual lessons for URLs.)

Historical Narrative for Educators

The Lewis and Clark Expedition is often told as a grand adventure story. It was certainly an adventure, but it was much more than that.

First, it is important to remember that people had been living on the land within the Louisiana Purchase for millennia (see Lesson 2). Second, the expedition must be seen in the context of U.S. economic and territorial ambitions. The expedition was a military exploration, advanced by the U.S. government to achieve specific objectives.

President Thomas Jefferson laid out instructions for the captains in a letter he wrote to Meriwether Lewis on June 20, 1803. The expedition's primary goal was to find the elusive Northwest Passage—a water route across North America from the Atlantic Ocean to the Pacific Ocean. Geographers of the time believed that an easy portage was all that separated large navigable rivers, the superhighways of their day. Discovering the fabled Northwest Passage would be a boon to commerce by connecting the settlements on the eastern seaboard to the Pacific Ocean and the markets of Asia. Of course, as Lewis and Clark discovered, there was no easily navigable waterway. The Northwest Passage was a myth (See Lessons 1 and 4).

Jefferson also instructed Lewis to gather as much information as possible about the Indian nations inhabiting the Louisiana Purchase. Jefferson believed the information would be useful for "commerce" but also wanted Lewis to acquire knowledge of the tribes' morality and religion, to aid those "who endeavor to civilize and instruct them."

The explorers quickly established a protocol for interacting with the tribal people they encountered on their journey. The Corps would march in with military precision, present ceremonial gifts to tribal leaders, demonstrate scientific marvels and curiosities (perhaps magnets or Lewis's air gun), address the natives as "children" and instruct them that they had a new "Great Father" (the president), and promise prosperity through trade if peace prevailed. The gifts of flags and peace medals were part of an assertion of sovereignty over the region—and a sign to British and French traders of America's claim.

While they welcomed the gifts, the Indians did not understand these proceedings in the way Lewis and Clark intended. Communication was a perennial problem, sometimes occurring through a chain of translators that included Sacagawea, who spoke Shoshone, Hidatsa, and French; Charboneau, Sacagawea's husband, who spoke Hidatsa and French; and Private François Labiche, who spoke French and English. As significantly, none of the tribes were interested in sublimating their own national interests to the goals of the United States.

Not all the tribes welcomed Lewis and Clark. The Lakota at Bad River controlled the traffic on the Missouri and the northwest-bound trade. They expected payment for allowing Lewis and Clark to pass through their territory (See Lesson 8). The Crow stole horses from Clark during the return journey, and a group of Blackfeet teenagers tried to steal guns from Lewis's party. While trying to stop the theft, Lewis killed one of the young men; Private Reuben Fields may have killed another.

Other tribes (the Salish, for example) took pity on the party, noting their torn clothes and lack of provisions. (For more on Salish and Lewis and Clark, see the upper grades lesson plan "When Worlds Collide: The Salish People Encounter the Lewis and Clark Expedition" listed in Section IV, below.) Without the contributions of native peoples, the expedition very likely would have failed. Indians shared important geographic information, including maps. Sacagawea's service was vital as a translator and even more significant as a sign of

peace (war parties didn't travel with women and children). She also contributed by showing the captains native foods that may have prevented scurvy. Not only did the Shoshones, Salish, and Nez Perce give the expedition food and horses, the Shoshones and Salish also provided them with guides, and the Nez Perce taught them to make boats and cared for their horses over the winter (see Lessons 5 and 6).

Also significant were the contributions of the Métis, the descendants of French or Scottish fur traders and Native American women, who, over time, had become their own distinct cultural group (see Lesson 7). Métis boatmen helped convey the Corps upriver to the Mandan villages, and the Métis members of the Permanent Party (the thirty-four members of the Corps who traveled all the way to the Pacific) proved invaluable for their wood- and rivercraft, ability to speak a variety of languages, including Plains Indian sign language, and their musical traditions. Pierre Cruzatte, who like many Métis played the fiddle, kept the Corps' spirits up during non-work hours, and the captains frequently engaged in "fiddle diplomacy," having Cruzatte play during tribal encounters.

For all its dependence on native skill, generosity, and hospitality, the Corps presaged U.S. political dominion. According to historian John Allen, "What would later be called 'manifest destiny' was [already] becoming a force in American thought." Looking ahead toward possible western settlement, Jefferson asked Lewis to record information on the land through which the Corps traveled—particularly how suitable it would be for farming but also any minerals he could identify, notably "metals, limestone, pit coal & saltpetre," all valuable commodities.

Jefferson had scientific interests as well and asked the explorers to gather information about new plants and animals they encountered (see Lesson 9). Before the expedition began, Jefferson sent Lewis to Philadelphia to study with the leading scientists of the era. Lewis, who was a careful naturalist, described dozens of plants and animals new to Jefferson and other residents of the eastern seaboard. Of course, all of them were well known to the Indians whose territories the expedition crossed. Among the animals Lewis described were the grizzly (see Lesson 10), pronghorn, swift fox, greater sage-grouse, Lewis's woodpecker, Clark's nutcracker, western rattlesnake, and cutthroat trout. Among the plants were buffaloberry, sagebrush, blue flax (later named *Linnum lewisii*, in honor of Lewis), snow on the mountain, and bitterroot (*Lewisia rediviva*, also named for Lewis.)

Lewis recorded his "botanical and zoological discoveries" in the journals he kept on the expedition. Both he and William Clark wrote field notes every day, likely expanding on these notes during "rest days." Sergeants Patrick Gass, John Ordway, and Charles Floyd (the only man to die on the journey), as well as Private Joseph Whitehouse, also kept journals to make sure that, no matter what happened, a record of the expedition survived. Their journal entries recorded the direction and distance traveled, information about weather, landmarks, geology, flora and fauna, the mood of the men, food, illnesses, hunting successes, meetings with Indians, and other notable events such as encounters with grizzly bears and mosquitoes, capsizing boats, and exhausting portages. Much of what they recorded they encountered within the borders of present-day Montana; the Corps spent more time and traveled more miles in Montana than in any other state.

Lewis and Clark Timeline

Winter/Spring 1803 President Thomas Jefferson chooses his personal secretary, Meriwether Lewis, to lead the Lewis and Clark Expedition. Lewis goes to Philadelphia for crash courses in botany, zoology, celestial navigation, and medicine. Lewis also invites his former army comrade, William Clark, to become the expedition's co-captain. Clark accepts.

Summer 1803 Jefferson announces that he has purchased 820,000 square miles from France. The Louisiana Purchase more than doubles the size of the United States.

Fall/Winter 1803 Lewis and Clark establish Camp Wood (also called Camp Dubois) near St. Louis, where they recruit and train men.

May 14, 1804 The crew of about forty-four travel in a large **keelboat** and two smaller boats called **pirogues** by sailing, rowing, poling, and **cordelling** (using ropes to pull the boats) the vessels upriver.

August 3, 1804 Lewis and Clark meet a group of Oto and Missouri Indians. They hand out peace medals, flags, and gifts, show off their technology, and tell the Indians that they have a new "Great Father." This becomes their standard procedure when they meet new nations.

August 20, 1804 Sergeant Floyd dies, probably from a burst appendix. He is the only U.S. casualty on the expedition.

September 25, 1804 The Lakota try to enforce their position as gatekeepers to western trade and demand payment to let the party pass. A fight is narrowly avoided (see Lesson 8).

October 24, 1804 The expedition reaches the Mandan and Hidatsa villages. They build Fort Mandan and prepare to stay for the winter.

Winter 1804 Lewis and Clark spend their time in the Mandan and Hidatsa villages gathering information about the western region. By the end of the winter they have acquired at least three new maps of the area west of the Mandans and Hidatsas. They also hire Toussaint Charbonneau as an interpreter (in large part because his wife Sacagawea speaks Shoshone and they want her to translate for them when they reach the Rockies).

February 11, 1805 Jean Baptiste, Sacagawea and Charbonneau's baby, is born. Clark nicknames the baby "Pomp" or "Pompey."

April 7, 1805 Lewis and Clark send a keelboat with maps, reports, scientific specimens, and Indian artifacts downriver with about a dozen men. The same day, the Permanent Party heads west. Among the party are York (a man enslaved by William Clark) and Toussaint Charbonneau, Sacagawea, and their baby.

April 29, 1805 The expedition reaches Montana.

June 2, 1805 The expedition stops at a fork in the river, where the Marias joins the Missouri. After days of scouting and debate, the captains decide to take the south fork, which is, indeed, the true Missouri.

June 13, 1805 Scouting ahead, Lewis reaches the Great Falls of the Missouri, a landmark the Hidatsas had told him about. He discovers that there are actually five waterfalls. It takes the Corps a month to portage the eighteen miles around the falls. (Because of the dams, the river at Great Falls looks very different today.)

Lewis and Clark Timeline (Continued)

July 25, 1805 An advance party led by William Clark reaches the headwaters of the Missouri, where three rivers (Gallatin, Madison, and Jefferson) come together to form the Missouri. The rest of the Corps soon catches up. Sacagawea recognizes this as the place she was captured.

July 30, 1805 The expedition decides to follow the Jefferson River, along which they hope to encounter Sacagawea's people, the Shoshones.

August 8, 1805 The expedition reaches Beaverhead Rock, near present-day Dillon, a landmark that Sacagawea recognizes.

August 12, 1805 Scouting ahead with three men, Lewis climbs up Lemhi Pass. He expects to see a large plain with a wide river flowing toward the Pacific. Instead all he sees are more mountains.

August 17, 1805 The expedition encounters a band of Shoshones. Its leader turns out to be Sacagawea's brother (or possibly uncle), Chief Cameahwait. The Shoshones provide horses and a guide, Pikee Queenah (Swooping Eagle), who Lewis and Clark call "Old Toby." Pikee Queenah ultimately leads the expedition from the Lemhi River Valley, near present-day Salmon, Idaho, over the Bitterroot Mountains to the Bitterroot Valley, and then over Lolo Trail to the Clearwater River near present-day Lewiston, Idaho.

September 4, 1805 The expedition meets the Salish at Ross's Hole, near present-day Sula, Montana. The Salish give the party food and fresh horses and provide a group of young warriors to guide the Corps through Salish country.

September 9, 1805 The expedition reaches Travelers Rest, near present-day Missoula.

September 22, 1805 After a hard journey over the Bitterroot Mountains, and on the brink of starvation, the expedition meets the Nez Perce near present-day Wieppe, Idaho. The Nez Perce feed them and show them a new way to make log canoes.

October 7, 1805 Lewis and Clark leave their branded horses in the care of the Nez Perce, and the Corps starts down the Clearwater River in its five new canoes.

November 7, 1805 Clark believes he spots the Pacific Ocean (actually, it is Gray's Bay, about twenty miles east of the ocean).

November 24, 1805 All the members of the Permanent Party (including York and Sacagawea) vote on where they should spend the winter. They decide to build Fort Clatsop, their winter quarters, near present-day Astoria, Oregon.

March 23, 1806 After a wet and depressing winter, the expedition leaves Fort Clatsop and heads east toward home.

May 9, 1806 Lewis and Clark meet up with the Nez Perce, who return the expedition's horses, which they had cared for all winter. The Corps cannot cross the mountains because of the snow, so until June 24 they stay with the Nez Perce, who provide the Corps with food. In return, William Clark uses his medical knowledge to treat illnesses.

June 24, 1806 With three Nez Perce guides, the expedition crosses the Bitterroot Mountains.

July 3, 1806 The Corps splits into two parties in order to gain a better understanding of the region's geography (and maybe find a better route). Clark plans to follow the Yellowstone River. Lewis heads across a shortcut the Salish had told him about to the Great Falls. He then follows the Marias River to its headwaters (the northernmost border of Louisiana Territory).

Lewis and Clark Timeline (Continued)

July 13–15, 1806 Sacagawea guides Clark's party from present-day Three Forks to the Yellowstone River, where the men build two dugout canoes and they all head downriver.

July 25, 1806 Clark carves his name into Pompey's Pillar, which he names for Sacagawea's son.

July 26–27, 1806 On the Marias River, Lewis encounters a group of Blackfeet teenagers, who try to steal the party's guns and horses. A fight ensues, and Corps members kill one or two of the Blackfeet.

August 11, 1806 Pierre Cruzatte shoots Meriwether Lewis in the buttocks while hunting elk.

August 12, 1806 Lewis and Clark reunite on the Missouri, downstream from the mouth of the Yellowstone.

August 14, 1806 The Corps arrives at the Mandan villages. John Colter is discharged from service and returns west to trap beaver. Charbonneau, Sacagawea, and Jean Baptiste (Pomp) also leave the party.

September 23, 1806 The expedition reaches St. Louis.

Outline for Classroom Presentation

I. The people, places, animals, and plants that Lewis and Clark discovered were new only to Euro-Americans.

A. People had inhabited the lands that comprised the Louisiana Purchase for millennia **(Lesson 2).**

B. British and French fur traders had long traded and traveled throughout parts of the region **(Lessons 7 and 8).**

C. Lewis and Clark learned a lot from the Indians and traders they encountered. Without help from several different tribes, they might not have been able to complete the journey **(Lessons 5 and 6).**

II. The expedition had five main goals:

A. To find the Northwest Passage **(Lessons 1 and 4)**

B. To gather geographic information to map the new territory **(Lesson 3)**

C. To learn about the Indian nations inhabiting the territory **(Lessons 2 and 8)**

D. To collect information about the plants, animals, and minerals they saw **(Lessons 9 and 10)**

E. To assert U.S. sovereignty **(Lesson 8)**

III. To be successful, Lewis and Clark had to know a lot about botany, taxonomy, and cartography **(Lessons 3, and 9).**

IV. The expedition was much bigger than Lewis and Clark.

About forty-four men traveled with the captains from St. Louis to Fort Mandan in 1804.

There were thirty-four members of the Permanent Party, which traveled all the way to Oregon and back.

Among the most famous members of the Permanent Party—besides the captains—were Pierre Cruzatte, a Métis fiddler **(Lesson 7)**; Sacagawea, their Shoshone interpreter; York, the only enslaved member of the Corps **(Lesson 5)**; and Seaman, Lewis's Newfoundland dog **(Amazing Montanans).**

V. The Lewis and Clark Expedition was full of challenges **(Lessons 5, 6, and 10).**

Footlocker Evaluation Form

Evaluator's Name _____

School Name _____ Phone _____

Address _____ City _____ Zip Code _____

1. How did you use the material?

2. How would you describe the users? (choose all that apply)

☐ Grade school - Grade _____
☐ High school - Grade _____
☐ College students ☐ Seniors ☐ Mixed groups ☐ Special interest ☐ Other

2a. How many people used the material in the footlocker? _____

3. Which of the user guide materials were most useful?

☐ Narratives ☐ Lessons ☐ Resource Materials

5. How many class periods did you devote to using the footlocker?

☐ 1-3 ☐ 4-6 ☐ More than 6 ☐ Other

6. What activities or materials would you like to see added to this footlocker?

7. Would you request this footlocker again? If not, why?

8. What were the least useful aspects of the footlocker/user guide?

9. What subject areas do you think should be addressed in future footlockers?

10. Other comments

II. Lessons

Alignment to Montana Content and Common Core Standards

Lessons ➤	1	2	3	4	5	6	7	8	9	10
English Language Arts Standards » Reading: Literature » Grade 4										
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.								X		
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.								X		
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.					X					
CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.					X					
English/Language Arts Standards » Reading Informational Text » Grade 4										
CCSS.ELA-Literacy.RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X						X	X	X	X
CCSS.ELA-Literacy.RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.								X		X
CCSS.ELA-Literacy.RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about American Indians.	X	X				X	X	X		X
CCSS.ELA-Literacy.RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	X	X			X	X			X	
CCSS.ELA-Literacy.RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.		X								

Alignment to Montana Content and Common Core Standards *(continued)*

Lessons ➤	1	2	3	4	5	6	7	8	9	10
CCSS.ELA-Literacy.RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X			X					X	
CCSS.ELA-Literacy.RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.				X				X		X
English Language Arts Standards » Writing » Grade 4										
CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				X				X		
CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	X			X		X		X		X
CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X			X		X		X		
English Language Arts Standards » Speaking & Listening » Grade 4										
CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X			X	X	X	X	X	X	X
CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			X		X			X	X	X
Montana State Standards for Social Studies										
Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.										
1.2. Evaluate the quality of information ….				X						
Content Standard 3—Students apply geographic knowledge and skills ….										
3.1. identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).	X		X	X	X					

Alignment to Montana Content and Common Core Standards *(continued)*

Lessons ➤	1	2	3	4	5	6	7	8	9	10
3.2. Locate on a map or globe physical features … natural features … and human features …				X	X					
3.3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).	X	X	X	X						
3.4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	X									
3.5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.			X							
Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.										
4.1. Identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.		X	X	X	X	X	X	X	X	X
4.3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.		X			X		X	X		X
4.4. Identify significant events and people and important democratic values … in the major eras/civilizations of Montana, American Indian, United States, and world history.	X	X		X	X	X		X		
4.5. Identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).	X		X							
4.6. Recognize that people view and report historical events differently.					X			X		X
4.7. Explain the history, culture, and current status of the American Indian tribes in Montana and the United States.		X					X	X		
Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.										
6.1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.							X			

Alignment to Montana Content and Common Core Standards *(continued)*

Lessons ➤	1	2	3	4	5	6	7	8	9	10
6.2. describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).		X					X			X
6.3. identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.		X					X			X
6.4. identify characteristics of American Indian tribes and other cultural groups in Montana.		X					X			X
6.6.identify roles in group situations (e.g., student, family member, peer member).							X			
IEFA Essential Understandings										
Essential Understanding 1 There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.		X					X	X		
Essential Understanding 2 There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.							X			
Essential Understanding 3 The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the "discovery" of North America.		X					X			
Essential Understanding 5 Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods: Colonization Period 1492 - Treaty Period 1789 - 1871 Allotment Period 1887 - 1934 Boarding School Period 1879 - - - Tribal Reorganization Period 1934 - 1958 Termination Period 1953 - 1988 Self-determination 1975 – current					X		X	X		
Essential Understanding 6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.		X						X		X

Alignment to Montana Content and Common Core Standards *(continued)*

Lessons ➤	1	2	3	4	5	6	7	8	9	10
Math (4th grade)										
4.MP.1. Make sense of problems and persevere in solving them			X							
4.MP.4. Model with mathematics			X							
4.MP.5. Use appropriate tools strategically.			X							
4.MP.6. Attend to precision.			X							
C3 Framework										
Geography										
D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.					X					
D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.				X	X					
D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.										X
D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	X	X		X						
D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	X									
History										
D2.His.2.3-5. Compare life in specific historical time periods to life today	X		X				X			
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.					X					
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.		X						X		X
D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.								X		X
D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.				X	X			X		X
D2.His.10.3-5. Compare information provided by different historical sources about the past.		X		X	X					X
D2.His.16.3-5. Use evidence to develop a claim about the past.				X				X		
D2.His.17.3-5. Summarize the central claim in a secondary work of history.	X	X								

Lesson 1: Starting the Expedition

Essential Understanding

Learning about the past is exciting. We can learn about the past through artifacts and images.

