Learning Experience/Abstract

In our unit of study involving the Lewis and Clark expedition, and by using the identified documents contained within this lesson, we will provide students with the opportunity to examine authentic documents that will help them gain a deeper understanding of this important event in U.S. history. Students will examine a map, a ledger of proposed expenses, and a diary entry from Lewis and Clark’s journal to help them understand the importance of examining various resources, especially primary resources.

Overview/ Materials/Historical Background/LOC Resources/Standards/ Procedures/Evaluation/Rubric/Handouts/Extension

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<thead>
<tr>
<th>Overview</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>• Analyze various documents.</td>
</tr>
<tr>
<td></td>
<td>• Address open ended questions utilizing higher level skills (Bloom’s taxonomy).</td>
</tr>
<tr>
<td>Recommended time frame</td>
<td>Two class sessions (approx. 90 minutes)</td>
</tr>
<tr>
<td>Grade level</td>
<td>Eight Grade</td>
</tr>
<tr>
<td>Curriculum fit</td>
<td>American History</td>
</tr>
<tr>
<td>Materials</td>
<td>Computer lab work stations.</td>
</tr>
<tr>
<td></td>
<td>Document Analysis Worksheet(s) handout.</td>
</tr>
<tr>
<td></td>
<td>Classroom teacher web pages provided by School World and Edline Solution.</td>
</tr>
</tbody>
</table>

Michigan State Learning Standards | Back to Navigation Bar

American History:
8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American
Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)

**Procedures**

- Distribute to students the handout on document analysis that will be used to analyze the three documents related to the Lewis and Clark expedition.

- Describe to students that they will be analyzing various documents related to Lewis and Clark.

- Students are to use their prior knowledge and analysis skills to complete the analysis handout.

- Take students to computer lab, and direct students to go to teacher website and click on appropriate links to find documents. (see selected sites below)

  - [http://www.ngs.noaa.gov/LewisAndClark/](http://www.ngs.noaa.gov/LewisAndClark/)
  - [http://memory.loc.gov/cgi-bin/ampage?collId=icufaw&fileName=cbf0001b/icufawcbf0001b.db&recNum=216](http://memory.loc.gov/cgi-bin/ampage?collId=icufaw&fileName=cbf0001b/icufawcbf0001b.db&recNum=216)

- Teacher should walk around computer lab helping students that are having a difficult time with material.

- Document analysis handout should be completed and collected by the end of the lesson.

**Evaluation**

Students will be given a copy of the rubric at the start of
the lesson. The rubric will be discussed and questions will be answered. Students will reference the rubric throughout the process of analyzing documents and while completing analysis worksheets and higher-level thinking questions.

Extension


**Historical Background**

- Differences of views and opinions between Federalists and Democratic-Republicans

- Election of Thomas Jefferson

- French Revolution

- The rise of Napoleon Bonaparte leading into the Louisiana Purchase

- The history of U.S. government and Native American interactions

- Basic understanding of geography and topography of the interior of the North American continent (mountains, rivers, plains)

- Economic cost, with an understanding of inflation (comparing contemporary values to values of 1800), of the expedition conducted by Lewis and Clark
## Resources from the Library of Congress and the National Oceanic

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<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Citation</th>
<th>Perm URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image of Lewis’ projected expenditures sent to Congress 4/20/1803</td>
<td>Lewis’ ledger of supplies needed.</td>
<td><a href="http://tinyurl.com/b9otsrd">http://tinyurl.com/b9otsrd</a></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
</tbody>
</table>
Up the Missouri.

the connexion of the upper branches of the Missouri and Columbia rivers, with our route, and the track which we intended to follow on our return. This memorandum was all that we deemed it necessary to make: for there seemed but little chance that any detailed report to our government, which we might leave in the hands of the savages, to be delivered to foreign traders, would ever reach the United States. To leave any of our men here, in hopes of their procuring a passage home in some transient vessel, would too much weaken our party, which we must necessarily divide during our route; besides that, we will most probably be there ourselves sooner than any trader, who, after spending the next summer here, might go on some circuitous voyage.

The rains and wind still confined us to the fort; but at last our provisions dwindled down to a single day’s stock, and it became absolutely necessary to remove: we therefore sent a few hunters ahead, and stopped the boats as well as we could with mud. The next morning,

Sunday, March 23, 1806, the canoes were loaded, and at one o’clock in the afternoon we took a final leave of fort Clatsop. The wind was still high, but the alternative of remaining without provisions was so unpleasant, that we hoped to be able to double point William. We had scarcely left the fort when we met Delashewilt, and a party of twenty Chinooks, who understanding that we had been trying to procure a canoe, had brought one for sale. Being, however, already supplied, we left them, and after getting out of Meriwether’s bay, began to coast along the south side of the river: we doubled point William without any injury, and at six o’clock reached, at the distance of sixteen

This, I believe, exceeds in magnitude any other known. From the natives captain Hill learned that they were all in good health and spirits; had met many difficulties on their progress, from various tribes of Indians, but had found them about the sources of the Missouri very friendly, as were those on Columbia river and the coast.
Recapitulation of an estimate of the sum necessary to carry into effect the above experiment.

