

Lewis and Clark: Great Journey West

3rd – 5th Grade

Learning to Give lessons incorporate National, State and Philanthropy curriculum standards. See the end of the lesson for specific benchmark detail.

National Content Standards Key Words/Concepts:

ELA: Reading; Response to Text/Others; Vocabulary; Journaling; Group Discussion; Research

SOC: Good Character; Personal Virtue; Historical Biographies; Cultures; Expansion (1801-1861)

PHIL: Native Americans; Stewardship; Time/Talent/Treasure; Philanthropist

Lesson Purpose and Focus Questions(s):

This lesson will show students how Native Americans demonstrated acts of philanthropy by helping Lewis and Clark explore new routes west to the Pacific Ocean. Native Americans shared their knowledge and resources with the members of the expedition. The journey would likely not have been successful had it not been for their help. Over 50 Native American nations helped Lewis and Clark. Sacagawea, in particular, gave of her time and talents to help them on the journey.

How might other Native American nations and/or other indigenous people throughout history and the present perceive the exploration and expansion into their land?

Objectives:

The learner will:

- explore the interaction of diverse cultures
- describe an example of philanthropy practiced by a Native American culture.
- recognize the wise use of resources as stewardship.
- apply the idea of philanthropy as the giving of one's time, talent, and treasures for the common good.

Before Viewing the Movie

One forty five to sixty minute class period

Materials:

- Journals – Students can create their own journals or they can be purchased.
- Pictures from magazines or other resources of people representing diverse cultures. (See **Anticipatory Set**)

Instructional Procedure:

Teacher notes: Preview the websites and the attachments at the end of this lesson before teaching this lesson. Several of the attachments at the end of this lesson are for resource purposes for the teacher, however they may be used with students as the teacher see fit. This lesson should be started about a week before the class attends the movie to give the students time to reflect through journaling about the topic. Some journal prompts are listed in the activity.

Anticipatory Set:

In advance of the lesson, the teacher will collect a number of pictures from different cultures from magazines – National Geographic Magazines are great for this. Choose pictures with cultural characteristics evident. (Examples: type of dress, food, shelter, pictures indicating where the people in the pictures might live.)

Give each group of two or three students a set of three or four pictures. (For younger children the pictures may be displayed as a whole class activity.)

Ask them to list cultural characteristics that they see in each picture.

Have the students show their pictures to the rest of the class and explain the characteristics that they have identified.

As each group reports, make a list of cultural characteristics on the board.

Now tell the students: You are going to explore two cultures that are very different. Each culture is unique, having special characteristics and talents that they use to help each other.

- Discuss the other unique features that make cultures diverse, such as traditions and beliefs. Lead them to the idea of language. If you have students that are ELL (English Language Learners) this could be a good time to celebrate them.

Teacher Note: Be sure to ask these students **ahead** of time if they are willing to share to avoid drawing unwanted attention to them.

- Begin by asking these students to share the challenges faced by them or their family members experienced by speaking a primary language other than English. Ask them to respond to these questions: *Do you ever “translate” English for your family members? Has your family ever encountered a serious problem because of an inability to understand or to be understood? Ask the entire group: Have any of you traveled to another country with your family? Could you speak the language? If not, did you find a native person who was willing to “translate” for you? If you couldn’t find anyone to speak your language how did you feel or how might you feel?*
- List some of the problems that might arise from not speaking the language. Discuss some solutions.

Instructional Procedure (Continued):