Activity Description

Students will examine the contents of the footlocker and try to guess what topic the class will be studying over the next few weeks. They will end their exploration of the artifacts and images with a quick write, detailing what they know, imagine, or wonder about the Lewis and Clark Expedition and Montana in 1805 at the time of Lewis and Clark. Finally, they will read some background information to learn the expedition's goals.

Objectives

At the conclusion of the lesson students will have:

- Closely examined objects and images relating to Lewis and Clark.
- Made inferences.
- Piqued their curiosity.
- Completed a quick write about the expedition.
- Discussed the Louisiana Purchase and the goals of the expedition.

Time

Two 50-minute class periods

Materials

Footlocker/User Guide Materials

- All of them except books and playing cards
- "How to Look at an Artifact Handout" (from Section IV, below)
- First three sections of the Historical Narrative for Students, "How It All Began," "The Louisiana Purchase," and "The Mission" (below)
- Lesson 1 Google Slide, on flash drive or available to download at https://mhs.mt.gov/education/footlocker/LC/Lesson1.pptx

Classroom Materials

- White board and markers
- Writing journals (or lined paper) and pens or pencils
- Computer and projector for slideshows

Pre-Lesson Preparation

- Make copies of "How to Look at an Artifact Handout" (one per student) and the readings (one per every two students).
- Unpack the footlocker so students can't see the name of the footlocker, but leave each object in its bag/folder or other container.

Procedure

Part 1: History Mystery

1. Tell students you are going to be starting a new learning expedition. Tell them that you have borrowed material from the Montana Historical Society that relates to this expedition.

   Ask: Can they guess the topic from examining the objects?

2. Pass out the "How to Look at an Artifact" worksheets (one per student).

3. Define artifact. Tell students they won't be completing these worksheets, but they should refer to them as you work together to describe the artifacts, guess their function, and guess what the topic of your exploration is.

4. Create a numbered list on the board.

5. Dramatically pull out one item at a time. Ask students to describe each item (using the prompts on the worksheet), what they think it was used for, and what period of history it might come from. Only spend a few minutes on each object. Record their hypotheses on your numbered list.

5. After you've looked at about five of the items, ask, "What topic do you think we'll be studying?"

6. Repeat the procedure, looking at more objects. If they've guessed Lewis and Clark, tell them they are right. Look at additional objects and ask, "What do you think this has to do with the Lewis and Clark Expedition?"

7. If they have not guessed Lewis and Clark, continue recording information with additional objects, stopping periodically to gather new guesses about the topic you'll be studying.

8. If students haven't guessed the topic after looking at all the objects, pull out the images one by one until they guess the topic. If they haven't guessed the topic after you've looked at all the images, tell the class that you'll be studying the Lewis and Clark Expedition.

Part 2: Write Your Way In.

1. Write the following prompt on the board (or arrange to project it—see **Slide 1,** Lesson 1 Google Slide):

   What do you know, imagine, or wonder about the Lewis and Clark Expedition? What do you know, imagine, or wonder about what life was like in the place we now know as Montana in 1805, when Lewis and Clark traveled across the region? Don't stop writing for three minutes!

2. Ask students to take out a pencil and their writing journals, or a sheet of paper, and date it. If you have a timeline in your room, count the decades back to the year 1805 as a class, to help the students understand the years in the past they will be thinking about.

3. Then, let them know that they will be thinking hard and writing for three minutes nonstop, as soon as you say, "Go!" You will be using a timer and they must keep on going, not lifting their pencils until the three minutes are up. If they are stuck for what to write next, encourage them to write, "I am thinking!" until they think of more to say. Remind them they can use their imaginations! Create a sense of urgency!

   For this exercise, they should not be concerned with their spelling, etc. They should just think and pour out their thoughts on paper. When the timer goes off at the end of three minutes, tell students to draw a line where they stopped.

   Teachers note: This lesson merely introduces your Lewis and Clark unit. Right before you end your study on Lewis and Clark, have students retrieve their quick writes and "write their way out" of the unit, asking, "Now what do you know?"

Part 3: The Mission

Tell students they are going to learn more about the reasons for the expedition.

1. Hand out copies of the first three sections of the Student Narrative, "How It All Began," "The Louisiana Purchase," and "The Mission."

   Have students work in pairs to read the first two sections, "How It All Began" and "The Louisiana Purchase." The two-person student teams should alternate reading aloud to one another, switching each time there is a new paragraph. Or they can read aloud at the same time.

2. While students are reading, project the map of the Louisiana Purchase so they can see how big it was (**Slide 2,** Lesson 1 Google Slide).
3. After reading the first section, have them discuss the reading (and the map you've projected) with their partner. What confused them? Disturbed them? Interested them?
4. Discuss the Louisiana Purchase briefly with the class. Ask: How do you think it changed life for an American living on the East Coast?
5. Set the stage. Tell students that it's 1803, about twenty-five years BEFORE the first railroad was built in the United States.
6. Ask students to spend thirty seconds brainstorming with their partner: How did people move around (and move things they wanted to buy and sell) before trucks, trains, and airplanes? List as many ways as you can think of. What were the advantages and disadvantages of each?
7. Gather answers: horses, ox-drawn wagons, boats, and by foot.
8. Question: Which way was the best—and why? Answer: It depends. They all have advantages and disadvantages. Make a chart on the board (see sample below).
9. Display a world map (**Slide 3,** Lesson 1 Google Slide).
10. Tell students: "You are a merchant in the year 1803. You live in New York (show where that is on the map). You buy tea and silk in China and transport them by ship across the Pacific Ocean (point out where that is on the map). Where is the natural place for them to end up in the United States?" (the West Coast)
11. Explain that this is still true. Cities like Seattle have huge ports where giant ships deliver goods from China. That's no problem today—we have highways and trains to get the goods from Seattle to the rest of the county. But in 1803, it was a problem, especially because all your customers lived on the East Coast (show on the map). How are you going to get the heavy load you bought in China to your warehouse in New York, so you can sell the items to customers?
12. Have students share ideas.
13. Tell students: "There were no roads, so you can't take wagons, and the silk and tea are heavy (because you have large quantities), so

Mode of Transportation	Advantages	Disadvantages
Horses	Can go almost anywhere Fast for short distances	Can't carry very much
Ox-drawn wagon	Can carry more than a horse Doesn't need a navigable river Doesn't need a crew	Carries less than a boat Slow Needs some sort of road
Keelboat, steamboat, or sailboat	Fast Can carry a LOT	Can only go where there is water (ocean or big river) Requires a crew (expensive)
By foot	Cheap	Slow Can't carry much

you can't just carry them on horseback. The tea and silk must go by boat." Show that you have to take a boat all the way around the tip of South America (the Panama Canal was not completed until 1914).

14. Let students know that merchants longed for a shorter way to get goods from the East Coast to and from Asia. They needed to transport the goods by boat. So, what they HOPED existed were **navigable rivers** (rivers big enough for boats to travel on) that crossed the continent.

    They called this hoped-for route the **Northwest Passage:** a water route across North America that would connect the Atlantic Ocean and the Pacific Ocean.

15. Let students know that they didn't expect to find a single river that connected the Pacific and Atlantic Oceans. Why not? Because rivers can only flow one direction—they can't flow both east and west at the same time.

    What they were hoping to find were two rivers—one flowing east and the other west—close together with an easy **portage** between them. (Define portage: To carry a boat and gear between two navigable bodies of water.)

16. Tell them that many people, including President Jefferson, believed the Northwest Passage existed, but they didn't know where it was. Tell students that finding the Northwest Passage was one of the goals of the main expedition, but it wasn't the only one.

17. Have student pairs read the next section of the Student Narrative, "The Mission."

18. Ask students: "What were the main goals of the expedition?" Write them on the board. Tell students that one of your tasks as a class is to find out how many of these goals they accomplished.

Lesson 2: Neither Empty Nor Unknown: Montana at the Time of Lewis and Clark

Essential Understanding

People lived in the place we now call Montana for thousands of years before the Lewis and Clark Expedition passed through.

Activity Description

Through two interactive Google Slideshows, students will learn about the indigenous people who were here before Lewis and Clark explored Montana—and whose descendants are still here.

Objectives

At the conclusion of the lesson students will have:

- Demonstrated their understanding that the place now known as Montana was inhabited by tens of thousands of people from several different tribal nations when Lewis and Clark passed through this region in the early 1800s.
- Explored the fact that each of Montana's tribal nations had (and still has) its own culture, language, customs, and history; they were not all one large tribe, but many distinct and autonomous nations.
- Become able to name and locate tribes living in Montana in 1800, with an emphasis on understanding that their overlapping territories and interactions with one another prevented any tribe from being geographically or culturally isolated.
- Discussed connections between the physical environment, material culture, and ways of life among Montana's tribes.
- Listened to indigenous peoples' own accounts of their lives, to be able to more fully picture what daily life was like for people their own age at that time.
- Practiced speaking and listening skills.

Time

Three to four days

Materials

Footlocker/User Guide Materials

- Lesson 2A Google Slide: Introduction to NENUK and Montana's Indigenous Peoples (on the flash drive or available for download at https://mths.mt.gov/education/IEFA/PowerPoint1elem.pptx)
- Lesson 2B Google Slide: Neither Empty Nor Unknown Virtual Tour (on the flash drive or available for download at https://mths.mt.gov/education/IEFA/PowerPoint2elem.pptx)
- Lesson plan: Virtual Tour of Neither Empty Nor Unknown: Montana at the Time of Lewis and Clark, A Montana Historical Society Exhibit (in footlocker or available to download at https://mths.mt.gov/education/IEFA/NENUKVirtualLessonPlan.pdf)

Classroom Materials

- Computer and projector

Pre-Lesson Preparation

- Preview the Google Slides.
- Print and cut out vocabulary cards, pp. 10–14 of the Virtual Tour lesson plan.
- Review pronunciation of tribal names, p. 15 of the Virtual Tour lesson plan.
- Preview the post-tour discussion questions, p. 17 of the Virtual Tour lesson plan.

Procedure

Follow the procedure outlined in the Virtual Tour lesson plan.

Extension Activities

The lesson plan includes post-tour lessons and questions for you to use as time allows.

Lesson 3: Mapmaking

Essential Understanding

Students will understand one way that humans used technology to interact with the environment for navigation.

Activity Description

Students will make rudimentary sextants. They will then work in pairs to take a reading of their location in the classroom based on a "star" that the teacher has placed over the door. Following this, students will learn how to identify the North Star in the night sky. The students will then take their sextants home to roughly measure the latitude at which they live.

Objectives

At the conclusion of the lesson students will have:

- Created rudimentary sextants.
- Worked in pairs to take measurements.
- Calculated latitude.
- Identified the North Star.
- Measured the latitude of their home.
- Demonstrated an understanding of one of the tools Lewis and Clark used to identify their location in order to bring back accurate information about their journey.

Time

One to two 50-minute lessons plus a short debrief

Materials

Footlocker/User Guide Materials

- Sextant
- Compass
- Lesson 3 Google Slide, on flash drive or available to download at https://mths.mt.gov/education/footlocker/LC/Lesson3.pptx
- "Measuring your Latitude Using a Sextant" handout (below)
- Data sheet for latitude measurements (below)

Classroom Materials

- Computer and internet access to the video "Learning to Locate the North Star," https://youtu.be/3klOXKOCfY0?si=VFgk875qjeh_O7_Y, and, if you wish, the optional video "Dr. Nagler's Laboratory: Longitude and Latitude," https://www.youtube.com/watch?v=cTrsvGytGG0&feature=youtu.be. (If links have changed, search YouTube for "Locating the North Star" and "Longitude and Latitude" to find alternative videos.)
- Projector for Google Slideshow
- North Star image
- Rulers, washers, and protractors (one set per student)
- Tape
- String

Pre-Lesson Preparation

- Review the lesson plan, preview the YouTube videos, and gather materials.
- Make copies of the worksheet and the "Measuring Your Latitude Using a Sextant" handout.
- Print and affix the North Star image on the wall in an obvious place.
- Optional: Align desks in three horizontal rows to create various "latitudes" successively farther away from the "North Star," from which students can take measurements. This works best if the first row is nearly beneath the "North Star"

and the last row is on the far end of the room as far from the "North Star" as possible. This will ensure that students get noticeably different readings on their makeshift sextants.

- Arrange to project the YouTube videos.

Procedure

Part 1: Introduction

1. Tell students that today you will be learning about mapmaking and navigation, or how people find their way from one place to another. That was something Lewis and Clark did.

2. Ask students: "If your parents don't know how to get somewhere, how do they find directions?" (maps, online tools)

3. Before they had maps of locations, Europeans and Euro-Americans explored new-to-them places to create maps using latitude and longitude. Check for understanding: Does anyone know what latitude or longitude are?

   Latitude: The distance north or south of the equator, the imaginary line drawn around the earth equally distant from both the North Pole and the South Pole that divides the earth into the Southern Hemisphere and the Northern Hemisphere.

   Longitude: The distance east or west of the prime meridian, an imaginary line between the poles that divides the earth into eastern and western hemispheres.

4. Tell students that President Thomas Jefferson gave Lewis and Clark detailed instructions about what they were supposed to do on their journey.

5. Open Lesson 3 Google Slide.

Slide 2 has the following excerpt of Jefferson's instructions. With your students, read it out loud, and interpret the passage, modeling close reading techniques.

"Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river, & especially at the mouths of rivers, at rapids, at islands & other places & objects distinguished by such natural marks & characters of a durable kind, as that they may with certainty be recognized hereafter. …

"Your observations are to be taken with great pains & accuracy to be entered distinctly, & intelligibly for others as well as yourself, to comprehend all the elements necessary, with the aid of the usual tables to fix the latitude & longitude of the places at which they were taken."—from Jefferson's instructions to Meriweather Lewis

Questions for consideration:

- Who is the author? (Thomas Jefferson, third president of the United States, author of the Declaration of Independence)
- What does Jefferson want observations of? (mouths of rivers, rapids, islands, along the Missouri River)
- What does it mean to take observations "with great pains and accuracy"? (be precise in measurements)
- Why does Jefferson want the observations to be accurate? (so that others can use them to create maps)

Slide 3: Before we can learn more about how Lewis and Clark took these measurements, we need to learn some new terms. Define equator.

Slide 4: What is latitude? Optional: Pause here to watch a video on YouTube explaining the terms longitude and latitude. We recommend "Dr. Nagler's Laboratory: Longitude and Latitude," published by Roble Education (hyperlink in Materials and slideshow image/ notes field). If that video is no longer available, you may want to use the search feature to find a different one.

Slide 5: Here are more words we need to know: *acute*, *right*, and *obtuse* angles. We need to know these words because one of the instruments people used to figure out their latitude measured these angles.

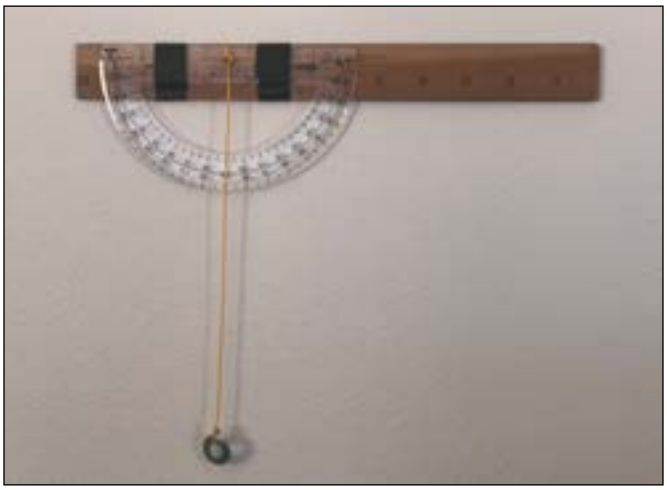
Slide 6: The instrument that uses angles to find latitude is called a sextant. Pause at Slide 6 and show the sextant from the footlocker to the students, and describe what it was used for.

- A sextant is a tool that navigators and explorers used to find the measurement of their latitude. (It was also used, along with other tools, to measure longitude, but that is much harder to do.)
- Lewis and Clark measured their latitude using the sun and a sextant (or sometimes another tool called an octant), a tool called an artificial horizon, a chronometer (an accurate clock), and astronomical tables that they brought with them.
- Other people used a sextant and the North Star to figure out their latitude, which is what you are going to do.

Slide 7: To find their latitude, they would look through one end of the sextant like a telescope, and find the North Star. This star is almost directly in line with the North Pole, allowing people to use it to take a measurement that told them where they stood in relation to due north. With the sextant they measured the angle between the North Star and the horizon. Using this angle and some math, navigators could determine their latitude. (Confused? Don't worry! This will make more sense *after* we try it.)

Part 2: Making the Sextant

1. Tell the students that they will be making sextants and using them to measure their latitude.
2. Distribute a washer, string, protractor, tape, and ruler to each student.
3. Tie the washer to one end of the string.
4. Tie or tape the other end of the string to the midpoint of the protractor. When the flat edge of the protractor is held skyward and parallel to the ground, the weight of the washer should hold the string at the 90-degree mark. This is called the plumb line.
5. Tape the protractor to the ruler within an inch of the end of the ruler. The straight edge of the protractor should be flush with the straight edge of the ruler.



Part 3: Practicing Sighting an Object

Optional: Set up desks in the classroom in three horizontal rows to create three "latitudes" in relation to the "North Star" that you have taped on the wall. Students can then go through steps 1–3 below multiple times, once at each "latitude," and get additional practice in taking measurements. This works best if the first row is nearly beneath the "North Star" and the last row is on the far end of the room as far from the "North Star" as possible. This will ensure that students get noticeably different readings on their makeshift sextants.

1. Have student work in pairs to sight in the North Star image you had placed on the wall and record their latitude on the data sheet by using their homemade sextants to discover the angle of the "North Star" through the following process:

- With their protractor at the far end and bottom of the ruler, look down the top of the ruler and line up with the top of the star. The curved part of the protractor should be pointing down.
- Let a classmate determine where the plumb line falls on the protractor.
- Reading the inner set of numbers on the protractor (0° to 90°), record this number on your data sheet; this is the **zenith angle.**
- Subtract this angle from 90° and you have found the measured latitude.