Mathematical Instruments

Arms, Accoutrements, extraordinary

Camp Equipage

Medicine & packing

Means of transportation

Indian presents

Provisions extraordinary

Materials for making into the various articles into portable packs

For the pay of hunters, guides, & interpreters

An silver coin to defray the expenses of the party from Nashville to the last white settle

Contingencies

Total $2,500.
Rubric for Lewis and Clark Expedition Document Analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 3--- Exceeds expected outcomes</th>
<th>Level 2--- Meets expected outcomes</th>
<th>Level 1--- Progressing toward expected outcomes</th>
<th>Level 0--- Have yet to demonstrate expected skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Analysis Document</td>
<td>All 6 components are accurately completed</td>
<td>Most components are accurately completed</td>
<td>Some components are accurately completed</td>
<td>Document completion did not meet satisfactory expectations</td>
</tr>
<tr>
<td>Diary Analysis Document</td>
<td>All 6 components are accurately completed</td>
<td>Most components are accurately completed</td>
<td>Some components are accurately completed</td>
<td>Document completion did not meet satisfactory expectations</td>
</tr>
<tr>
<td>Ledger Analysis Document</td>
<td>All 6 components are accurately completed</td>
<td>Most components are accurately completed</td>
<td>Some components are accurately completed</td>
<td>Document completion did not meet satisfactory expectations</td>
</tr>
<tr>
<td>Higher-level Thinking Questions Related to Documents</td>
<td>All 3 questions had detailed and developed responses</td>
<td>Minimum 2 questions had detailed and developed responses</td>
<td>One question had detailed and developed responses</td>
<td>Answers to questions did not demonstrate understanding of material</td>
</tr>
</tbody>
</table>

Rubric Grade Level:
Score of 11-12 student exceeds expected outcomes
Score of 8-10 student meets satisfactory expectations
Score of 5-7 student is progressing toward expectations
Score of 0-4 student does not yet demonstrate expected skills
### Handouts

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Rubric for Lewis and Clark Expedition Document Analysis

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# Written Document Analysis Worksheet - Diary

1. **TYPE OF DOCUMENT** (Check one):
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Census Report
   - Other

2. **UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT** (Check one or more):
   - Interesting Letterhead
   - Handwritten
   - Typewritten
   - Seals
   - Notations
   - "RECEIVED" stamp
   - Other

3. **DATE(S) OF DOCUMENT:**

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:**
   - POSITION (TITLE):

5. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?**

6. **DOCUMENT INFORMATION** (There are many possible ways to answer A-E.):
   - **A.** List three things the author said that you think are important.
   - **B.** Why do you think this document was written?
   - **C.** What evidence in the document helps you know why it was written? Quote from the document.
   - **D.** List two things the document tells you about life in the United States at the time it was written.
   - **E.** Write a question to the author that is left unanswered by the document.

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*Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408*
### Written Document Analysis Worksheet – ESTIMATE LEDGER

<table>
<thead>
<tr>
<th>1. TYPE OF DOCUMENT (Check one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
</tr>
<tr>
<td>Letter</td>
</tr>
<tr>
<td>Patent</td>
</tr>
<tr>
<td>Memorandum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</th>
</tr>
</thead>
<tbody>
<tr>
<td>interesting Letterhead</td>
</tr>
<tr>
<td>Handwritten</td>
</tr>
<tr>
<td>Typed</td>
</tr>
<tr>
<td>Seals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. DATE(S) OF DOCUMENT:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. AUTHOR (OR CREATOR) OF THE DOCUMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITION (TITLE):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</th>
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</thead>
<tbody>
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<td>B. Why do you think this document was written?</td>
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<td>C. What evidence in the document helps you know why it was written? Quote from the document.</td>
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<tr>
<td>D. List two things the document tells you about life in the United States at the time it was written.</td>
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<tr>
<td>E. Write a question to the author that is left unanswered by the document:</td>
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*Teaching with Primary Sources - Illinois State University*

Compiled by John Strzempka and Thomas Morelli—Livonia Public Schools—2013
## Map Analysis Worksheet

1. **TYPE OF MAP (Check one):**
   - Raised Relief map
   - Topographic map
   - Political map
   - Contour-line map
   - Natural resource map
   - Military map
   - Other

2. **UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):**
   - Compass
   - Handwritten
   - Date
   - Notations
   - Scale
   - Name of mapmaker
   - Title
   - Legend (key)
   - Other

3. **DATE OF MAP:**

4. **CREATOR OF THE MAP:**

5. **WHERE WAS THE MAP PRODUCED?**

6. **MAP INFORMATION**
   A. List three things in this map that you think are important.
      1. 
      2. 
      3. 
   B. Why do you think this map was drawn?
   C. What evidence in the map suggests why it was drawn?
   D. What information does this map add to the textbook’s account of this event?
   E. Does the information in this map support or contradict information that you have read about this event? Explain.
   F. Write a question to the mapmaker that is left unanswered by this map.

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Teaching with Primary Sources
Illinois State University

Compiled by John Strzempka and Thomas Morelli---Livonia Public Schools---2013
Higher-Level Analysis of Lewis and Clark Documents

1. By comparing both the map and estimate ledger, explain why you think Lewis requested all of these materials for the expedition?

2. After reading the journal entry, look at the date of when the expedition left Fort Clatsop, why do you think the expedition decided to leave that time of the year?

3. Using all 3 documents, how could Lewis and Clark have better prepared for their expedition? Be sure to reference all 3 documents in your answer.