- After this discussion, tell the students that they are going to see a movie about the explorers Lewis and Clark. This expedition, organized by President Thomas Jefferson, had several goals. Among them was the pursuit of the Northwest Passage, an Atlantic-to-Pacific water route that would ease trade with the Orient and make the United States a superpower, and the recording and collecting of plant and animal specimens. The expedition portrayed in this movie, involved very diverse cultures that worked together for success of the expedition. The Native Americans knew how to survive on the land whereas the Europeans, Lewis and Clark, did not. If it had not been for the contact and help of the Native People the expedition might have failed. They will also see how many Native Americans (about 50 nations), and a Shoshone woman named Sacagawea, helped the explorers to survive and accomplish their mission.
- Tell students that the Native Americans who helped the Expedition demonstrated philanthropy - the giving of ones time, talent, and/or treasure for the common good. Explain that all cultures have their own traditions and examples of ways that they give selflessly for the good of all. Sacagawea was a philanthropist in helping the explorers.
- Tell the students that stewardship, careful use of natural resources, is an act of philanthropy. An important part of traditional Native American culture and beliefs is the concept of “Mother Earth,” and the need to protect and preserve the environment for future generations. Native Americans believe that no one can own earth, but instead they belong to the earth.
- In keeping with President Jefferson's orders, and through careful journal writings, Lewis and Clark wrote a detailed record of their travels and the plants and animals they encountered.
- Explain that, like Lewis and Clark, they will be journaling about the expedition, Native Americans and philanthropy in the next few days or weeks. For several days before and after viewing the movie, pose a question for the students to respond to each day generated from the class discussions, or from the movie. Some possible journal prompts are:
 - *You are new to this country and don't speak the language of most of the students in class. What challenges would you meet and what help would you need to survive?*
 - *How is the Native American belief about “Mother Earth” and their belief about ownership of land the same or different from that of the Lewis and Clark.*
 - *What responsibility did the explorers have to the Native Americans whose land they crossed during the expedition?*

After Viewing the Movie

One forty five to sixty minute period with additional time for research and reporting

Materials:

- Journals
- Maps and reference materials
- Student copies of **Attachment Seven – Research Guide**

Instructional Procedure:

- After viewing the movie, ask students what acts of kindness (philanthropy) they saw in the movie. When did they see people giving and sharing their time, talent and or treasure?

Some examples:

The Nez Perce showed the expedition how to burn out the insides of logs to make canoes. - Talent. They had one of the largest herds of horses on the continent. They agreed to care for the expedition's horses until the explorers returned on their route home. – Time.

The Clatsop showed the expedition where to find elk, which they could use for food or to make clothing –Both time and talent

(See **Attachment Three** for more examples.)

- List the responses. Have students decide which of the three philanthropy words (time, talent and/or treasure) matches the act.
- After the class discussion, assign or allow students to choose which Native American Nation they would like to research. (**Attachment Six** lists possible tribes for research and a web site.) Distribute copies of **Attachment Seven** as a guide for their research. If Internet research is available to the students, suggest the web site.
- At the teacher's discretion, have the students work on the project in class or at home and then present to the class. Students may report their findings to the class through oral reports or by creating posters displaying the information.

Assessment:

Assess the students on participation in class discussions, completeness of the Research Guide, class presentation through an oral report or poster.

Extension:

Distribute **Attachment Five** and read the statement from the PBS web site together. Ask students to imagine how the native Americans might have felt about this “meeting ritual.” Ask the students to write a paragraph in response to the question. You may choose to have a class discussion about the question prior to, or in place of the written response.

School/Home Connection:

Family members could help students with the research. Students should talk about ways in which they or people they know demonstrate the three characteristics of philanthropy.

Bibliographical References:

www.nationalgeographic.com/xpeditions/activities/01/lewis.html

www.learningtogive.org 3-5 grade unit: *Earth Connections* Lessons 1&2
<http://www.learningtogive.org/lessons/unit145/>

3-5 grade unit: *How Did We Help?* Lesson 1
<http://www.learningtogive.org/lessons/unit39/>

www.pbs.org/lewisandclark/inside

www.pbs.org/lewisandclark/native a list of the Native American tribes and short articles about each

www.womenshistory.com

Smithsonian National Museum of History site, Lewis and Clark as Naturalists,
<http://web4.si.edu/lewisandclark/index.html>

<http://xroads.virginia.edu/~HYPER/JOURNALS/toc.html> Lewis and Clark Journals

Michigan Curriculum Framework:

	Standard	Benchmark
ELA	1. Meaning and Communication	LE 5. Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.
ELA	7. Skills & Processes	LE 3. Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.
ELA	11. Inquiry and Research	LE 1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.
ELA	11. Inquiry and Research	LE 2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.