2. Compare students' results on their data sheets. Did the angle get larger or smaller as the students got farther away from the star? Which position is most like the North Pole? (directly under the star). Which position is most like the equator? (farthest from the star).
3. Compare the students' results to the image on Slide 7.

Part 4: Prepare for Homework

1. Tell students that now that they have practiced measuring their latitude in the classroom, they will learn how to measure their actual latitude.
2. First students must be able to find the North Star in the night sky. Watch the YouTube video on locating the North Star in the night sky (hyperlink listed under materials or by clicking on the image in Google Slide on slide 8), then check for understanding:
   - What constellation do you start from? (Big Dipper/Ursa Major)
   - From which two stars do you draw a line? (the two farthest from the handle in the "dipper")
   - If it is cloudy or the night has light pollution, how far is the North Star from the pair of stars in the dipper? (six times the distance between the pair of stars).
3. Hand out "Measuring Your Latitude Using a Sextant" and go over it as a class.
4. Assign homework: Tonight, try to find the North Star and measure your latitude according to your homemade sextant. Bring your results back to class to compare.

Part 5: Wrap-up

1. Find your latitude either on a physical map or globe or by using your computer to search the term *latitude* and the name of your community. The first number is the latitude. The second number is the longitude. Compare your students' results. Are they close?
2. Recap. Ask: Why would Lewis and Clark want to track their latitude during their travels? (So that when they returned east, they could give the information to cartographers, or mapmakers. Information about latitude helped the cartographers so they could draw accurate maps.)

Extension Activities: Have students explore more mapmaking/wayfinding activities using the activities listed under "Mapmaking" on PBS's Lewis and Clark site, https://www.pbs.org/lewisandclark/class/l03.html.

Now that you've made a sextant, you can take that sextant and measure the angle of objects relative to the horizon. If you examine the diagrams below, you can see that measuring the angle of elevation of the North Star is the same as your latitude on the Earth. So, using your sextant and the stars, you can figure out your latitude on the map. To calculate your latitude, use this formula: Latitude = 90 degrees minus the protractor angle.

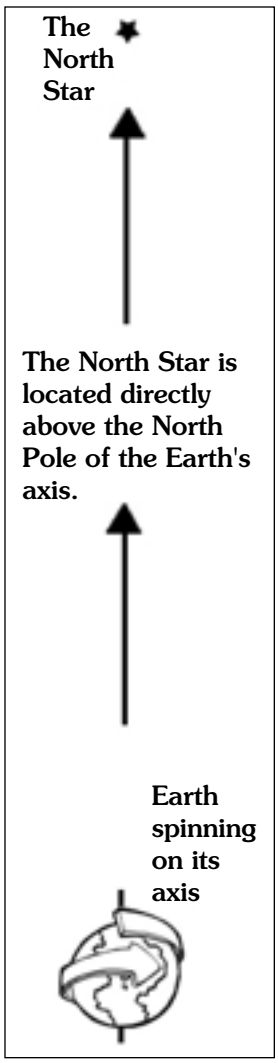


Figure 1: *The picture on the left shows that the North Star is located directly over the Earth's axis of spin.*

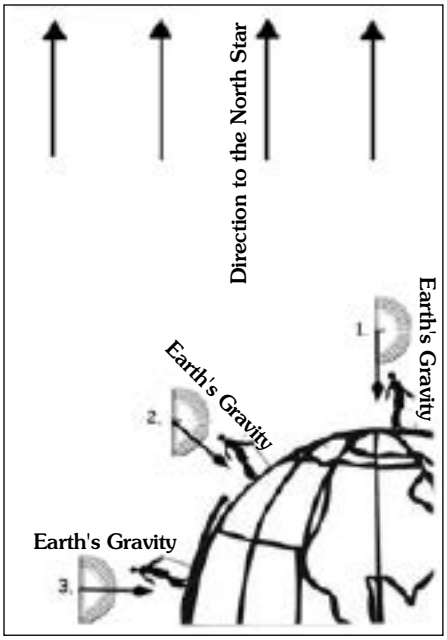
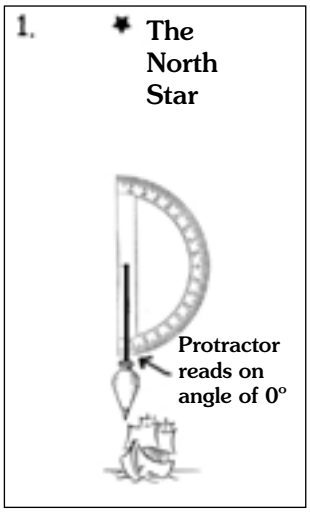
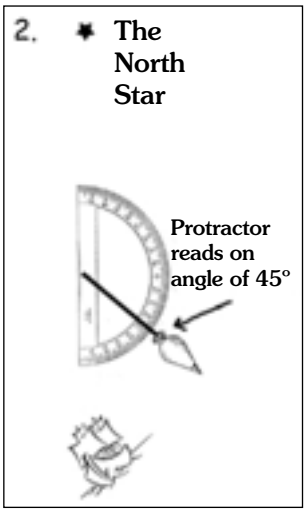


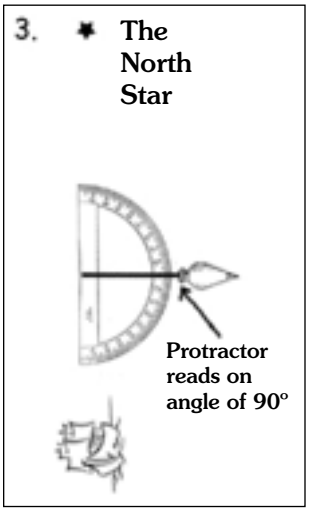
Figure 2: *As you move from the equator to the North Pole, the angle of elevation of the North Star relative to the horizon changes.*



At the North Pole, your protractor should read 0 degrees. Your latitude is (90-0) degrees, or 90 degrees.



At 45 degrees latitude, your protractor should read 45 degrees. Your latitude is (90-45) degrees or 45 degrees.



At the equator, your protractor should read 90 degrees. Your latitude is (90-90) degrees or 0 degrees.

Courtesy science-teachers.com

Courtesy science-teachers.com

Find Your Latitude

Remember: Your Latitude = 90 degrees minus the protractor angle.

Homework: On the next clear night, try to find the North Star and measure your latitude.

Instructions:

1. Find the North Star.
2. Sight the North Star and use your sextant to measure the angle.
3. Calculate your latitude:

90° minus _____° (your measurement in degrees) = _____° (your latitude)

Data Sheet

Names _____

Front row (closest to the star):

90° minus _____° (your measurement in degrees) = _____° (your latitude)

Middle row:

90° minus _____° (your measurement in degrees) = _____° (your latitude)

Last row (farthest from the star):

90° minus _____° (your measurement in degrees) = _____° (your latitude)

Data Sheet

Names _____

Front row (closest to the star):

90° minus _____° (your measurement in degrees) = _____° (your latitude)

Middle row:

90° minus _____° (your measurement in degrees) = _____° (your latitude)

Last row (farthest from the star):

90° minus _____° (your measurement in degrees) = _____° (your latitude)

Lesson 4: The Elusive Northwest Passage

Essential Understanding

Students will understand how Euro-American knowledge of the American West evolved over time.

Activity Description

Students will learn about the search for the Northwest Passage and the mapping of the Louisiana Purchase by the Corps of Discovery through a teacher-led Google Slideshow. They will then examine two maps from the period, one made by a 1798 cartographer and one made by William Clark after the expedition. They will compare and contrast these maps to examine how geographic understandings changed and to learn the reasons Lewis and Clark were not able to achieve one of President Jefferson's primary goals for the expedition: locating the Northwest Passage.

Objectives

At the conclusion of the lesson students will have:

- Practiced reading maps and analyzing primary sources.
- Analyzed how understandings of the western United States have changed over time.
- Written about how the realities of the West's geography kept Lewis and Clark from achieving their primary purpose.

Time

One 50-minute class period

Materials

Footlocker/User Guide Materials

- Lesson 4 Google Slide, on flash drive or available to download at https://mths.mt.gov/education/footlocker/LC/Lesson4.pptx
- Arrowsmith Map quadrants (in the footlocker or available to download and print at https://mths.mt.gov/education/footlocker/LC/MapQuadrants.pdf)
- Clark Map quadrants (in the footlocker or available to download and print at https://mths.mt.gov/education/footlocker/LC/MapQuadrants.pdf)
- Worksheet (below)

Classroom Materials

- Computer and projector
- Paper and pencil

Pre-Lesson Preparation

- Download and review Lesson 4 Google Slideshow.
- If you are using this lesson plan without the footlocker, print out the map quadrants on legal or ledger size paper.
- Make eight copies of the worksheet, one per group.

Procedure

Teachers note

If your class did Lesson 1, Starting the Expedition, start on Step 2.

1. If students have not already read the first three sections of the Student Narrative ("How It All Began," "The Louisiana Purchase," and "The Mission"), read it as a class, individually, or in pairs.
2. Tell students that today they will be focusing on two of the main reasons President Thomas Jefferson organized the Lewis and Clark Expedition: to map the Louisiana Purchase and to find the Northwest Passage. (If your class did Lesson 3: Mapmaking, tell them this is why they were using sextants!)

3. Project the Google Slideshow and follow the instructions.

Slide 1: Title slide

Slide 2: Write Your Way In (skip this if you did Lesson 1)

- Ask students to take out a pencil and their writing journals, or a sheet of paper, and date it.
- Then, let them know that they will be thinking hard and writing for three minutes nonstop, as soon as you say, "Go!" You will be using a timer and they must keep on going, not lifting their pencils until the three minutes are up. If they are stuck for what to write next, encourage them to write, "I am thinking!" until they think of more to say. Remind them they can use their imaginations! Create a sense of urgency!
- Things to think about as you are writing: Imagine you are Meriwether Lewis or William Clark. Think about the mission you've been given. How would you feel if you were about to embark on this expedition?
- For this exercise, they should not be concerned with their spelling, etc. They should just think and pour out their thoughts on paper. When the timer goes off at the end of three minutes, tell students to draw a line where they stopped.

Slide 3: Since the end of the fifteenth century, long before Lewis and Clark, European explorers have searched for the Northwest Passage, a hoped-for water route connecting the Atlantic and Pacific Oceans.

Slide 4: Europeans on the Atlantic side of the world wanted to find an open water route to the Orient, located in Eastern Asia on the Pacific side of the world, to increase trade and commerce. They searched for it in the 1600s but were unsuccessful. By then, they already knew there was a "land barrier." Christopher Columbus had run into the "land barrier" in 1492 when he tried to sail from Spain (in Europe) to India (in the Orient). European merchants wanted to find a shorter way to move trade goods than sailing clear around the southern tip of the land barrier. What do we call the "land barrier" today? (North and South America).

Slide 5: After the Louisiana Purchase between the United States and France in 1803, Thomas Jefferson was anxious to learn about the U.S.'s vast new territory. He had already asked Meriwether Lewis to head an expedition to explore the western part of North America. Now that mission was even more urgent. Lewis then asked William Clark to share command of the journey. Among his other skills, Clark was an excellent cartographer (mapmaker).

Slide 6: Jefferson wrote detailed instructions to Lewis, outlining his expectations for the expedition. He wrote: "The object of your mission is to explore the Missouri river, & such principal stream[s] of it, as, by it's course & communication with the water of the Pacific ocean may offer the most direct & practicable water communication across this continent, for the purposes of commerce."

To put this into simpler English: Jefferson told Lewis to explore the Missouri River and the streams that connected to it (or came near it) in order to find the "Northwest Passage"—a supposed water route across the continent—to improve trade opportunities with Asia.

Slide 7: Jefferson purchased this map in 1803 for Lewis and Clark to use as they planned the expedition. It was the most accurate representation of land west of the Mississippi then available. The map was first created in 1795 by English cartographer Aaron Arrowsmith. However, it was the "updated" version made in 1802 that Lewis and Clark studied prior to their departure.

If you completed Lesson 3, point out the gridlines on the map. Ask: Why are they there? (They mark latitude and longitude. You can't see it very well but the numbers on the side of the map note degrees of latitude and longitude.)

Slide 8: After completing the three-year journey from St. Louis to the Pacific Ocean and back, it took nearly two more years for William Clark to piece together his sketches, notes, and calculations to create a map of the geographical findings of the expedition. He added to the map over the years as fur traders returned to St. Louis with new information.

Slide 9: Break the classroom into eight groups, assigning each group a **quadrant** (one-quarter of a square, circle, or rectangle) of either the Clark Map or Arrowsmith Map. Hand out the eight quadrants. Have them examine their quadrant as a group. Make sure that they can visualize which quadrant they have by the directional location marked on their section.

Slide 10: Give students time to study their quadrants. Circulate and help them as needed to identify rivers, lakes, mountains, and names of tribal nations, and to answer questions. (**Note:** Not every quadrant will have every feature.)

Slide 11: Pass out the worksheets to each group. Pair groups (Clark's northwest quadrant to Arrowsmith's northwest quadrant, etc.). Working together, have students examine the maps and record their findings on their worksheet.

Slide 12: Have the students find the other quadrants of their map (either Clark or Arrowsmith) and assemble the maps on the floor side by side.

Slide 13: Have the two main groups find the following locations on their map:

- St. Louis, Missouri
- The Pacific Ocean
- The Rocky Mountains
- The Missouri River close to St. Louis
- The headwaters to the Missouri River (now known as Three Forks)

Tell students that they will be asked to identify each of the locations momentarily. Circulate and assist as needed.

Teachers note: We cropped the Arrowsmith Map so it would be the same size as the Clark Map. On the actual map, the western mountain chain with easy passes is labeled "Roche or Stoney Mns"—in other words, this mountain chain is Arrowsmith's best guess at what the Rocky Mountains looked like.

Slide 14: Have volunteers from the group studying the Arrowsmith Map point out the locations they found for the class.

Slide 15: Have volunteers from the group studying the Clark Map point out the locations they found for the class.

Slide 16: Using the following questions, help your students compare the two maps. Discuss differences, similarities, and the fact that the Arrowsmith Map was completed before Europeans had traveled through the Rocky Mountain region, while the Clark Map was completed after exploration.

- Did each map group find all the locations from the previous slides? Are these locations the same on each map?
- What differences did you find between the maps? What similarities? (There are many differences. Notably, Arrowsmith shows a single chain of mountains with large gaps while Clark's map shows many mountains. The distance between the Pacific and the Rocky Mountains is also much larger on Clark's map.)
- Which map do you feel is the most accurate? Why? (Clark's. It was completed after an on-the-ground exploration.)

- What did Thomas Jefferson hope to find by sending the Corps of Discovery to explore the Louisiana Territory? (the Northwest Passage—an easy, mostly water route between the Pacific and Atlantic Oceans)
- Which map makes it look easier to reach the Pacific Ocean? Which map makes it seem more likely to find the "Northwest Passage"? (the Arrowsmith Map)
- Did Lewis and Clark accomplish Jefferson's goal? (No. The Northwest Passage did not exist.)

Slide 17: Clark's map was remarkably accurate as we can see by comparing his drawing with a map created using satellite images.

Slide 18: Write Your Way Out (3 minutes). Ask students to retrieve their "Write Your Way In" essays.

- Tell them they will be writing below the line they drew earlier for this next three-minute, nonstop writing period. (If you skipped Step 1, have them get a new piece of paper.)
- Tell students that they are going to do a quick write, writing nonstop from the moment you say "Go!" until the timer goes off.
- Project slide 18 from the Google Slide with the Write Your Way Out prompt: Imagine you are Lewis or Clark. Before embarking on your expedition you had studied the Arrowsmith Map and that is the landscape you expected to find. How would you feel after encountering the landscape you actually found (especially the Rocky Mountains)?

Map Comparison Worksheet

Names _____

Which map quadrants are you comparing? Circle: **NW NE SW SE**	
Same or close to same:	**Differences:**

Lesson 5: On the Trail with Lewis and Clark

Essential Understandings

Lewis and Clark experienced amazing things on their voyage.

Activity Description

Students will watch a Google Slideshow about the journey, tracking each stop on a map. They will compare two different images of the same historical event (the encounter between York and Hidatsa chief One Eye) and reflect on the artists' and authors' perspectives.

Objectives

At the conclusion of the lesson students will have:

- Demonstrated an increased understanding of the Lewis and Clark Expedition.
- Constructed a map showing Lewis and Clark's route to the Pacific.
- Compared two artists' rendition of the same event.

Time

One to two 50-minute class periods

Materials

Footlocker/User Guide Materials

- Map Template (below)
- *The Journey of York: The Unsung Hero of the Lewis and Clark Expedition* (book)
- Lesson 5 Google Slide, on flash drive or available to download at https://mths.mt.gov/education/footlocker/LC/Lesson5.pptx

Classroom Materials

- Pens and highlighters
- Computer and projector for slideshow

Pre-Lesson Preparation

- Make copies of the map template, one per student. Consider printing one copy and then use the zoom function on your copier to print larger maps on legal size paper.
- Read the timeline, the Student Narrative, and the student readings to familiarize yourself with the Lewis and Clark story. (For more detailed information, see Additional Resources on Lewis and Clark in Part IV.)
- Review and arrange to project the Google Slide.
- Review *The Journey of York.*

Teaching note: The Google Slide accompanying this lesson is designed so that your students can read the material on the screen. There are many strategies for this. One strategy is to tell students that you are going to read the slides aloud, while they follow along. Let them know that you expect them all to chime in with the next word or phrase in the sentence every time you pause. Pause before an important word or phrase every sentence or two, so students can read those words. Ideally, the words you have them read will be the new content vocabulary. The first time these vocabulary words appear, read them aloud, so students can hear how to pronounce them. The next time the word appears, have the students read that word.

Procedure

1. Hand out map templates. Have students orient themselves by finding and labeling Missouri, South Dakota, North Dakota, Montana, Idaho, Washington, and Oregon on their maps.
2. Show the Google Slide. As a class read the main text on each slide. Follow other

instructions in the notes field or script below. As you read about the journey, have students connect the dots on their map with a highlighter, tracing Lewis and Clark's route, reminding them to follow the Missouri, Clearwater, Snake, and Columbia Rivers instead of simply drawing the shortest distance between two points.

Note: Only places and geographic features mentioned in the are labeled on the map.

Slide 1: Title slide

Slide 2: Ask students: Has your family ever taken a very long car trip? If so, how long did it last? Lewis and Clark didn't have cars so they had to travel by boat, on horseback, and on foot. The entire journey took them two years, four months, and ten days. Today, we can fly from St. Louis to Portland, Oregon, in less than five hours.

