

# Lewis and Clark: Their Journals, Their Maps, and Their Dog

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**Lesson 3:** Set Purpose of Trip: mapping, commerce, trade, favorable interactions with Indian tribes, a catalog of plants and animals.

## **Purpose:**

Using primary-source letters from President Jefferson to Meriwether Lewis, this lesson will outline the reasons that a westward expedition was necessary. An anchor chart to record students' thinking about a text, lesson, or strategy, will be created with headings that highlight the purposes of the trip as the teacher reads each section. Teacher should stop after each section to have a class discussion as each purpose is outlined. This anchor chart will then be used throughout the lesson plan as students learn specifics about each purpose.

Following that will be Lewis's invitation for William Clark to be a part of the expedition.

To build background knowledge, this lesson will be a shared reading, with each student having a copy of the letters, as the teacher reads highlighted sections (or sections of his choosing) aloud. This is an opportunity for the teacher to introduce vocabulary that will be used throughout the unit. A shared reading allows all students to have access to the text, especially the vocabulary.

## **Jefferson Letter to Lewis**

[jeffersoninstruction1.JPG](#)

Highlight paragraphs 2 and 5, which have specific assignments for Lewis – ascertain the geography of the area and explore the Missouri River for communication and commerce.

[jeffersoninstruction2.JPG](#)

Highlight paragraph 2, instructing Lewis to record his observations with great accuracy, and paragraph 3, instructing the expedition to become familiar with, and establish trade with, people and tribes inhabiting the territory.

[jeffersoninstruction3.JPG](#)

This letter continues the instructions for observations that should be recorded.

[jeffersoninstruction4.JPG](#)

The first paragraph gives specific instructions for how the expedition should interact with Indians, including how they can avoid smallpox and that the group is amenable to taking their children and raising them if this is desired by the native groups.

[jeffersoninstruction5.JPG](#)

Paragraph 3 instructs Lewis to look for ports should he reach the Pacific Ocean, and should he find any to send his men back with documents and artifacts.

Paragraph 4 provides for the course to take should he encounter danger to himself or his party.

[jeffersoninstruction6.JPG](#)

This page concludes with whom Lewis should name to continue the expedition in the event of his death.

**Assessment:** Students will choose one or two purposes of the trip to write about in their journal. They will describe why they think this purpose was essential on the Lewis and Clark expedition.

### ***Lewis Letter to Clark***

[lewisinvitetoclark1.JPG](#)

Teacher will read this page in its entirety, as it establishes the relationship between Lewis and Clark and outlines the support that Lewis has for the expedition from the U.S. Government.

[lewisinvitetoclark2.JPG](#)

Teacher will read this page in its entirety, and outlines how others for the expedition will be chosen and what the assignment is.

[lewisinvitetoclark3.JPG](#)

Teacher will read this page in its entirety as Lewis continues telling Clark the purpose of the expedition.

[lewisinvitetoclark4.JPG](#)

Teacher will read this page in its entirety. The letter concludes with Clark being offered a promotion to Captain, should he accept the invitation to take part in the expedition.