Michigan Curriculum Framework:

Standard		Benchmark
ELA	11. Inquiry and Research	LE 3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.
ELA	11. Inquiry and Research	LE 4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.
Strand	Standard	Benchmark
SOC.	I. Historical Perspective	LE 3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.
SOC.	I. Historical Perspective	LE 4. Identify and explain how individuals in history demonstrated good character and personal virtue.
SOC.	I. Historical Perspective	LE 2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.
SOC.	V. Inquiry	LE 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
SOC.	I. Historical Perspective	LE 2. Comprehending the Past
SOC.	I. Historical Perspective	LE 4. Judging Decisions From the Past
SOC.	V. Inquiry	LE 1. Information Processing

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics
PHIL	II. Philanthropy and Civil Society	PCS06. Philanthropy in History
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy
PHIL	I. Definitions of Philanthropy	E. 1. Define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
PHIL	II. Philanthropy and Civil Society	E. 1. Give examples of philanthropic traditions of diverse cultures.
PHIL	II. Philanthropy and Civil Society	E. 5. Recognize the wise use of resources as stewardship.
PHIL	II. Philanthropy and Civil Society	E. 7. Give examples of how native American and immigrant traditions shaped philanthropy in the 1700s.
PHIL	II. Philanthropy and Civil Society	E. 4. Analyze information to differentiate fact from opinion based on the investigation of issues related to the common good.
PHIL	III. Philanthropy and the Individual	E. 1. Describe one reason why a person might give or volunteer.

Lesson Developed:

Clare Friend
Learning to Give Consultant

Barbara Dillbeck
Learning to Give Curriculum Director

Attachment One Lewis and Clark

LEWIS AND CLARK EXPEDITION ROUTES AND CONTROL OF LANDS



Map by National Geographic Maps

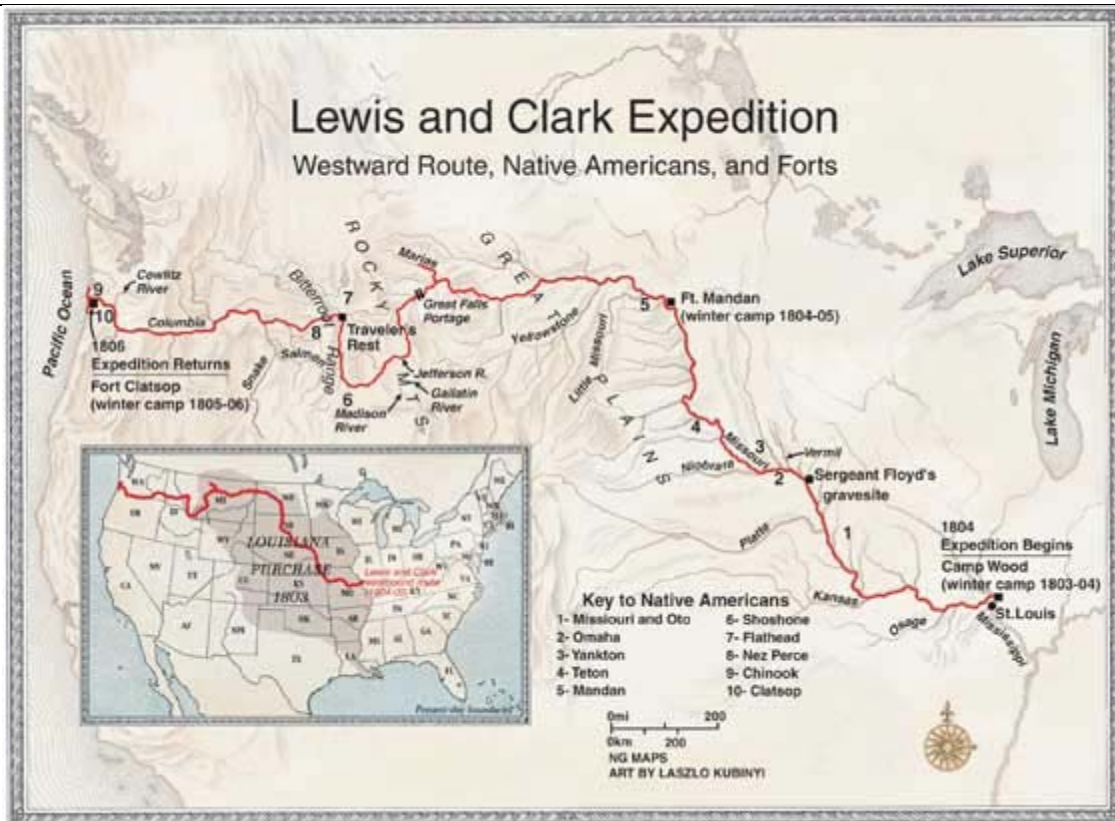
The map above shows the Louisiana Territory, which the United States purchased in 1803, and indicates the countries that controlled other lands in the present-day U.S.