Remind students: We use English names like "Montana" and "North Dakota" in this Slideshow because that's what we understand. These places would not have had those names when Lewis and Clark visited; the tribes all had their own names for places.

Examine the map. Have students find Montana on the projected image and trace the trek to the Pacific and back.

Slide 3: Lewis and Clark left St. Louis in May 1804. As they traveled up the Missouri River, they met many different Indian tribes. After traveling for four months they made it to the **confluence** (coming together) of the Missouri and the Bad River. There they **encountered** (met) a group of Teton Sioux.

Slide 4: The Teton Sioux did not want Lewis and Clark to pass through their territory without paying them. A fight almost broke out before the expedition headed upstream.

Slide 5: A month later, the Lewis and Clark Expedition reached the Mandan and Hidatsa villages in North Dakota. About 4,500 people lived there in earth-lodges—more people than lived in Washington, D.C. at the time.

Slide 6: It was almost winter, so Lewis and Clark built a fort nearby. They spent the winter talking to the Indians to learn what they would find upriver.

Slide 7: The Indians were fascinated by one member of the **Corps** (group) because they had never seen a black person before. His name was York and he was enslaved. He was a valuable member of the Corps, but he did not join the expedition of his own free will.

Ask: What do you think might be happening in this painting? (A visiting Hidatsa chief tried to rub the color off York's skin. He thought it was paint.)

Slide 8: Discuss this painting of York by Charles M. Russell. Ask: Imagine you are one of the people in the painting. What would you be thinking? What would you feel?

Share another artist's perspective on York's experience in the Mandan villages by reading page 16 of *The Journey of York*, by Hasan Davis, illustrated by Alleanna Harris, aloud to the class.

Ask: Did York have a choice about being put on display? How do you think it made him feel? Does the story as written by Hasan Davis change how you view the Russell painting?

Compare Russell's painting *York* to Harris's illustration from the book. What's the same and what's different? (Encourage students to list concrete details—one is inside, one is outside, etc.—but also to talk about how the works of art make them feel and how they show York and Chief One-Eye.)

Slide 9: When winter was over, the explorers left Fort Mandan and headed upriver. They entered Montana at the end of April where Lewis wrote that the land "was beautiful beyond description." It is still beautiful, but the landscape and the river changed a lot after

construction of the Fort Peck Dam in 1933.

Slide 10: Continuing upriver, the Corps entered the Missouri River Breaks in late May. The Breaks are tall cliffs and jagged rocks along the river. The explorers saw many animals but did not meet any people. Just because Lewis and Clark did not see any Indians, however, does not mean that the Indians didn't see them. Point out the explorers' boats in the river in the distant background.

Slide 11: On May 31, 1805, the Corps struggled through the White Cliffs area of the Missouri River Breaks. It was impossible to paddle the boats up the fast-running river. The men had to pull the boats upstream using ropes. The jagged rocks cut their feet.

Slide 12: The expedition encountered a number of of grizzlies in Montana. At least twice, bears chased the men into the river. Once, a grizzly chased one of the men up a tree. Captain Lewis told the men not to go out alone and to sleep with their guns nearby.

Can you find the Corps in this painting?

Slide 13: On June 2, 1805, the Lewis and Clark Expedition came to the confluence of the Missouri and Marias Rivers in north-central Montana. The explorers wanted to follow the Missouri River, but because the rivers were both about the same size, they could not tell which one was the Missouri.

Slide 14: Both Lewis and Clark thought they should take the left fork. The other men thought that the right fork was the true Missouri. The captains and the men **debated** (discussed) and explored. The men still thought they should take the right (north) fork and the captains still thought they needed to go left (south). It turned out that the captains were right!

Slide 15: Lewis and Clark had first learned about the Great Falls of the Missouri during the winter they spent at Fort Mandan. When Captain Lewis reached the falls on June 13, he was very happy because it meant that the Corps was going the correct way.

In Lewis and Clark's time, there were five individual falls that comprised the "Great Falls." Five dams now take advantage of water power generated by the Great Falls and the river looks very different today.

Slide 16: Because the falls were so high, they had to **portage** (carry boats and equipment around obstacles in a river or between two bodies of water.) They had so much to carry it took the Corps a month of back-breaking work to portage around the Great Falls.

Slide 17: Sacagawea was the only woman who traveled with the Lewis and Clark Expedition. She was a member of the Shoshone Nation whose homelands included southwest Montana and Idaho. When she was a girl, a Hidatsa war party captured her and took her back to North Dakota.

Slide 18: Lewis and Clark met Sacagawea at the Mandan villages in North Dakota. They hired her husband Charbonneau as a translator partly because they wanted Sacagawea to work for them too. They knew she could translate for them when they reached Shoshone territory.

Slide 19: As soon as Lewis and Clark left the Great Falls of the Missouri River, they began looking for the Shoshones. They needed horses to ride across the Rocky Mountains, and they hoped to get these horses from the Shoshones.

Slide 20: On July 22, Sacagawea told Captain Lewis they were close to the **headwaters** (beginning) of the Missouri River. She recognized the area. It was where the Hidatsas had captured her five years earlier. This painting shows Sacagawea pointing in the direction the Corps should travel to reach the Shoshones.

Ask students what they think about Sacagawea and how they imagine her life.

Share another perspective on Sacagawea by reading page 18 of *The Journey of York* aloud

after reminding the class that this is a fictional account told from the point of view of York.

Ask: Does this new perspective and information change how you see Sacagawea? If so, how?

Slide 21: On August 12, Captain Lewis met Shoshone chief Cameahwait. He was also Sacagawea's brother! The Shoshones agreed to help Lewis and Clark cross the mountains. Lewis and Clark were so happy they called the spot Camp Fortunate.

Slide 22: The Shoshones supplied Lewis and Clark with horses. They also provided a guide. His Shoshone name translated to "Swooping Eagle," but Lewis and Clark called him Old Toby. He stayed with the Corps for almost eight weeks.

Slide 23: Lewis and Clark wanted to follow the shortest route over the Bitterroot Mountains but the short route was very hard. The mountains were so steep their horses kept falling down. They could not find any animals to hunt and they almost ran out of food. Then, it began to snow.

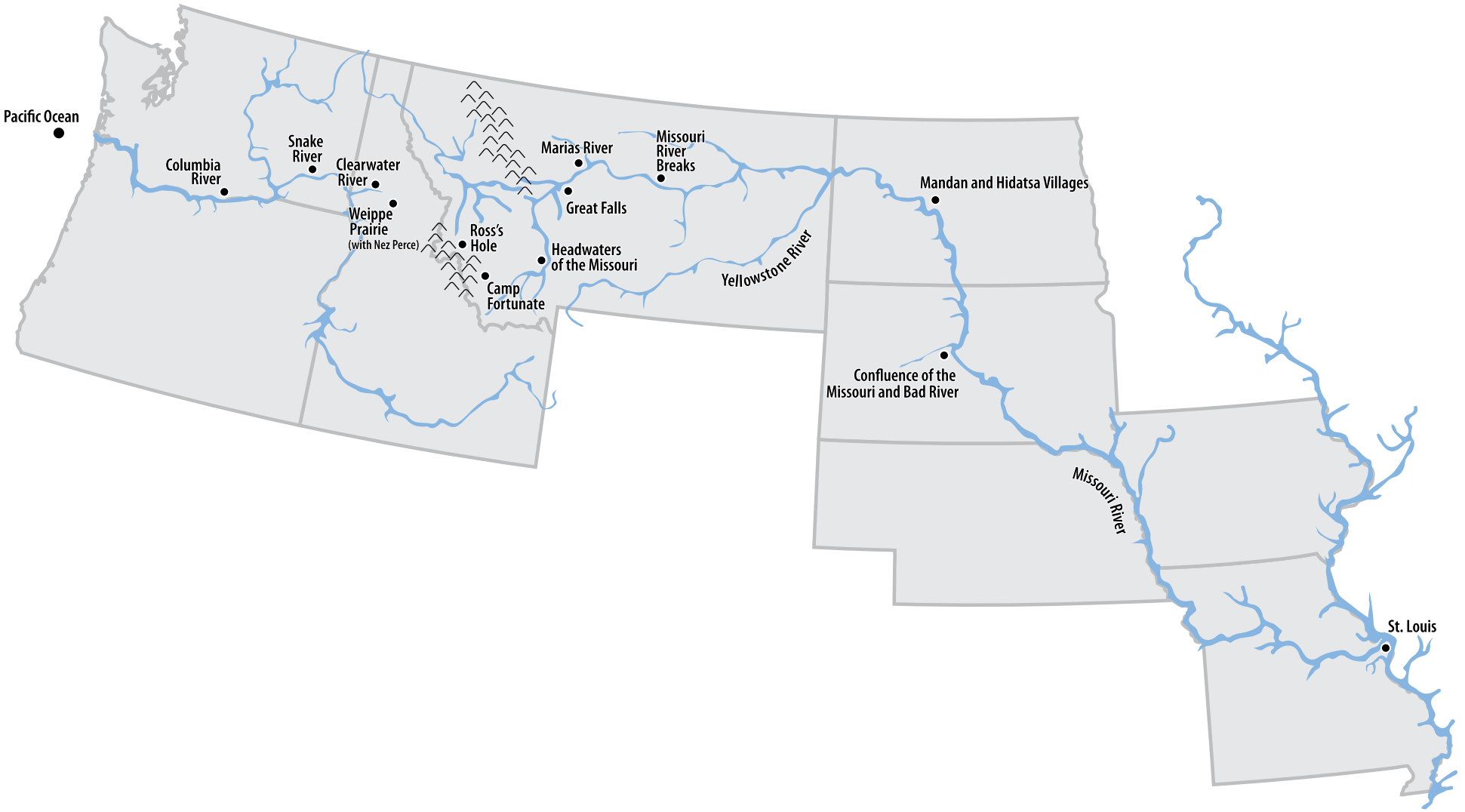
Slide 24: They were cold and hungry when they came upon the Salish people in western Montana. At Ross's Hole, the Salish welcomed Lewis and Clark and gave them food and fresh horses. They sent a group of young warriors with the Corps to guide them to the edge of Salish country.

Slide 25: The Corps finally made it across the Rocky Mountains in late September. The Nez Perce tribe helped them and gave them food.

Slide 26: The men built new canoes. They paddled on the Clearwater River to the Snake River. The Snake River took them to the Columbia River. The Columbia River forms the border between present-day Oregon and Washington.

Slide 27: When all the men could travel in the boats, the Corps moved very quickly because they were now going downriver. However, the men encountered many **rapids** (fast rocky spots in rivers) and waterfalls. At these places they had to portage around these obstacles.

Slide 28: In November, Lewis and Clark finally reached their goal—the Pacific Ocean. It had been a long, hard journey!


Pacific Ocean
Columbia River
Snake River
Clearwater River
Weippe Prairie
(with Nez Perce)
Ross's Hole
Camp Fortunate
Headwaters of the Missouri
Great Falls
Marias River
Missouri River Breaks
Yellowstone River
Mandan and Hidatsa Villages
Confluence of the Missouri and Bad River
Missouri River
St. Louis

Lesson 6: Step into the Picture

Essential Understandings

Lewis and Clark experienced amazing things on their voyage. Art helps us imagine the past.

Activity Description

Students will examine artists' renditions of the voyage, and imagine themselves into the scene before writing a descriptive poem or producing a news report.

Objectives

At the conclusion of the lesson students will have:

- Practiced "close reading" by carefully examining a piece of art.
- Used art to stimulate creative writing or performance.
- Applied knowledge of the five senses.

Time

One to two 50-minute class periods

Materials

Footlocker/User Guide Materials

- Lewis and Clark readings (below)
- Five Senses Chart (below)
- An Artist's Journey: Transform a Painting into Poetry worksheet (below)
- Lesson 6 Google Slide, on flash drive or available to download at https://mths.mt.gov/education/footlocker/LC/Lesson6.pptx
- Ten images. You can also print these images from the Lesson 6 Google Slide. (**Note:** The original artworks are all in the collection of the Montana Historical Society Museum.)
    - *York*, Charles M. Russell, watercolor, 1908
    - *Indians Discovering Lewis and Clark*, Charles M. Russell, oil on canvas, 1896
    - *Lewis' First Glimpse of the Rockies*, F. Pedretti's Sons, oil on canvas, 1902
    - *White Bears and White Cliffs*, Robert F. Morgan, oil on canvas, 1988
    - *Decision*, Robert F. Morgan, oil on canvas, 1988
    - *Clark Overlooking the Great Falls*, Charles M. Russell, pen and ink, 1906
    - *The Rapids*, Harold Von Schmidt, oil on canvas, 1954
    - *Lewis and Clark at Three Forks*, Edgar S. Paxson, oil on canvas, 1912
    - *At Lemhi*, Robert F. Morgan, oil on canvas, 1988
    - *Lewis and Clark Meeting the Indians at Ross' Hole*, Charles M. Russell, oil on canvas, 1912

Classroom Materials

- Pens, paper
- Computer and projector

Pre-Lesson Preparation

- Review lesson plan and decide whether your students will be writing poems or creating tableaus/news reports.
- Copy Lewis and Clark readings and place each description with the appropriate picture at stations around the room.
- Familiarize yourself with Visual Thinking Strategies (VTS). (Developed first as a way to engage students in analyzing fine art, this technique uses "open-

ended questioning and student-centered facilitation techniques, including strategies for listening and paraphrasing, to create student-driven and engaging group discussion environments." It also engages "students in discourse . . . with an emphasis on providing evidence while considering and building off the contributions and perspectives of their peers." If you are new to the technique, you can find a Google Slide explaining it on the flash drive included in the footlocker or at https://mths.mt.gov/education/footlocker/LC/VTS.pptx.)

- Read the timeline, the Student Narrative, and the student readings to familiarize yourself with the Lewis and Clark story. (For more detailed information, see Additional Resources on Lewis and Clark in Part IV.)
- Arrange to project the Google Slideshow.
- Make copies of the Five Senses Chart and "Painting into Poetry" template (one per student), if your students will be writing poems.
- Decide on a way to pick students' names at random (classtools.net has a random name picker, or simply draw names from a hat).

Teachers note: This lesson provides detailed instructions on writing poems inspired by the paintings. Alternatively, consider asking students to create "on-the-scene news reports." For each group, one student assumes the role of a television reporter. Other students take on the roles of the people in the painting and create a tableau. After allowing time for students to come up with questions and rehearse answers, each group presents their tableau to the class, with the news reporter reporting live from the scene and interviewing the various characters.

Procedure

1. Project the painting *Lewis and Clark Meeting the Indians at Ross' Hole*, by Charles M. Russell (Lesson 6 Google Slide, slide 2) to explore using Visual Thinking Strategies.

- Give the students time to observe it individually and silently (1–2 minutes). Then ask the simple question: "What is going on here?" It is important to ask this question using these exact words. Once a student volunteers to share what he or she sees, paraphrase his or her answer: "I hear you saying…"
- You can also have a student expand on what they see by saying: "What do you see that makes you say that?" Again, paraphrase the best you can the student's answer before moving on to the next student.
- If things start to become quiet, ask the question: "What more can you find?" Again, it is important to use this exact phrasing, so that the question implies that the observation is not only with the eyes (as in what more can you see), but also with the emotions and other senses. Again, paraphrase student answers before asking (if relevant): "What do you see that makes you say that?" Plan on spending about ten minutes discussing the image, and understand that there will be some silence as students think of what else they can find.

2. Let students know that Montana artist Charles M. Russell painted this picture, imagining an encounter that Lewis and Clark wrote about in their journals. Provide background about the scene:

- Lewis and Clark struggled to cross the Bitterroot Mountains. The mountains were so steep their horses kept falling down. They had to hack their way through thick trees and brush. They could not find any game and they almost ran out of food. On September 3, it began to snow.
- They were cold and hungry on September

4 when they came upon the Salish people in western Montana. At Ross's Hole, the Salish welcomed Lewis and Clark and gave them food and fresh horses. They sent a group of young warriors with the Corps to guide them to the edge of Salish country.

- Russell based his painting on the descriptions Lewis and Clark wrote in their journals.

3. Model the "Painting to Poetry" activity. (**Teaching note:** This may not be necessary with older students.)

- Hand out the Five Senses Chart and the Artist's Journey worksheet and write the five senses on the board (providing a column for each, as on the chart).
- Ask students to get up and "step into the painting." Ask them, what do they see? Write their answers on the board. Repeat for the other senses.
- Work together to complete the Artist's Journey worksheet as a class, again recording student answers on the board.
- Follow the template on page 2 of the Artist's Journey worksheet to transform student answers into an "I Am" poem about *Lewis and Clark Meeting the Indians at Ross' Hole*.

4. Have students transform other paintings into poetry.

- Allow students to walk around the room to look at all the pictures or use the Google Slide to quickly run through them.
- Match students to the pieces of art already set in stations around the room. Using a random name generator, call students and have them choose the picture they want to work with. Limit the number of students who can choose any specific picture so that no picture has more than three students working with it. (There are nine images in addition to *Lewis and Clark Meeting the Indians at Ross' Hole*.)
- Ask students to read the background information provided with each image and answer the questions listed below the reading.
- Have students "step into the picture" and complete the Five Senses Chart.
- Ask each student to work individually to find a person or animal within the painting that catches his or her attention. Option: Have students "step back into the painting" and write from their own point of view.
- Have students complete each question on the first page of the Artist's Journey worksheet, referring to the Five Senses Chart for help and/or guidance. Remind students that they are going to use their answers to paint a picture with words. Their goal is to be as descriptive as possible. Have the students use the patterns on page 1 of the Artist Journey worksheet to transfer their chosen words or phrases into the poem template. Let them know that they do not have to transfer the words exactly as they have them written on the worksheet—but the ideas should be the same.
- Once all the poems are completed, have student volunteers read their poems aloud (with the picture projected behind them) or display them in the classroom.

Modification for Upper Grades: After students have completed the first page of the Artist's Journey worksheet, have them use a thesaurus to "bump up" their vocabulary and find the most accurate and descriptive words they can to use in their poems.

Extensions: Have students read Student Narrative sections "North to Fort Mandan," "With the Mandans," "Westward to the Pacific," and "Returning Home."

Lesson 6 Background Information

Station 1: *York*, Charles M. Russell, watercolor, 1908, X1909.01.01

After traveling for five months, the Lewis and Clark Expedition reached the Mandan and Hidatsa villages in present-day North Dakota in October 1804. It was a major trading center. About 4,500 people lived there—more people than lived in Washington, D.C., at the time.

It was almost winter, so Lewis and Clark built a fort nearby. They spent the winter talking to the Indians. They wanted to learn all they could about what they would find upriver. They also hired Toussaint Charbonneau to work as an **interpreter** (someone who translates one language into another). Charbonneau was married to Sacagawea, who would end up being very important to the expedition.

The Indians were fascinated by York. They had never seen a black person before. York was enslaved. He was a valuable member of the **Corps** (group), but he did not join the expedition of his own free will. Once, a visiting Hidatsa chief tried to rub the color off York's skin. He thought it was paint. Charles M. Russell imagined this scene in a painting he made in 1908.

1. Where is this painting set?

   A. Washington, D.C.

   B. Pierre, South Dakota

   C. St Louis, Missouri

   D. Mandan-Hidatsa villages in North Dakota

2. What season of the year were they here?

   A. Winter

   B. Spring

   C. Summer

   D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Station 2: *Indians Discovering Lewis and Clark*, Charles M. Russell, oil on canvas, 1896, X1953.03.01

At the end of April 1805, the explorers entered present-day Montana. Meriwether Lewis wrote that the land "was beautiful beyond description."

The **Corps** (group) traveled up the Missouri River, entering into the area now known as the Missouri River Breaks in late May. The Breaks are tall cliffs and jagged rocks along the river. The explorers saw many animals but did not meet any people. Just because Lewis and Clark did not see any Indians did not mean the Indians didn't see them.

Artist Charlie Russell knew the Corps had been traveling through tribal lands. When he painted this picture in 1896, Russell imagined how the Corps might have looked to the Indians.

1. Where is this painting set?

   A. Mandan Villages, North Dakota

   B. Missouri River Breaks, Montana

   C. Great Falls of the Missouri River, Montana

   D. Hidden Pass, Montana

2. What season of the year were they here?

   A. Winter

   B. Spring

   C. Summer

   D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Station 3: *Lewis' First Glimpse of the Rockies*, F. Pedretti's Sons, oil on canvas, 1902, X1902.04.13

In the Missouri River Breaks region of Montana, large cliffs (or breaks) border the Missouri River. On May 26, 1805, Captain Lewis climbed to the top of a cliff. He was excited because he thought he saw the Rocky Mountains. He wrote: "I beheld the Rocky Mountains for the first time . . . covered with snow . . . I felt a secret pleasure in finding myself so near" the **headwaters** (beginning) of the Missouri.

Then Lewis started thinking about how hard it would be to cross "this snowy barrier" on the way "to the Pacific." Lewis was right to worry, but he was wrong about what he saw on top of the cliff. The mountains he "glimpsed" were not the Rocky Mountains. Historians think they were the Highwood Mountain range east of Great Falls.

1. Where is this painting set?

   A. Missouri River Breaks, Montana

   B. Yellowstone River, Montana

   C. Square Butte, Montana

   D. Rocky Mountains, Montana

2. What season of the year was he here?

   A. Winter

   B. Spring

   C. Summer

   D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Station 4: *White Bears and White Cliffs*, Robert F. Morgan, oil on canvas, 1988, 1988.103.01

On May 31, 1805, the **Corps** (group) struggled through the White Cliffs area of the Missouri River Breaks. It was impossible to paddle the boats up the fast-running river. The men had to pull the boats upstream using ropes. The jagged rocks cut their feet. Still, Captain Lewis commented on how beautiful the area was. He thought the white cliffs looked like tall stone buildings.

Before reaching North Dakota, the men had never seen a grizzly bear. They saw a lot of grizzlies in Montana. At least twice, bears chased the men into the river. Once, a grizzly chased one of the men up a tree. Captain Lewis told the men not to go out alone and to sleep with their guns nearby.

In this painting, Robert Morgan shows grizzly bears on top of a ridge, the white cliffs in the distance, and the men pulling their boats up the river.

1. Where is this painting set?

   A. Missouri River Breaks, Montana

   B. Yellowstone River, Montana

   C. Great Falls of the Missouri River, Montana

   D. Rocky Mountains, Montana

2. What season of the year were they here?

   A. Winter

   B. Spring

   C. Summer

   D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Station 5: *Decision*, Robert F. Morgan, oil on canvas, 1988, 1988.103.02

On June 2, 1805, the Lewis and Clark Expedition came to the **confluence** (coming together) of the Missouri River and another river (now called the Marias River) in north-central Montana. The explorers wanted to follow the Missouri River, but because the rivers were both about the same size, they could not tell which one was the Missouri.

Both Lewis and Clark thought they should take the left fork. The other men thought that the right fork was the true Missouri. The captains and the men **debated** (discussed). On June 4, two small groups left camp to explore both rivers. When they came back to camp, the men still thought they should take the right (north) fork and the captains still thought they needed to go left (south). Even though they thought the captains were wrong, the men were willing to follow them. It turned out that the captains were right!

In this painting, Robert Morgan imagines the men trying to decide which way to go.

1. Where is this painting set?

   A. In North Dakota, where the Yellowstone and the Missouri Rivers meet

   B. In Montana, where the Missouri and the Marias Rivers meet

   C. In, Montana, where the Madison, Jefferson, and Gallatin Rivers meet

   D. In Washington, on the Columbia River

2. What season of the year were they here?

   A. Winter

   B. Spring

   C. Summer

   D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Station 7: *Lewis and Clark at Three Forks*, Edgar S. Paxson, oil on canvas, 1912, X1912.07.01

Sacagawea was the only woman who traveled with the Lewis and Clark Expedition. She was a member of the Shoshone Nation. When she was a girl, a Hidatsa war party captured her. Lewis and Clark met her at the Mandan villages in North Dakota. They hired her husband Charbonneau as a translator partly because they wanted Sacagawea to work for them too. They knew she could translate for them when they reached Shoshone territory.

The captains started looking for the Shoshones once they left the waterfalls on the Missouri River on July 14, 1805. They needed to trade with the Shoshones for horses. They needed horses to cross the Rocky Mountains.

On July 22, Sacagawea told Captain Lewis they were close to the **headwaters** (beginning) of the Missouri. She recognized the area. It is where the Hidatsas captured her five years earlier. Three rivers (forks) come together here to form the Missouri River. That's why the area is called Three Forks.

For this mural, artist Edgar Paxson imagined Sacagawea pointing toward where Lewis and Clark would find her people.

1. What is this painting set?

    A. Missouri River Breaks, Montana

    B. Great Falls of the Missouri River, Montana

    C. Three Forks, Montana

    D. Rocky Mountains, Montana

2. What season of the year was the Lewis and Clark Expedition here?

    A. Winter

    B. Spring

    C. Summer

    D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Station 8: *At Lemhi*, Robert F. Morgan, oil on canvas, 1988, 1988.103.03

From Three Forks, the **Corps** (group) followed the Jefferson River toward the Rocky Mountains. On August 12, Captain Lewis met Shoshone chief Cameahwait. He was also Sacagawea's brother! The Shoshones agreed to help Lewis and Clark cross the mountains.

The Shoshones gave Lewis and Clark horses. They also provided a guide. His Shoshone name translated to "Swooping Eagle," but Lewis and Clark called him Old Toby. He stayed with the Corps for almost eight weeks.

The Corps traveled over what is now called Lemhi Pass. They had hoped it would be easy to cross the mountains. They were wrong.

At the top of Lemhi Pass, Lewis saw "**immense** (huge) ranges of high mountains still to the West . . . with their tops partially covered with snow." Getting to the Pacific Ocean was going to be harder than anyone thought.

1. Where is this painting set?

   A. Great Falls of the Missouri River, Montana

   B. Three Forks, Montana

   C. Lemhi Pass, between Montana and Idaho

   D. Pacific Ocean

2. What season of the year were they here?

   A. Winter

   B. Spring

   C. Summer

   D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Station 9: *The Rapids*, Harold Von Schmidt, oil on canvas, 1954, X1954.13.01

The **Corps** (group) finally made it across the Rocky Mountains in late September. The Nez Perce tribe helped them and gave them food. The men built new canoes. They paddled on the Clearwater River to the Snake River. The Snake River took them to the Columbia River. The Columbia River forms the border between Oregon and Washington.

When all the men could travel in the boats, the Corps moved very quickly. However, the men **encountered** (experienced) many **rapids** (fast, rocky spots in rivers) and waterfalls. At these places they had to **portage** (carry their boats and gear overland).

On November 1, 1805, they reached the Cascades of the Columbia River, a series of waterfalls and dangerous rocky places in the river. They portaged their gear around the falls and guided their canoes downriver using poles and ropes. One week later they reached their goal—the Pacific Ocean.

1. Where is this painting set?

   A. Missouri River Breaks, Montana

   B. Great Falls of the Missouri River, Montana

   C. The Three Forks of the Missouri River, Montana

   D. Cascades of the Columbia River, between Washington and Oregon

2. What season of the year were they here?

   A. Winter

   B. Spring

   C. Summer

   D. Fall

3. List two **notable** (interesting or important) things that happened here or about this picture.

4. Ask an open-ended question about this scene or event. (An open-ended question is a question that cannot be answered with a simple "yes" or "no.")

Five Senses Chart

Five Senses Chart

An Artist's Journey: Transform a Painting into Poetry

Sometimes artists paint pictures of real people, places, and things. Sometimes they paint what they "see" only in their minds. Sometimes they try to do both. This artist used his imagination and historical research to create this picture. Now it is your turn. Using the painting for inspiration, let your own "mind's eye" create a new piece of art through poetry.

1. Find a person or animal in the painting that captures your attention. Choose two words that **DESCRIBE** what you see.

   A. _____

   B. _____

2. Look closely at the painting again, studying the same person or animal that intrigues you. What do you think they are **WONDERING** about?

   _____

   _____

3. What sounds do you suppose he or she **HEARS**?

   _____

   _____

4. What do you think he or she is **SEEING** beyond the borders of the painting?

   _____

   _____

5. Now look at the face and study it closely. What do you think he or she **WISHES** for?

   _____

   _____

An Artist's Journey: Transform a Painting into Poetry (continued)

To turn your answers into a poem, fill in the blanks by matching the numbers on this page to the numbers on the poem template. (Put your answer to 1A on the line labeled 1A, etc.). Feel free to add or change some of the words to make your poem read the way you want it to.

I Am

By _____

I am _____ **and** _____
1A 1B

I wonder _____
2

I hear _____
3

I see _____
4

I want _____
5

I am _____ **and** _____
1A 1B

Lesson 7: The Métis and the Lewis and Clark Expedition

Essential Understanding

The Métis are a distinct cultural group. There were many Métis involved in the Lewis and Clark Expedition.

Activity Description

Students will learn about the Métis by listening to and discussing the book *The Flower Beadwork People*, by Sherry Farrell Racette, and examining Métis artifacts, music, and dance.

Teachers note: To teach this Essential Understanding if you don't have access to the footlocker, after Step 1, substitute the Slideshow featured in the lesson plan "Who Are the Metis?", which you can download from https://mths.mt.gov/education/IEFA/IEFALessonPlans.

Objectives

At the conclusion of the lesson students will have:

- Practiced listening.
- Demonstrated an increased understanding of Métis history and culture.

Time

One 50-minute class period

Materials

Footlocker/User Guide Materials

- Métis sash
- Trade bead card
- Trade cloth shirt
- Fish hooks
- *The Flower Beadwork People* book
- *Lost Tunes of Rupert's Land* CD, optional
- Teacher's Guide to *The Flower Beadwork People*, below
- "North to Fort Mandan" in the Historical Narrative for Students, below

Classroom Materials

- Computer, projector, and internet access to play YouTube video "History of the Métis Jig," https://www.youtube.com/watch?v=LknTxKuHl1k. (If link no longer works, try searching the title or look for another video featuring Métis dancing and fiddling.)
- Board and marker
- Optional: Colored yarn, popsicle sticks (three per student), masking tape, scissors for finger weaving

Pre-Lesson Preparation

- Read *The Flower Beadwork People*, review Teacher's Guide to *The Flower Beadwork People*, below, and decide how you plan to engage your students in the book and where you'll want to interject explanations or pause for discussion or activities.
- Review the five-minute YouTube video "History of the Métis Jig."
- Make copies of "North to Fort Mandan," one per student pair.

Procedure

1. Have students read Historical Narrative for Students section "North to Fort Mandan."

Explain: Members of a group of people known as the Métis were very important to the Lewis and Clark Expedition. Of the thirty-four members of the Permanent Party (the people who traveled all the way to Oregon), six were Métis. They included some of the most famous

members of the Corps, such as Toussaint Charbonneau (Sacagawea's husband) and Pierre Cruzette, who was an excellent fiddle player and sign talker. Many more Métis boatmen helped the captains travel upriver from St. Louis to the Mandan villages.

Because the Métis were so important to the expedition, we are going to learn more about this vibrant culture, which lives on in Montana today.

2. Introduce the book: The book we're going to use to learn more about the Métis is called *The Flower Beadwork People*. It is written about Canada, because that is where the story of the Métis begins, but the descriptions of Métis culture are equally true for the Métis of Montana.

3. Read *The Flower Beadwork People*, pausing frequently to engage students (see the Teacher's Guide to *The Flower Beadwork People*, below).

4. After you finish reading the book, play the YouTube video "History of the Métis Jig." You can also play songs from the *Lost Tunes of Rupert's Land* CD.

Extension Activity

Teach students finger weaving, which is how the Métis traditionally made their sashes, using instructions from the Gabriel Dumont Institute of Native Studies and Applied Research Virtual Museum of Métis History and Culture website: http://www.metismuseum.ca/fingerweaving/index.php. If the URL doesn't work, use a search engine to find the main page of the Gabriel Dumont Institute and the institute's internal search to find instructions for basic finger weaving.

Teacher's Guide to *The Flower Beadwork People*

Here are suggestions for places that your students may need clarification and places you may want to pause for discussion and/or to show objects from the footlocker.

Page 3, bottom of page. Remind students that the description of Canada is also true for Montana, but the names of the people who lived in Montana are different. Ask: Can you name any of the tribes who were living in Montana at the time? (Possible answers: Kootenai, Salish, Pend d'Oreille, Crow, Blackfeet, Gros Ventre, Shoshone, and Bannock. The Assiniboine, Cree, Chippewa, Lakota Sioux, and Cheyenne came in the 1600 and 1700s.) Continue reading.

Page 4, after "First Nations," paragraph 1. Remind students that in Montana the tribes are still often referred to as Indians or Native Americans, but they especially like to be known by their specific tribal names. Introduce the term *indigenous*—the original inhabitants of a continent. Continue reading.

Page 4, after paragraph 2. Stop and show some of the trade items included in the trunk (fish hooks, tobacco, trade cloth shirt, and beads). Continue reading.

Page 4, bottom of page. Ask students to imagine that they were a fur trader coming from Europe to Canada or Montana. What types of things do you think you would need to learn to survive and succeed? Pair/share for one minute. Continue reading.

Page 6, bottom of page. Pause and share a personal story about how different parts of your own family have different customs (maybe your dad let you eat ice cream for breakfast when your mom was out of town, or maybe your spouse's family has different holiday foods than your own family). Ask if any students have any examples from their families and allow one or two to share.

Explain: For the Métis these differences were even bigger because their parents were from different countries, spoke different languages, had different music, etc. Continue reading.

Page 9, bottom of page. Ask students: How do members of your family help one another? Do you get to spend time with your grandparents, aunts, and uncles? What would it be like to have lots of family members living nearby just like the Métis did long ago? Pair/share for one minute. Continue reading.

Page 10, bottom of page. Ask: The book says that some Métis stayed in the same place. In the olden days, what other people had one house with a garden or small farm? (European immigrants/Euro-Americans). In the olden days, who else followed the buffalo and moved during the year from one camp to another? (First Peoples, Plains tribes, the Crow, etc.).

Explain: The Métis took traditions from both their fathers' people (the Europeans) and their mothers' (the indigenous nations), so some lived in one style and others lived in the other.

Ask: Let's listen to see if you can find any other ways the Métis combined European and indigenous lifeways. Continue reading.

Page 13, bottom of page. Ask: How did their beadwork reflect both cultures? (They adapted European embroidery to indigenous material—deer hide and porcupine quills, and then beads and leather.)

Tell students: The next part is going to talk about some of the work the Métis did. Listen and see how many different types of work you can remember. Continue reading.

Page 16, bottom of page. Pair/share for one minute, having students list in their pairs the many different types of work Métis men, women, and children did. Continue reading.

Page 18, bottom of page. Ask: How did the clothing Métis women made combine indigenous and European/Euro-American lifeways? What fashions became particularly associated with the Métis? (the capote and the sash). Pass around the sash from the footlocker. Continue reading.

Page 21, bottom of page. Write *Métis* on the board. Under the header, write *carts*.

Explain: Red River carts are one thing particularly associated with the Métis. Ask: What other things have we learned about so far that are associated with the Métis? (capotes, sashes, flower beadwork). Add them to the list on the board. Have students listen for other things that should go on the list. Continue reading.

Page 24, bottom of page. Add "The Red River Jig" and fiddle music to your list on the board. Continue reading.

Page 26. Do you notice anything in the picture that would tell you these children are Métis? (sash, flower beadwork on moccasins). Note: Behind them is the Métis flag.

Play Métis music and/or show a video of Métis jigging.

Lesson 8: Lewis and Clark and the Sicangu Lakota at Bad River

Essential Understanding

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Activity Description

Students will listen to a story written from the perspective of the Sicangu Lakota (Teton Sioux) about their meeting with the Lewis and Clark Expedition at Bad River, near Pierre, South Dakota. They will consider how the author's perspective shapes the way she portrayed and understood events.

Objectives

At the conclusion of the lesson students will have:

- Demonstrated a deeper understanding of the mission of the Lewis and Clark Expedition.
- Analyzed how the subjective experience of the teller can shape a person's understanding.

Time

Two to three 50-minute class periods

Materials

Footlocker/User Guide Materials

- *Bad River Boys: A Meeting of the Lakota Sioux with Lewis and Clark*
- Peace medal
- Tobacco
- Chapeau de Bras (campaign hat)
- "The Mission" section of the Historical Narrative for Students (below)

Classroom Materials

- Pencils and paper
- *Meeting Natives with Lewis and Clark*, by Barbara Fifer (optional)

Pre-Lesson Preparation

- Review lesson plan and Historical Narrative for Educators (for background).
- Preview *Bad River Boys*. **Note:** Sicangu is pronounced see-KAHN-ju. For other pronunciations of tribal names, see the glossary on the last page of *Bad River Boys*.