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From: <http://www.nationalgeographic.com/xpeditions/activities/01/lewis.html>

Attachment Two Lewis and Clark

LEWIS AND CLARK EXPEDITION: WESTWARD ROUTE, NATIVE AMERICANS, AND FORTS



Map by National Geographic Maps, Art by Laszlo Kubinyi

The map above shows the westward route of the Lewis and Clark Expedition, the locations of some Native American tribes they encountered, and the locations of their three winter forts.

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From: <http://www.nationalgeographic.com/xpeditions/activities/01/lewis.html>

Attachment Three Lewis and Clark

Examples of Native American Philanthropy

Nez Perce

During the time of the Lewis and Clark Expedition, the Nez Perce lived just west of the Bitterroot Range of the Rocky Mountains, in present-day central Idaho and eastern Washington and Oregon. Depending on the season, they lived in different kinds of houses. They were excellent horsemen and some Nez Perce bands regularly journeyed across the Rockies to hunt buffalo on horseback. They also ate berries, fish, wild game, roots, and bulbs. **They gave food to the expedition members**, who were nearly starving after crossing 160 miles of dangerous mountain terrain. **The Nez Perce showed the expedition how to burn out the insides of logs to make canoes.** They had one of the largest herds of horses on the continent. **They agreed to care for the expedition's horses until the explorers returned on their route home.** On the expedition's return trip, the Nez Perce let the group stay to wait for the snow to melt, since, even in May and June, snow made crossing the Bitterroots a challenge. Clark gave them medical help in exchange for food.

Clatsop

At the time of the Lewis and Clark Expedition, the Clatsop were a small tribe of about 400 people who lived on the south side of the Columbia River. They fished in the ocean and other waters, and hunted animals for fur and meat. The Clatsop also told Lewis and Clark about a whale that had washed ashore on the seacoast, to the south of their fort. **The Clatsop showed the expedition where to find elk, which they could use for food or to make clothing.** The Clatsop and the expedition, who lived near each other for several months, had a friendly relationship.

Native American Contributions

Shoshone

When Lewis and Clark made their historic expedition, the Shoshone were known as the Snake Nation and lived in the Rocky Mountains. The Shoshone on the eastern side of the Rockies had once lived as buffalo hunters on the plains of Montana, but had been pushed into the mountains by more powerful rival Plains tribes. They spent part of the year in the mountains, and ate roots, berries, and sometimes fish. They would travel to the Plains for short periods to hunt buffalo. **Sacagawea** had been born a Shoshone, but had been kidnapped by the Hidatsa several years before she joined the expedition. She realized that one of their chiefs, Cameahwait, was her brother, whom she hadn't seen for several years. **Cameahwait told Lewis and Clark that the rivers ahead were impassable and no easy all-water route to the Pacific existed. He eventually agreed to sell nearly 30 of the Shoshone's many horses to the expedition.**

www.nationalgeographic.com/xpeditions/activities/01/lewis.html

Attachment Four Lewis and Clark

Sacagawea

Origin

Sacagawea was born to the Shoshone Indians, about 1788. In 1800, at the age of 12, she was kidnapped by Hidatsa (or Minitari) Indians and taken from what is now Idaho to what is now North Dakota.

Later, she was sold as a slave to the French Canadian trader Toussaint Charbonneau, along with another Shoshone woman. He took them both as wives, and in 1805, Sacagawea's and Charbonneau's son, Jean-Baptiste Charbonneau, was born.

Translator for Lewis and Clark

The Lewis and Clark expedition recruited Charbonneau and Sacagawea to accompany them westward, expecting to make use of Sacagawea's ability to speak to the Shoshone. The expedition expected that they would need to trade with the Shoshone for horses. Sacagawea spoke no English, but she could translate to Hidatsa to Charbonneau, who could translate to French for Francois Labiche, a member of the expedition, who could translate into English for Lewis and Clark.

President Thomas Jefferson in 1803 asked for funding from Congress for Meriwether Lewis and William Clark to explore the western territories between the Mississippi River and the Pacific Ocean. Clark, more than Lewis, respected the Indians as fully human, and treated them as sources of information rather than as bothersome savages, as other explorers too often did.

Sacajawea or Sacagawea?

While most of the news stories and web biographies of this now-more-famous woman spell her name Sacajawea, the original spelling during the Lewis and Clark expedition was with a "g" not a "j": Sacagawea. The sound of the letter is a hard "g" so it's hard to understand how the change came to be.