Procedure

Part 1: Providing Context

1. If students haven't already read it, as a class read "The Mission" section of the Historical Narrative for Students.
2. Activate prior knowledge/gather hypotheses: Why would President Jefferson want Lewis and Clark to learn more about Indian tribes who lived in the Louisiana Purchase?

   Explain: There were many reasons. One reason was for trade: Jefferson specifically asks Lewis to note what types of items tribes needed and what types of items they had to sell.
3. Activate prior knowledge/gather hypotheses: Why would Jefferson want Lewis and Clark to let the Indians and British and French traders know that the land now belonged to the United States?

   Explain: Again, one reason was for trade with the Indians. Jefferson wanted the Indians to trade with the Americans, not British and French traders from Canada. He also wanted the French and British traders to stay out of American territory.

4. Let students know that many tribes on the Missouri, including the Mandans, the Arikara, and the Lakota (Sioux) already had active trading relationships with other tribes and with the French and British and with the Métis traders who worked with the French and British (see Lesson 7). The Europeans and Métis wanted furs, especially beaver, and in return they traded tobacco, beads, guns, knives, metal arrowheads and fish hooks, blankets, sugar, and many other useful items. (Show the tobacco, fish hooks, trade cloth shirt, and trade bead card from the footlocker.)

5. Ask: How would you feel about the American government saying you could only trade with Americans if you were a tribe used to trading with the French and British?

   Return to the question of why Jefferson wanted everyone to know that the land belonged to the United States.

   Explain: If land belongs to you, then you can do what you want with it. Remember the major purpose of the expedition? To find a water route to the Pacific to make trade with China easier. For this water route to be useful to the Americans, the government had to be able to control the route and ensure that goods could travel safely.

6. Show the Peace Medal. Explain that Lewis and Clark gave these to tribal leaders, continuing a long tradition. The British, French, and Spanish also presented American Indian leaders with silver medals. Sometimes when Lewis and Clark gave out medals, they told the Indians that they should return "all the flags and medals which you may have received from your old fathers the French and Spaniards. . . . It is not proper since you have become the children of the great chief of . . . of America" to wear any other medal or fly any other flag except the U.S. flag and medal. (Quote from the *Jefferson Encyclopedia*.)

7. Show the chapeau de bras (pronounced shap-oh day braw), a hat worn by U.S. Army officers, and part of the dress uniforms worn by Lewis and Clark for formal parades.

Pair/share: How would you feel if you were a member of a tribal nation and saw Lewis and Clark and their men coming up the river?

Part 2: Reading *Bad River Boys*

1. Introduce *Bad River Boys: A Meeting of the Lakota Sioux with Lewis and Clark.*

2. Read the story straight through with few or no interruptions.

3. Invite discussion of the story, and as it unfolds go back to the book to confirm and support students' comprehension. Discussion might include:

   - Where did the story take place?
   - Who were the main characters? The book talks about "the Americans" but doesn't give their names. Who were they?
   - What were the story's main turning points? (You may want to reread the story while mapping it on the board as a class: "First … → then … → then … → then … → finally…")
   - Whose perspective was the story written from? How do we know?
   - At the end of the story Cloud asks, "Why did the Americans get so angry with us?" His father answers, "Because we were in their way." What does he mean by that? Do you agree or disagree with that statement?

4. Ask: Is *Bad River Boys* fiction or nonfiction? Define terms if necessary. (It is fiction—a special type of fiction called

historical fiction.) Define historical fiction: A story that is made up but is set in the past and tries to show what that time was like and which sometimes includes actual people who lived at that time.

5. Tell students that you are going to read them a nonfiction source by the same author about the same incident. Read Historical Notes at the back of the book.

6. Discuss the Historical Notes.

   - Why was there a conflict? (Possible answers: The Sicangu Lakota believed that as a sovereign nation, they had the right to control who went through their territory and to extract payment for passage. Lewis and Clark believed that the United States government should be considered sovereign and that the Sicangu Lakota did not have the right to demand payment for passage. Also, there was lots of confusion because they didn't speak the same language.)

   - Who (or what) was to blame? (Possible answers: Bad translations, different expectations, different understandings of **sovereignty**—the power to govern a people and land—and a lack of respect on the part of Lewis and Clark or on the part of the Sicangu Lakota.)

   - How is this nonfiction historical note different from and the same as the fictional story?

   - The same author wrote both the fictional story and the nonfiction historical note. What is her perspective (way of thinking that is influenced by her experience)? What is your evidence?

Part 3: Wrap-up

1. Tell students that they are going to do a quick write, writing nonstop from the moment you say "Go!" until the timer goes off in three minutes. Let them know that spelling, punctuation, and other conventions don't matter during this write, but that once you say "Go" they need to keep writing. They should just pour their thoughts onto the paper. If they are stuck for what to write next, encourage them to write, "I am thinking!" until they think of more to say. Remind them they can use their imaginations! Create a sense of urgency!

2. Provide the prompt: Knowing what you now know, how would you feel about the Lewis and Clark Expedition coming through your land if you were a member of the Sicanju Lakota?

3. After students finish writing, have them share their thoughts in a class discussion.

Lesson 9: Lewis and Clark: Naturalists

Essential Understanding

Close observation is essential for understanding the world. Scientists group plants and animals into categories based on things they have in common. This helps people identify, talk about, study, and understand the natural world.

Activity Description

Students will try to guess an animal based on the explorers' descriptions. They will then divide into teams and practice giving descriptions of other animals while their teammates guess. Finally, students will assess how successful Lewis and Clark were at attaining one of their goals: collecting information about plants, animals, and minerals while traveling.

Objectives

At the conclusion of the lesson students will have:

- Discussed the reasons Lewis and Clark wrote descriptions, sketched, and collected samples of plants and animals that were new to them that they saw on their journey.
- Evaluated the expedition's success in accomplishing one of the goals assigned to it by President Jefferson.
- Practiced making observations.

Time

One to two 50-minute class periods

Materials

Footlocker/User Guide Materials

- Lesson 9 Google Slide, on flash drive or available to download at https://mths.mt.gov/education/footlocker/LC/Lesson9.pptx
- Hot seat cards, one set per team (below) (Note: List of animals taken from *Lewis and Clark on the Great Plains: A Natural History*, by Paul A. Johnsgard.)
- "The Corps of Discovery," from the DVD *The Story of the Bitterroot* (Note: Copies of the DVD were donated to all Montana public school libraries by the Indian Education Division of the Montana Office of Public Instruction. The material is also available on YouTube. On YouTube the video is broken into parts. You want Part 2.)

Classroom Materials

- Computer, projector for slideshow, and way to play a DVD or YouTube video
- Computers or books about Montana animals for student use (optional)

Pre-Lesson Preparation

- Review lesson plan. Arrange to project the Google Slide and the video.
- Arrange for student access to the internet to research Montana animals and/or have books available (optional).

Procedure

Part 1: The Expedition's Descriptions

Remind students that one of the objectives set for Lewis and Clark by President Thomas Jefferson was to collect information about the plants, animals, and minerals they saw on their trip.

Tell them they did this by collecting samples, writing descriptions, and making drawings.

Ask: How easy do you think it is to describe a plant or animal to someone if the other person has never seen it?

Tell them that you are going to read them descriptions that Meriwether Lewis, William Clark, John Ordway, and William Gass wrote in

their journals on July 30, 1804, describing an animal they had never seen before. See if they can guess what it is.

Note: Spelling, capitalization, and punctuation are corrected. For original, see https://lewisandclarkjournals.unl.edu/item/lc.jrn.1804-07-30#ln05073008.

As you read, show the slideshow, which has pictures of the animals the journal entries compare this new animal to. **[Slide 1]**

Here is William Gass's description:

Two of our hunters went out and killed an animal, called a brarow, **[Slide 2]** about the size of a ground hog and nearly of the same color. It has a head similar to that of a dog, **[Slide 3]** short legs and large claws on its fore feet; **[Slide 4]** some of the claws are an inch and a half long.

Here is what William Clark wrote:

Joseph Fields killed and brought in an animal called by the French *Brárow*, and by the Pawnees *Cho car tooch*. This animal burrows in the ground and feeds on flesh (prairie dogs), bugs, & vegetables. **[Slide 5]** His shape and size is like that of a beaver. **[Slide 6]** His head, mouth, etc. is like a dog's with short ears. **[Slide 7]** His tail and hair [is] like that of a ground hog, and longer, and lighter. His internals [are] like the internals of a hog.

Sergeant John Ordway's description adds these details:

This animal resembles our ground hogs in color and shape—nearly but **[Slide 8]** the head like a dog's. **[Slide 9]** Four feet like a bear especially the claws. Inside like a hog. Long teeth. They live on flies and bugs, etc. and dig in the ground like a groundhog. They say they growl like a possum.

Finally, Captain Lewis wrote:

This is a singular animal not common to any part of the United States. Its weight is sixteen pounds. It is a carnivorous animal. On both [of the] sides of the upper jaw is fixed one long and sharp canine tooth. **[Slide 10]** Its eyes are small, black, and piercing.

Slide 11: Can you guess what type of animal a "brarow" or "Cho car tooch" is?

Slide 12: A badger!

Part 2: Hot Seat!

1. Divide students into two or three teams. Tell them that one of their teammates will have to guess the name of an animal that Lewis and Clark described in their journal from the students' descriptions.
2. Give each team the animal fact cards and allow them time to "train." The more they know about these animals, the easier it will be to describe and guess. (Optional: Allow them to conduct additional research on these animals.)
3. Have Team 1 send up a student to sit in the front of the class in the "hot seat." Behind that student, project Slide 13 from the Lesson 9 Google Slide so that everyone in the class *except* the student in the hot seat can see the picture and description.
4. Explain the rules: The student in the hot seat can call on team members to give clues. Each clue can be no more than five words and cannot use the name of the animal. The student in the hot seat must alternate calling on boys and girls and must call on every team member before she or he can repeat a name. The student has three minutes to gather clues before guessing the animal. If he or she guesses correctly, his or her team gets a point.
5. After Team 1 has a turn, call up a student from Team 2 and project the next slide, which has a picture and description of a different animal.
6. After playing several rounds, end the game and hold a class discussion:

- Was it easy to describe the animal? Obviously, everyone had already heard of these animals (you shared a list), so they had an advantage over Lewis and Clark.
- How much harder would it have been to understand their classmates' descriptions if they had never seen or heard of the animals that were described?

Teachers note: Depending on your students, you may want to increase the amount of time in the hot seat to four or five minutes, or you may want to give some students a little longer to guess than others.

Part 3: Meriwether Lewis and Montana's State Flower

1. Let students know that Captain Lewis also described plants he encountered, including the flower that would become Montana's state flower: the bitterroot.
2. Remind (or tell) students of the goals of the expedition (see the Historical Narrative for Students: "The Mission.")
3. Tell students that they are going to watch a short film on the Lewis and Clark Expedition and the bitterroot, one of the plants the Corps encountered while in Montana.
4. Tell them that one thing you hope they will be able to do after watching the film is to answer this question: How successful was the expedition in its goal "to collect information about the plants, animals, and minerals they saw on their travels?"
5. Watch the thirteen-minute segment, "The Corps of Discovery," from the DVD *The Story of the Bitterroot* (directed by Steve Slocomb, produced by Looking Glass Films, 2005).
6. Pause the video at 7:45 minutes (right after Johnny Arlee finishes speaking). Ask:

   The Salish Indians served Lewis and Clark bitterroot and other delicacies as a way to honor them, but the two captains didn't like the taste. Has anyone ever given you something to eat that they thought was special, but you didn't like? What did you do? What do you think the captains should have done?
7. Restart the video and watch to the end.
8. Hold a discussion. Ask:
   - How successful were the captains in their goal "to collect information about the plants, animals, and minerals they saw on their travels?"
   - What made them successful or unsuccessful?
   - What else did you learn from the video?
   - What confused you?
   - What intrigued you?

Extension Activities

Learn more about plants that Lewis and Clark encountered in Montana, many of which are now housed in the Lewis & Clark Herbarium at the Academy of Natural Sciences in Philadelphia (https://www.lewis-clark.org/channel/156).

Art connection: Look at some of the sketches Lewis and Clark made of animals and plants in their journals (https://lewisandclarkjournals.unl.edu/images/plants_animals). Compare them to photographs of the same animal and plant. Ask students to try to create a pencil sketch of one of the animals or plants Lewis and Clark saw when they were in Montana.

Bison

- Habitat: river valleys, prairies, and plains
- Diet: herbivore that eats grasses and other plants
- Grow up to 6 feet in length from nose to tail and can weigh up to 2,000 pounds.

Grizzly bear

- Habitat: Used to live in the Great Plains as well as the mountains, but humans have pushed them off the Plains.
- Diet: omnivore that eats moose, elk, deer, fish, huckleberries, blackberries, and other plants.
- Hibernates for 5–7 months per year
- Females weigh 290–400 pounds and males weigh 400–790 pounds. Both are about 6.5 feet long from snout to tail.

Elk

- Habitat: forest edges, where woodland meets grassland.
- Diet: Herbivore that eats grasses, plants, leaves, and bark.
- Stand 4–5 feet from hoof to shoulder and weigh 325–1,100 pounds.

Pronghorn antelope

- Habitat: open areas at elevations between 3,000 and 5,900 feet above sea level.
- Diet: herbivore that eats grasses, shrubs, leafy plants, and some cacti when available.
- Fastest land animal in North America.
- Stand 2.5–3.5 feet tall from hoof to shoulder and weigh 75–140 pounds.

Bighorn sheep

- Habitat: mountain meadows, grassy mountain slopes, foothills near rugged and rocky cliffs. It is hard for them to move through snow so they prefer drier slopes.
- Diet: grasses, shrubs, and minerals from natural salt licks.
- Stand 3–3.5 feet tall from hoof to shoulder and weigh 140–300 pounds.

Black-tailed prairie dog

- Habitat: shortgrass prairie, open sagebrush plains, and desert grasslands.
- Diet: herbivore that eats grasses, thistles, prickly pears, and underground roots.
- Weigh about 2.5 pounds and are about 12 inches (1 foot) long.

Coyote

- Habitat: grasslands, semiarid sagebrush plains, deserts, and some mountain areas.
- Diet: Primarily carnivore that preys on bison, deer, rabbits, ground squirrels, rodents, lizards, and frogs. Roughly 10 percent of their diet comes from produce like berries, apples, corn, and grasses.
- Stand about 2 feet tall from paw to shoulder and weigh 15–46 pounds.

Gray wolf

- Habitat: Can live in many places, including deserts, grasslands, forests, and arctic tundra.
- Diet: Carnivore that primarily eats large animals like deer, elk, or bison. It will eat smaller animals like hares, foxes, cats, and lizards when available.
- Stand 2–3 feet tall from paw to shoulder and weigh 50–180 pounds.

Mule deer

- Habitat: grasslands, mountainous regions, and deserts.
- Diet: herbivore that eats grasses, shrubs, bark, and leafy plants.
- Stand 2.5–3.5 feet tall from hoof to shoulder and weigh 120–300 pounds.

White-tailed jackrabbit

- Habitat: plains, prairie, and mountain meadows up to 10,000 feet.
- Diet: herbivore that eats grasses, shrubs, bark, twigs, and buds.
- Grow to be about 1.5 feet long from nose to tail and weigh about 6.5 pounds.

Swift fox

- Habitat: shortgrass prairies and western grasslands.
- Diet: omnivore that eats rabbits, mice, ground squirrels, birds, insects, and lizards as well as grasses and fruits.
- Average 31 inches long from tip of nose to tip of tail and weigh 5–7 pounds.

Bushy-tailed woodrat (packrat)

- Habitat: northern evergreen forests and deserts.
- Diet: herbivore that eats grasses, fruits, nuts, seeds, and some mushrooms.
- Likes shiny objects, which it will carry back to its nest.
- Average about 8 inches long from nose to tip of tail and weigh about 10 ounces.

Thirteen-lined ground squirrel

- Habitat: open plains and grasslands.
- Diet: grass seeds, underground roots, caterpillars, grasshoppers, crickets, and some small rodents.
- When it hibernates it only takes one breath about every 5 minutes.
- Average about 5 inches from nose to tail and weigh about 6 ounces.

Lesson 10: Point of View: Grizzly Bears

Essential Understandings

Knowledge about behavior and habitat can help people successfully share the earth with other creatures. Culture and experience influence people's perspectives on the world and the creatures within it.

Activity Description

Students will learn to identify grizzly bears and how to be safe around all bears. They will also read short pieces that reveal two historical figures' attitudes toward grizzlies—Chief Plenty Coups and Captain Meriwether Lewis—and, after reading, contrast their perspectives.

Objectives

At the conclusion of the lesson students will have:

- Discussed bear safety and practiced bear identification.
- Read about historic bear encounters.
- Compared different perspectives on grizzly bears.

Time

Two to three 50-minute class periods

Materials

Footlocker/User Guide Materials

- Reading handouts (below)
- Lesson 10 Google Slide: Bears of Montana, on flash drive or available to download at http://mths.mt.gov/education/footlocker/LC/Lesson10.pptx
- Bear fur and pawprint

Classroom Materials

- Computers and internet access for students
- Projector for slideshow
- Pen/pencil and paper
- Chart paper and markers

Pre-Lesson Preparation

- Review readings and make copies of reading handouts, one per student.
- Review and choose the annotation strategies you would like your students to use. (If you don't already have one, you might find this annotation guide by New York educator Mary Blow useful.)

Procedure

1. Show the grizzly fur and pawprint. Ask: Does anyone know what animal the fur and cast are from?
2. Tell students that Lewis and Clark encountered many new animals when they traveled west. Sometimes they learned about these animals from Indians with whom they camped and traded.

   One new animal was the grizzly bear.

Part 1: Learning about Grizzly Bears

1. Let students know that at the time of Lewis and Clark, black bears were common in the eastern United States. Black bears and grizzly bears differ in many respects. Black bears are usually more timid than grizzlies. They look different, too.

   Ask: Can you tell the difference between a black bear and a grizzly bear by looking at it?
2. Share the Google Slideshow with the class.
3. Challenge students. Can they pass the Montana Fish, Wildlife & Parks bear identification test? Allow them to take the online test at the bottom of the page: https://fwp.mt.gov/hunt/education/bear-

identification.

Part 2: Comparing Perspectives

Tell students that they are going to learn more about Lewis's encounters with grizzly bears and then they are going to compare and contrast Lewis's attitude toward grizzlies with the way Crow chief Plenty Coups talked about the grizzly.

1. Divide students into groups of four (mixed reading abilities).
2. Distribute two large pieces of butcher paper, markers, and the first reading handout—Meriwether Lewis on Grizzly Bears, Part 1—to each group.
3. Let students know this is the first of three pieces they will be reading about grizzly bears. You are going to work together as a class on the first reading, but the next two they will work on in their small groups.
4. Project the document using a document projector or computer. Model the process by reading the document straight through the first time without stopping and then going back and rereading it, annotating the document while doing a "think aloud."

   Teachers note: There are some vocabulary words that will likely be unfamiliar to your students. Figuring out these vocabulary words can be part of the annotation process and/or the discussion, but providing ways to cope with unfamiliar vocabulary should be part of your "think aloud."
5. Discuss the reading as a class:
   - Are there things about this reading that confused you? (provide clarification and background information as needed).
   - According to Lewis, how was the grizzly bear different from a black bear?
   - According to Lewis, how did Indians feel about grizzly bears? Did he think the Indians were right?
   - Were there words that were new to you from this reading? What does "formidable" mean? Do you think that is a good word to describe a grizzly?
6. Tell students that for all three readings, they are going to be creating story maps that summarize the reading using pictures and/or a very few words. Emphasize that this is not an art assignment. Let them know they can use symbols, pictures, arrows (to show the order of events), and/or words—but if they use words they should use as few as possible.
7. Model your expectations by creating the first story map together. Using the board, work as a class to create a story map summarizing the first reading. (Use stick figures to reemphasize that this is not an art assignment.) Then ask for a student volunteer to use the story map to present a summary of the first reading to his or her classmates.
8. Let students know that they are going to repeat this exercise in their small groups. Hand out the second reading: Lewis and Clark on Grizzly Bears, Part 2. Tell them that first they will read the piece silently to themselves. Then they will read it a second time and annotate it, just as you did as a class with the first reading. After they have read the piece individually, they will discuss it as a group and work together to present what they read visually, using symbols and very few words. Remind them that their story map should SUMMARIZE the event Lewis describes and that they should be able to use it to explain the story.

9. Have a few groups share their story maps with the class.

10. As a class, discuss the reading:

    - Are there things about this reading that confused you? (provide clarification and background information as needed).
    - A few weeks earlier, Lewis wrote that Indians were scared of grizzlies but that he did not think they were that dangerous. Do you think he still believed that?
    - What words did Lewis use to describe grizzly bears? What additional words would best describe his attitude toward the bear?

11. Repeat the process one last time with Handout 3: Chief Plenty Coups on Grizzly Bears. First have students read silently, then have them re-read and annotate, and finally have them discuss the reading as a group and create charts summarizing the event.

12. Choose a few groups that have not yet presented to present their story maps summarizing the readings.

    As a class, discuss the reading:

    - What did his grandfather want Plenty Coups to do with the bear's heart?
    - What does Plenty Coups think about grizzlies?
    - What qualities do grizzly bears have that Plenty Coups admired?
    - How does saying "I have the heart of a grizzly" help Plenty Coups when there is trouble to face?
    - Do you think that Plenty Coups' ideas about grizzlies are representative of Crow culture and tribal ideas about grizzlies, or are they just his personal opinions?

13. Let the class know that you are going to compare Plenty Coups' and Lewis's ideas about grizzlies. Ask:

    - What words did Lewis use to describe grizzlies? (furious, formidable)
    - What words did Plenty Coups use to describe grizzlies? (self-mastery, cool-headed)

14. Draw a Venn diagram on the board using two circles. Label it: Attitudes about Grizzlies. Label one circle Plenty Coups and the other circle Lewis. As a class, complete the Venn diagram. Where do Plenty Coups and Lewis's attitudes overlap? Where do they differ?

15. Discuss: How might the different ideas that Lewis and Plenty Coups had about grizzlies reflect their different cultures?

Extension Activities: Read *Broken Shoulder* (How the Big Dipper and North Star Came to Be) and *The Bear Tepee*, both available through the Indian Reading Series (find links below in Part IV. Resources and Reference Materials: Additional Resources). Use the accompanying Teacher Guided Activities. Discuss the new perspectives on grizzly bears that these provide.

Reading Handout 1: Meriwether Lewis on Grizzly Bears, Part 1

Quotations are taken from the Lewis and Clark journals (spelling and punctuation corrected to make it easier to read).

Meriwether Lewis was one of the leaders of the Lewis and Clark Expedition that crossed the continent in 1804–1806. As they traveled, Lewis kept a journal. This information comes from one of his journal entries.

On April 29, 1805, Meriwether Lewis left camp with one of his men. Walking along the shore, they shot and wounded two grizzly bears. In his journal he wrote, "One of them made his escape. The other, after my firing on him, pursued [chased] me seventy or eighty yards, but fortunately had been so badly wounded that he was unable to pursue so closely as to prevent my charging [reloading] my gun; we again repeated our fire and killed him."

Lewis then described the bear. It looked different than the black bear he was familiar with. It also behaved differently. He wrote, "It is a much more furious [angry] and formidable [challenging] animal, and will frequently pursue the hunter when wounded. It is astonishing to see the wounds they will bear before they can be put to death."

Lewis first learned about grizzlies from talking to Indian hunters, but this was his first close encounter with a grizzly bear. He wrote, "The Indians may well fear this animal equipped as they generally are with their bows and arrows . . . but in the hands of skillful riflemen they are by no means as formidable or dangerous as they have been represented."

Source

Meriwether Lewis, William Clark, et al., April 29, 1805, entry in *The Journals of the Lewis and Clark Expedition*, ed. Gary Moulton (Lincoln, NE: University of Nebraska Press / University of Nebraska-Lincoln Libraries-Electronic Text Center, 2005), https://lewisandclarkjournals.unl.edu/item/lc.jrn.1805-04-29.

Reading Handout 2: Lewis and Clark on Grizzly Bears, Part 2

Quotations are taken from the Lewis and Clark journals (spelling and punctuation corrected to make it easier to read).

On May 14, 1805, men from the Lewis and Clark Expedition had another encounter with a grizzly bear (Lewis called it a brown bear in his journal). Here is how he described what happened:

"In the evening the men in two of the rear canoes discovered a large brown bear lying in the open grounds about 300 paces from the river, and six of them went out to attack him. All good hunters, they took the advantage of a small eminence [hill] which concealed [hid] them and got within 40 paces of him unperceived [unseen]. Two of them reserved their fire . . . the four others fired nearly at the same time and put each his bullet through him. Two of the balls passed through . . . his lungs.

"In an instant this monster ran at them with open mouth. The two who had reserved their fires discharged their pieces [fired their guns] at him as he came towards them. Both of them struck him, one only slightly and the other fortunately broke his shoulder. This however only retarded [slowed] his motion for a moment only.

"The men unable to reload their guns took to flight. The bear pursued and had very nearly overtaken them before they reached the river."

Two of the men got into a canoe. The other four hid in the willows and reloaded their guns. They shot the bear several more times, "but the guns served only to direct the bear to them."

The bear chased them "so close that they were obliged to throw aside their guns and pouches and throw themselves into the river although the bank was nearly twenty feet perpendicular; so enraged was this animal that he plunged into the river only a few feet behind the second man he had compelled take refuge in the water, when one of those who still remained on shore shot him through the head and finally killed him…"

Source

Meriwether Lewis, William Clark, et al., May 14, 1805, entry in *The Journals of the Lewis and Clark Expedition*, ed. Gary Moulton (Lincoln, NE: University of Nebraska Press / University of Nebraska-Lincoln Libraries-Electronic Text Center, 2005), https://lewisandclarkjournals.unl.edu/item/lc.jrn.1805-05-14.

Reading Handout 3: Chief Plenty Coups on Grizzly Bears

Quotations taken from *Plenty-Coups: Chief of the Crows*.

Plenty Coups was a Crow Indian chief. He told this story to author Frank Linderman, who wrote it down.

"One morning after I was eight years old we were called together by my grandfather. He had killed a grizzly bear the day before, and when we gathered near him I saw that he held the grizzly's heart in his hand. We all knew well what was expected of us, since every Crow warrior has eaten some of the heart of the grizzly bear, so that he may truthfully say, 'I have the heart of a grizzly!' I say this, even to this day, when there is trouble to face, and the words help me to keep my head. They clear my mind, make me suddenly calm. . . . I felt myself growing stronger, more self-reliant, and cool from the day I ate a piece of that bear's heart."

Linderman explains: "The grizzly bear is 'always in his right mind,' cool-headed, and ready for instant combat against any odds, even when roused from sleep. Therefore, to eat of the raw heart of the grizzly bear is to obtain self-mastery [self-control], the greatest of human attributes."

Source

Linderman, Frank B., *Plenty-Coups: Chief of the Crows* (Lincoln, NE, 1962), pages 25–26.

III. Student Narratives: Historical Narrative for Students

How It All Began

A scientist as well as a politician, Thomas Jefferson had always dreamed about exploring the West. Once he became president in 1801, he was able to make that dream happen! In February 1803, he asked Meriwether Lewis, his private secretary, to organize an expedition. Lewis, in turn, asked William Clark, a friend from the army, to help lead the **expedition** (long trip). The two men turned out to be a great team!

The Louisiana Purchase

The Lewis and Clark Expedition became even more important after the United States **purchased** (bought) the Louisiana Territory in May 1803. The **territory** (land) was over 800,000 square miles. The United States purchased it from France for $15 million. Today this large area includes parts of fifteen states, including Montana.

Now that the United States owned the land, Americans were even more curious about what it was like. The Lewis and Clark Expedition was a first step to learning more.

Louisiana Territory was new to the Americans, but it wasn't new to the Indians. People had lived in this region for thousands of years. However, that did not matter to either the United States or France. In the 1800s, Europeans and Euro-Americans did not believe that Indians had rights to their land.

The people who lived in Montana had no idea their homeland had been sold.

The Mission

On February 28, 1803, the United States Congress voted to give money to President Thomas Jefferson to form a "Corps of Discovery" to explore the land of the Louisiana Purchase.

Led by Lewis and Clark, the expedition had five main goals:

1. To find the **Northwest Passage**: the water route that was thought to connect the Atlantic and Pacific Oceans.
2. To collect information so that **cartographers** (mapmakers) could draw accurate maps.
3. To learn more about the Indian tribes who lived west of the Mississippi River.
4. To collect information about the plants, animals, and minerals they saw on their trip.
5. To let the Indians and British and French traders know that the land now belonged to the United States.

Lewis and Clark and their crew were gone for two and a half years. They traveled eight thousand miles by boat, by horseback, and on foot. People still talk about their adventurous journey.

North to Fort Mandan

Over forty men and one dog traveled with Lewis and Clark up the Missouri River from Camp Wood (near St. Louis, Missouri) to the Mandan and Hidatsa villages in what is now North Dakota. The dog was named Seaman. Seaman was a good guard dog, swimmer, and retriever.

The men were good hunters, used to the woods and hard work. Many of them were Métis, the descendants of French or Scottish fur traders and Native American women. The Métis had many useful skills. Most spoke several languages, including English and at least one Indian language. They were also experienced woodsmen, hunters, traders, and boatmen.

Other members of the Corps included York. York was enslaved by William Clark. Clark did not give York a choice about whether to take

the journey. York was an important member of the expedition, but even after the Corps returned to St. Louis, York remained enslaved.

With the Mandans

The expedition reached the Mandan and Hidatsa villages, in North Dakota, in November 1804. Some 4,500 people lived there—more than lived in St. Louis or even Washington, D.C., at the time. For centuries, the Mandan and Hidatsa villages had been an important trading center.

The captains decided to stop for the winter, so they built Fort Mandan across the river from the main village. They hired Toussaint Charbonneau, a Métis fur trader living among the Hidatsas, as an interpreter. Charbonneau was married to a young Shoshone woman, Sacagawea. The Hidatsas had captured Sacagawea and taken her from her people several years earlier. Sacagawea became the only woman to travel with the Corps to the Pacific Ocean and back.

Lewis and Clark spent the winter learning everything they could about the tribes and landscape upriver from the Mandan villages. By the end of the winter, Lewis and Clark had three new maps that gave them information they needed for their journey.

On April 7, 1805, Lewis and Clark sent their big **keelboat** (large shallow boat generally used to haul freight) and about a dozen men back downriver, along with maps, reports, Indian artifacts, and boxes of scientific specimens for Jefferson. The specimens included Indian corn, animal skins and skeletons, mineral samples, and five live animals, including a prairie dog.

Westward to the Pacific

The same day, Lewis and Clark and the other members of the "Permanent Party" headed west, traveling up the Missouri River in two **pirogues** (long, narrow canoes) and six smaller dugout canoes. The Corps now included Charbonneau, Sacagawea, and their baby boy, Jean Baptiste (called "Pomp"). As they traveled across the Great Plains, Lewis and Clark were astounded by the wildlife: herds of buffalo numbering up to 20,000 and other game.

In Montana, the expedition stopped at a fork in the river. All the men believed the northern fork was the true Missouri; Lewis and Clark thought it was the south fork.

Based on information they had learned from the Mandans and Hidatsas, Lewis and Clark knew that if they found a big waterfall, they were on the right track. Traveling ahead of the rest of the Corps, Lewis went up the south fork. He came to the Great Falls of the Missouri. They were on course!

To get around the falls, the Corps had to carry their equipment overland for eighteen miles until they could once again travel on the river. (Carrying boats and gear between two navigable bodies of water is called a **portage.**) The captains had originally hoped the portage would take half a day. It took nearly a month.

After struggling around the Great Falls, they pushed onward to the **headwaters** (beginning) of the Missouri. This is where the rivers now called the Madison, Jefferson, and Gallatin come together to form the Missouri River. By this time, everyone was feeling tired. They had learned that the Northwest Passage was a myth—there was no easy water route across the continent.

The Corps desperately needed to meet some Indians who would sell them horses and help them over the mountains before winter. Suddenly, Sacagawea shouted that she knew where they were. She recognized the landscape and said they were nearing her homeland. A few days later, the Corps met a band of Shoshones, led by Sacagawea's own brother, Cameahwait. (Some tribal sources say Cameahwait was actually her uncle.)

This small band of Shoshone people lived in Idaho and had crossed into Montana for their

fall bison hunt. They had brought with them just what they needed. They had no extra horses or supplies to trade with Lewis and Clark. Nevertheless, they delayed their hunt to lead the Corps to the main band in the Lemhi Valley.

The Shoshones gave the Corps twenty-nine horses and one mule. A Shoshone guide who Lewis and Clark called Old Toby agreed to show them the way. They headed north, over a mountain pass and into the valley of a beautiful river, now called the Bitterroot.

With the help of Old Toby, Lewis and Clark and their group crossed the Continental Divide on foot and horseback at Lemhi Pass and then over Lost Trail Pass into the Bitterroot Valley. There they met a group of Salish Indians who fed them and traded several "elegant" horses for Lewis and Clark's exhausted animals.

The Salish showed Lewis and Clark where Lolo Pass crossed the Bitterroot Mountains. The expedition crossed the pass in a bitterly cold September. In the Bitterroot Mountains, they ran short of food and butchered a horse to eat. Snow began to fall. Worst of all, John Ordway wrote on September 18, "the mountains continue as far as our eyes could extend. They extend much further than we expected."

When they finally made it through the mountains, the Corps built five canoes and raced down the Clearwater River, then the Snake River, until they reached the Columbia River. They followed the Columbia River to the Pacific Ocean. There they built Fort Clatsop, named after the native Clatsop Indians.

Returning Home

The expedition reached the Pacific Ocean on November 7, 1805. After a soggy, cold winter on the Oregon coast, the Corps began its eastward trek toward home in March 1806. This time they wanted to see more of the country. When they reached the Bitterroot Valley, they split into two parties. Clark led one to map the Yellowstone River. Lewis led the other, which headed north to explore the Marias River.

Here, Lewis's group had the only truly violent **encounter** (meeting) with Indian people on their entire voyage. One evening they met some young Piegan Blackfeet men and decided to camp with them. During the night Lewis's men woke to find the Blackfeet stealing their guns. In a few panicked moments, Lewis and his men stabbed one Blackfeet man and shot another. Then Lewis's party retreated. They were frightened, so they traveled as fast as they could to the Missouri River.

Many years later, a Piegan Blackfeet named Wolf Calf told an interviewer about that encounter. Wolf Calf was thirteen when Lewis's party appeared along the Marias River. Wolf Calf and some other Piegan teenagers were riding home after a raiding party against a neighboring tribe. As they passed Lewis's camp, their leader challenged them to steal a few of their belongings. The Blackfeet man that Lewis reported having killed was a youth named Calf Standing on a Side Hill.

The interviewer asked Wolf Calf why their party had not pursued Lewis to get revenge for the murder of Calf Standing on a Side Hill. Wolf Calf said that they were frightened, too, and ran away, just as Lewis had done—but in the opposite direction.

While Lewis was traveling north, Clark's party took an ancient Indian trail over what is now Bozeman Pass and dropped down to the Yellowstone River. When Clark came to a sandstone outcropping east of present-day Billings, Montana, he named it Pompey's Tower (Pillar), in honor of Sacagawea's son. On the rock face, Clark carved his name and the date. His signature survives to this day.

On August 12 the two parties reunited at the Missouri River. Together, the Corps sped down the Missouri River, sometimes covering seventy miles a day. They reached St. Louis on September 23, 1806.

Amazing Montanans—Biography

Jean Baptiste Charbonneau

I was born on February 11, 1805, to my Shoshone mother Sacagawea and my French-Canadian father Toussaint Charbonneau. History considers me to be one of the most famous babies, as I traveled with my parents and the Lewis and Clark Expedition across the Rocky Mountains to the Pacific Ocean.

We left my home at the Mandan-Hidasta villages on April 7, only two months after I was born. It was quite a journey. Most of the time I rode in a cradleboard on my mother's back. I was a happy child, usually smiling and dancing on my fat, sturdy legs—which earned me the nickname "Pomp." I celebrated my first birthday during the really cold winter at Fort Clatsop, near present day Astoria, Oregon. On the way home I became very sick. Everyone was really worried about me because I was limp and feverish. I had a severe infection in my jaw and throat. Captains Lewis and Clark treated me with salves (cream) of bear oil, beeswax, and wild onion, and I got better. Captain Clark named a rock formation on the south bank of the Yellowstone River after me—"Pompey's Tower."

After the expedition was over, I was sent to live with William Clark in St. Louis when I was eight years old. I attend school, and became very smart. In 1823, I met Prince Paul Wilhelm of Wurttemberg and returned to Germany with him. We were best friends for six years—during which time I traveled around Europe and Africa. I learned to speak four languages, and saw many places and things I never thought I would see.