PBS in a [website](#) designed to accompany the Ken Burns film on Lewis and Clark, documents that her name is derived from the Hidatsa words "sacaga" (for bird) and "wea" (for woman). The explorers spelled the name Sacagawea all seventeen times they recorded the name during the expedition.

Others spell the name [Sakakawea](#) and with several other variations as well. Because the name is a transliteration of an unwritten name, these differences of interpretation are to be expected.

Attachment Four (Continued)
Sacagawea

Traveling with Lewis and Clark

Accompanied by her infant son, Sacagawea set out with the expedition for the west. Her memory of Shoshone trails proved valuable, according to some sources; according to others, she did not serve as a guide to the trails so much as to useful foods and medicines along the way. Her presence as an Indian woman with a baby helped to convince Indians that this party of whites was friendly. And her translation skills, however indirect from Shoshone to English, were also invaluable at several key points.

The only woman on the trip, she also cooked, foraged for food, and sewed, mended and cleaned the clothes of the men. In one key incident recorded in Clark's journals, she saved records and instruments from being lost overboard during a storm.

Sacagawea was treated as a valuable member of the party, even given a full vote in deciding where to spend the winter of 1805-6, though at the end of the expedition, it was her husband and not she who was paid for their work.

When the expedition reached Shoshone country, they encountered a band of Shoshone. Surprisingly, the leader of the band was Sacagawea's brother.

Twentieth century legends of Sacagawea have stressed -- most scholars would say falsely -- her role as a guide in the Lewis and Clark expedition. While she was able to point out a few landmarks, and her presence was enormously helpful in many ways, it's clear that she did not herself lead the explorers in their cross-continental journey.

After the Expedition

On returning to the home of Sacagawea and Charbonneau, the expedition paid Charbonneau with money and land for the work of Sacagawea and himself.

A few years later, Clark apparently arranged for Sacagawea and Charbonneau to settle in St. Louis. Sacagawea gave birth to a daughter, and shortly after died of an unknown illness. Clark legally adopted her two children, and educated Jean Baptiste (some sources call him Pompey) in St. Louis and Europe. He became a linguist and later returned to the west as a mountain man. It is unknown what happened to the daughter, Lisette.

www.womenshistory.com

Attachment Five
Lewis and Clark

Lewis and Clark Expedition “Meeting Ritual”

Over the course of the expedition, Lewis and Clark developed a ritual that they used when meeting a tribe for the first time. The captains would explain to the tribal leaders that the their land now belonged to the United States, and that a man far in the east – President Thomas Jefferson – was their new “great father.” They would also give the Indians a peace medal with Jefferson on one side and two hands clasping on the other, as well as some form of presents (often trade goods). Moreover, the Corps members would perform a kind of parade, marching in uniform and shooting their guns.

From www.pbs.org/lewisandclark/native

Using your knowledge and understanding of the Native American beliefs about “Mother Earth,” stewardship and owning land, how do think the Native American tribes responded to this meeting ritual.

**Attachment Six
Lewis and Clark**

Suggestions for Research

www.pbs.org/lewisandclark/native/tet.html Going to this web location and clicking on “The Native Americans” link, list nations will be in a dropdown window. The teacher or students can click on each nation for further information.

http://www.pbs.org/lewisandclark/archive/idx_rel.html (scroll down to the bottom of the page) contains a list of the Native American tribes and short articles about each.

The Nations are listed below in the event that schools/students do not have access to the internet or the teacher wishes to have students do the research using more traditional means.

Arikaras	Assiniboins
Blackfeet	Chinnoks
Clatsops	Hidatsas
Mandans	Missouris
Nez Perces	Otos
Shoshones	Teton Sioux
Tillamooks	Walla Wallas
Wishrams	Yankton Sioux

Attachment Seven
Lewis and Clark

Native American Research Guide

Include information from this Research Guide in your final report or poster

Student's Name: _____ **Date:** _____

Native American Nation: (Include pronunciation if possible)

Geographic Location: (Use terms associated with Relative and Absolute location where possible.)

Philanthropic Contributions: (How did they give time, treasure, and/or talent to help the explorers?)

Attachment Seven (Continued)
Lewis and Clark
Native American Research Guide

Traditions: (What unique customs or beliefs are part of their culture?)

Foods:

Family Structure: (What “jobs” or responsibilities did each person have, including the children?)