I returned to American in 1829 and followed in my father's footsteps as a mountain man,

MICHAEL HAYNES

Sacagawea carried Pomp in a cradle board on her back for most of the journey.

fur trader, guide, and hunter. I went to California in 1847 and was appointed a magistrate (police officer/justice of the peace) at San Luis Ray Mission. I left my job there because I did not like the wayother people were treating the Indians badly.I was at the famous 1848 gold strike atSutter's Mill. I traveled to Oregon during the winter of 1866, at the age of sixty-one. I contracted pneumonia and died on May 16, 1866.

I had a long and interesting life filled with adventures on three continents. I got to meet people and experience things that I never would have if my parents had not taken me along as the youngest member of the Corps of Discovery.

Amazing Montanans—Biography

Seaman, Captain Lewis' Faithful Dog

I am a Newfoundland, the only dog believed to be native to North America. I am big and strong, with a coat of thick black fur, and I love the water. I was purchased by my master Meriwether Lewis for $20.00 in Pittsburgh, Pennsylvania in 1803, to accompany him and the Corps of Discovery on their journey over the Rocky Mountains to the Pacific Ocean.

Seaman, a Newfoundland.

It was a dog's paradise: lots of water, squirrels to chase, and land to roam and explore as far as a dog's eye can see. I was a great hunter, and many nights I would bring home squirrels for Lewis and the other men to eat. The Indians that we met also had dogs, so there were lots of friends for me to meet along the trail. Many Indians had never seen a dog like me before, as I was very big and weighed over 150 pounds!

I liked to ride at the front of the boat or walk along side of Lewis. I had the tough job of keeping the bears out of the camp. Just like the men, I also got injured. Lewis spent many nights pulling prickly pear thorns out of my feet, and once I got bitten by a beaver and almost bled to death. Lewis bandaged my leg and saved my life.

We went over the cold and snowy Rockies, so it was a good thing I had my thick coat to protect me. Then there was the long winter at Fort Clatsop. The Corps of Discovery returned to St. Louis in September 1806. I had so much fun on the trip and really enjoyed the adventure!

Vocabulary List

carnivore – animal that eats only meat

cartographer – mapmaker

confluence – coming together, often used to describe where two rivers join

cordelling – using ropes to pull the boats

Corps – group. In the military, it is a unit between a division and an army. In the case of the Corps of Discovery, it refers to the men (and woman) who traveled with Lewis and Clark to the Pacific and back.

dugout – a canoe made of a hollowed-out log

encounter – meeting

expedition – long trip

Great Plains – a large area of North America, west of the Mississippi and Missouri Rivers and east of the Rocky Mountains, ranging from Canada to New Mexico and Texas, noted for open, mostly treeless grasslands, low rainfall, and harsh weather conditions

headwaters – where a river begins

herbivore – animal that eats only plants

indigenous – the original inhabitants of a continent

interpreter – someone who translates one language into another

keelboat – a large, shallow boat generally used to haul freight

latitude – The distance north or south of the equator

longitude – The distance east or west of the prime meridian

Louisiana Purchase – Territory that President Thomas Jefferson bought from France in 1803. It nearly doubled the size of the United States.

Métis – descendants of French or Scottish fur traders and Native American women

navigable – a river or lake deep enough for boats to travel on

navigation – finding the way

Northwest Passage – the water route that was thought to connect the Atlantic and Pacific Oceans

omnivore – an animal that eats both plants and meat

pirogue – a flat-bottomed canoe made from a hollowed-out log

portage – to transport boats and supplies overland from a river or lake to another body of water

sextant – a tool used to measure angles (mostly used in navigation)

sovereignty – the power to govern a people and land

territory – land

IV. Resources and Reference Materials: Additional Resources on Lewis and Clark

Useful Websites/Apps

Journals of the Lewis & Clark Expedition, edited by Gary Moulton https://lewisandclarkjournals.unl.edu/

"Lewis and Clark in Montana—A Geologic Perspective," http://www.mbmg.mtech.edu/Pubs/Lewis-Clark/main.asp

"Montana" (list of sites), LewisandClarkTrail.com, http://lewisandclarktrail.com/section3/montana.htm

"Discovering Lewis & Clark," http://www.lewis-clark.org/

Lewis and Clark on the Great Plains: A Natural History, by Paul A. Johnsgard, https://lewisandclarkjournals.unl.edu/images/plants_animals

"Lewis & Clark: The Journey of the Corps of Discovery," https://www.pbs.org/lewisandclark/index.html

"American Journeys—Eyewitness Accounts of Early American Exploration and Settlement," http://www.americanjourneys.org/index.asp

"Plants," from *Discovering Lewis & Clark* at https://www.lewis-clark.org/channel/156

"TrailTribes.org" (to find more about some of the indigenous people along the trail before and after Lewis and Clark), https://trailtribes.org/home.htm

Picture Books

The Bear Tepee, by Julie Pine, illustrated by Donna Livingston. The Indian Reading Series: Stories and Legends of the Northwest. Portland, OR, 1978. (Both the book and accompanying lesson plans are available for download: http://apps.educationnorthwest.org/indianreading/4/index.html)

Broken Shoulder (How the Big Dipper and North Star Came to Be), by the Gros Ventre Elders Board from the Fort Belknap Reservation. The Indian Reading Series: Stories and Legends of the Northwest. Portland, OR, 1978. (Both the book and accompanying lesson plans are available for download: http://apps.educationnorthwest.org/indianreading/5/index.html)

Sakagawea, by Lise Erdrich. Minneapolis, MN, 2003.

Your Life as a Private on the Lewis and Clark Expedition (The Way It Was), by Jessica Gunderson. Mankato, MN, 2012.

Articles and Books for Upper Grades and Educators

Along the Trail with Lewis and Clark, by Barbara Fifer, et al., Farcountry Press, rev., 2nd ed. (January 1, 2001)

"Lewis and Clark in Montana," by Dayton Duncan, *Montana Outdoors* (March–April 2005) https://web.archive.org/web/20201206013815/http://fwp.mt.gov/mtoutdoors/HTML/articles/2005/lcinmontana.htm

York's Adventures with Lewis and Clark: An African American's Part in the Great Expedition, Rhonda Blumberg (New York, 2006)

Other Lewis and Clark Lesson Plans and Teaching Resources

"When Worlds Collide: The Salish People Encounter the Lewis and Clark Expedition," https://mhs.mt.gov/education/docs/IEFALessonPlansLewisClark.pdf

"Lewis and Clark Structured Academic Controversy," by the Stanford History Education Group, https://sheg.stanford.edu/history-lessons/lewis-and-clark-sac

"Honoring Tribal Legacies," https://www.nps.gov/articles/honoring-tribal-legacies.htm

"Discovering Lewis and Clark," http://www.discoveringlewisandclark.com/

"Rivers, Edens, Empires: Lewis & Clark and the Revealing of America," Library of Congress, https://www.loc.gov/exhibits/lewisandclark/

Primary Sources and How to Use Them

The Montana Historical Society Education Office has prepared a series of worksheets to introduce you and your students to the techniques of investigating historical items: artifacts, documents, maps, and photographs. The worksheets introduce students to the common practice of using artifacts, documents, maps, and photographs to reveal historical information. Through the use of these worksheets, students will acquire skills to help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, for example, research and museum visits. These worksheets help unveil the secrets of artifacts, documents, maps, and photographs.

MONTANA HISTORICAL SOCIETY

See the examples below for insight into using these worksheets.

Artifacts

Pictured at left is an elk-handled spoon, one of 50,000 artifacts preserved by the Montana Historical Society Museum. Here are some things we can decipher just by observing it: It was hand-carved from an animal horn. It looks very delicate.

From these observations, we might conclude that the spoon was probably not for everyday use, but for special occasions. Further research has told us that it was made by a Sioux Indian around 1900. This artifact tells us that the Sioux people carved ornamental items, they used spoons, and they had a spiritual relationship with elk.

Photographs

This photograph is one of 350,000 in the Montana Historical Society Photographic Archives. After looking at the photograph, some of the small "secrets" that we can find in it include the shadow of the photographer, the rough fence in the background, the belt on the woman's skirt, and the English-style riding saddle.

Questions that might be asked of the woman in the photo are: Does it take a lot of balance to stand on a horse; is it hard? Was it a hot day? Why are you using an English-style riding saddle?

MONTANA HISTORICAL SOCIETY

Primary Sources and How to Use Them (continued)

MONTANA HISTORICAL SOCIETY

Documents

This document is part of the Montana Historical Society's archival collection. Reading the document can give us a lot of information: It is an oath pledging to catch thieves. It was signed by 23 men in December 1863. It mentions secrecy, so obviously this document was only meant to be read by the signers.

Further investigation tells us that this is the original Vigilante Oath signed by the Virginia City Vigilantes in 1863. The two things this document tells us about life in Montana in the 1860s are that there were lots of thieves in Virginia City, and that traditional law enforcement was not enough, so citizens took to vigilance to clean up their community.

Maps

This map is part of the map collection of the Library of Congress. The following information can be gathered from observing the map: The subject of the map is the northwestern region of the United States—west of the Mississippi River. The map is dated 1810 and was drawn by William Clark. Three things are important about this map: It shows that there is no all-water route to the Pacific Ocean, it documents the Rocky Mountains, and it shows the many tributaries of the Missouri River. Close study may find other important things.

LIBRARY OF CONGRESS

How to Look at an Artifact

(Adapted from the National Archives and Records Administration Artifact Analysis Worksheet.)

Artifact: An object produced or shaped by human workmanship of archaeological or historical interest.

1. What materials were used to make this artifact?

☐ Bone	☐ Wood	☐ Glass	☐ Cotton
☐ Pottery	☐ Stone	☐ Paper	☐ Plastic
☐ Metal	☐ Leather	☐ Cardboard	☐ Other_____

2. Describe how it looks and feels:

Shape _____ Weight_____

Color _____ Movable Parts _____

Texture _____ Anything written, printed, or stamped on it

Size _____ _____

Draw and color pictures of the object from the top, bottom, and side views.

Top	Bottom	Side

How to Look at an Artifact (continued)

3. Uses of the artifact.

A. How was this artifact used? _____

B. Who might have used it? _____

C. When might it have been used? _____

D. Can you name a similar item used today? _____

4. Sketch the object you listed in question 3.D.

5. Classroom Discussion

A. What does the artifact tell us about the technology of the time in which it was made and used?

_____

_____

B. What does the artifact tell us about the life and times of the people who made and used it?

_____

_____

How to Look at a Written Document

(Adapted from the National Archives and Records Administration Written Analysis Worksheet.)

Document: A written paper bearing the original, official, or legal form of something and which can be used to furnish decisive evidence or information.

1. Type of document:

☐ Newspaper ☐ Journal ☐ Press Release ☐ Diary

☐ Letter ☐ Map ☐ Advertisement ☐ Census Record

☐ Patent ☐ Telegram ☐ Other_____

2. Which of the following is on the document:

☐ Letterhead ☐ Typed Letters ☐ Stamps

☐ Handwriting ☐ Seal ☐ Other _____

3. Date or dates of document:_____

4. Author or creator:_____

5. Who was supposed to read the document?_____

_____

6. List two things the author said that you think are important:

1. _____

2. _____

7. List two things this document tells you about life in Montana at the time it was written:

1. _____

2. _____

8. Write a question to the author that is left unanswered by the document:

_____

_____

How to Look at a Photograph

(Adapted from the National Archives and Records Administration Photograph Analysis Worksheet.)

Photograph: An image recorded by a camera nd reproduced on a photosensitive surface.

1. **Spend some time looking at the whole photograph. Now look at the smallest thing in the photograph that you can find.**

   What secrets do you see?_____

   _____

   _____

2. **Can you find people, objects, or activities in the photograph? List them below.**

   People _____

   _____

   Objects_____

   _____

   Activities _____

   _____

3. **What questions would you like to ask of one of the people in the photograph?**

   _____

   _____

4. **Where could you find the answers to your questions?**

   _____

   _____

How to Look at a Map

(Adapted from the National Archives and Records Administration Map Analysis Worksheet.)

Map: A representation of a region on the Earth or stars.

1. What is the subject of the map?

☐ River ☐ Stars/Sky ☐ Mountains
☐ Prairie ☐ Town ☐ Other _____

2. Which of the following items is on the map?

☐ Compass ☐ Scale ☐ Name of mapmaker
☐ Date ☐ Key ☐ Other _____
☐ Notes ☐ Title

3. Date of map: _____

4. Mapmaker: _____

5. Where was the map made? _____

6. List three things on this map that you think are important: _____

_____

_____

_____

7. Why do you think this map was drawn? _____

_____

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

_____

Montana Historical Society Educational Resources: Footlockers

Hands-on History Footlockers

The Montana Historical Society's Footlocker program offers thematic "traveling trunks" focused on a wide variety of topics. Each footlocker is filled with reproductions of clothing, tools, everyday objects, maps, photographs, and documents. User Guides with lesson plans and standards alignment accompany each footlocker.

Availability and Cost: Footlockers are available to Montana educators for two weeks at a time. Schools pay a $25 rental fee, while the Montana Historical Society covers the cost of shipping to the next venue. In an effort to provide equitable access, reservations are limited to four per year per teacher.

For more information and to order a footlocker, visit http://mhs.mt.gov/education/HandsonHistory.

Available Titles

Cavalry and Infantry: The U.S. Military on the Montana Frontier—Illustrates the function of the U.S. military and the life of an enlisted man on Montana's frontier, 1860 to 1890.

Coming to Montana: Immigrants from Around the World—Showcases the culture, countries, traditions, and foodways of Montana's immigrants through reproduction clothing, toys, and activities.

Discover Lewis and Clark—Traces the Corps' journey through Montana and their encounters with American Indians. Includes bison hide, trade goods, books, and more!

East Meets West: The Chinese Experience in Montana—Explores the lives of the Chinese who came to Montana, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

From Traps to Caps: The Montana Fur Trade—Gives students a glimpse at how fur traders lived and made their living along the creeks and valleys of Montana, 1810 to 1860.

Gold, Silver, and Coal, Oh My!: Mining Montana's Wealth—Chronicles the discoveries that drew people to Montana in the late nineteenth century and how the mining industry developed and declined.

The Home Fires: Montana and World War II—Describes aspects of everyday life in Montana during the 1941–1945 war years. Illustrates little-known government projects such as the Fort Missoula Alien Detention Center and Civilian Public Service Camps.

Inside and Outside the Home: Homesteading in Montana 1900–1920—Focuses on the thousands of people who came to Montana's plains in the early twentieth century in hope of make a living through dry-land farming.

Land of Many Stories: The People and Histories of Glacier National Park—Focuses on the commemoration of the centennial anniversary of Glacier National Park. Examines the human experience in the area now known as Glacier National Park, from pre-contact to the recent past, focusing on human-environmental interaction.

Montana Indian Stories Lit Kit—Immerses students in storytelling and the oral tradition with seven class sets of Montana Indian stories collected for the Indian Reading Series (1972) and reprinted by the Montana Historical Society Press. The lit kit includes animal puppets and User Guide. **Note:** Out of respect for the storytelling customs of many Montana Indian people, this kit will be made available for use only during the winter months (November through March).

Montana Historical Society Educational Resources: Footlockers (continued)

Montana Place Names Mini Footlocker—Consists of ten copies of the book *Montana Place Names: From Alzada to Zortman* and the lesson plan "Mapping Montana, A to Z." Teachers will need to order classroom sets of Montana maps separately from Travel Montana or by calling 406-841-2870.

Montana State Symbols—Provides students the opportunity to explore hands-on educational activities to gain a greater appreciation of our state's symbols and their meanings.

Montana's First Peoples: Essential Understandings—Explores the Seven Essential Understandings Regarding Montana Indians. Includes pre-contact and contact-era trade items, a parfleche, drum, elk tooth dress, horse model, ration coupon bag, boarding school outfits, beaver pelt and bison hide, maps, illustrations, tribal flags, and more..

Oral History in the Classroom Mini Footlocker—Includes eight Sony IC audio recorders, batteries and chargers, useful reference material, and detailed lesson plans for creating a classroom-based oral history project.

Prehistoric Life in Montana—Exposes Montana prehistory (10,000–12,000 years ago) and archaeology through a study of the Pictograph Cave site in eastern Montana.

Stones and Bones—Uncovers the earliest evidence of Montana's human history through a study of casts and reproduction stone and bone tools, including replica artifacts from the Anzick collection found in Wilsall, Montana.

Through a Child's Eyes: The Stewart Family in Turbulent Times, 1913-1921—Investigates life and politics, 1913 to 1921, as well as the history and architecture of a magnificent building.

To Learn a New Way—Explores the late 1800s and early 1900s, a time in which Montana Indians were moved to reservations and experienced allotment and boarding schools, all of which resulted in dramatic changes in their lands, languages, and way of life.

Tools of the Trade: Montana Industry and Technology—Surveys the evolution of tools and technology in Montana from the late 1700s to the present.

Woolies and Whinnies: The Sheep and Cattle Industry in Montana—Reveals the fascinating stories of cattle, horse, and sheep ranching in Montana, 1870 to 1920.

Other Resources from the Montana Historical Society

In addition to the hands-on history footlockers, the Montana Historical Society offers a large number of online resources and lesson plans for grades K-12. Resources include:

Montana: A History of Our Home
Designed for grades fourth through sixth, this comprehensive curriculum includes a student textbook and hands-on, interactive lesson plans. It contains six distinct, interdisciplinary units that focus on Montana geography, government, and history from 12,500 years ago to the present.

Montana: Stories of the Land Designed for grades 7-12, this comprehensive Montana history curriculum covers over twelve thousand years of Montana history with a student textbook and a companion website with links to lesson plans, worksheets, tests, and primary source activities.

Civics and Geography Lesson Plans
Looking for a lesson that explains the electoral process, provides an example of how laws affect individuals' lives, or introduces your students to Montana geography while improving their map reading skills? Find it here.

Indian Education for All Lesson Plans From examining early trade routes to analyzing primary sources relating to the Marias Massacre, these lesson plans will help your students grasp the Essential Understandings regarding Montana Indians while learning more about specific Montana history topics.

Integrating Art and History Lesson Plans Material on Charlie Russell, Montana's Cowboy Artist; Plains Indian pictographic art; and Plateau Indian beaded bags provide a beautiful way to approach Montana history.

Teaching with Primary Sources Lesson Plans The Montana Historical Society has created a number of lesson plans that provide students an opportunity to analyze primary source material, including artwork, photographs, letters, diary entries, and historic newspapers.

Teaching with Biographies Resources and Lesson Plans Find links to online biographies as well as lesson plans that guide students to investigate remarkable Montanans.

Women's History Resources and Lesson Plans Discover an abundance of material on Montana's women's history, including fascinating stories, intriguing photographs, and detailed lesson plans.