

*Discover the Corps of Discovery:
The Lewis and Clark
Expedition in Montana*



"At Lemhi" by Robert F. Morgan (detail).

User Guide

**Provided by The Montana Historical Society
Education Office
(406) 444-4789
www.montanahistoricalsociety.org**

Funded by a Grant from the E.L. Wiegand Foundation

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Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



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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 or fax this completed form to the Education Office.

| ITEM | BEFORE USE | AFTER USE | CONDITION OF ITEM | MHS USE |
|--|------------|-----------|-------------------|---------|
| Tobacco | | | | |
| Trade cloth shirt | | | | |
| Trade bead card | | | | |
| Compass | | | | |
| Flint and steel kit (Do NOT strike! It can produce sparks!) | | | | |
| Peace medal | | | | |
| Fishing hooks | | | | |
| Spontoon | | | | |
| Chapeau de Bras (campaign hat) | | | | |
| Sewing Kit— Careful small parts | | | | |
| Grizzly Bear hide | | | | |
| Bison hide | | | | |
| Moccasin—made of bison hide | | | | |
| <i>Lewis and Clark on the Lower Columbia, C.M. Russell</i> | | | | |

*Discover the Corps of Discovery:
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Inventory (continued)

| ITEM | BEFORE USE | AFTER USE | CONDITION OF ITEM | MHS USE |
|--|-------------------|------------------|--------------------------|----------------|
| <i>Lewis and Clark Meeting Indians at Ross' Hole, C.M. Russell</i> | | | | |
| <i>Indians Discovering Lewis and Clark, C.M. Russell</i> | | | | |
| <i>York, C.M. Russell</i> | | | | |
| <i>Lewis and Clark at Three Forks, Edgar Paxson</i> | | | | |
| <i>An American Legacy: The Lewis and Clark Expedition Curriculum and Resource Guide</i> | | | | |
| <i>The Dog Who Helped Explore America Book</i> | | | | |
| <i>The Truth About Sacagawea Book</i> | | | | |
| <i>Along the Trail with Lewis and Clark Book</i> | | | | |
| <i>My Name is York Book</i> | | | | |
| <i>The Journals of Lewis and Clark Book</i> | | | | |
| <i>Lewis & Clark Educator's Resource Guide: A Review of Lewis and Clark, Materials by The Water-course and Project WET</i> | | | | |
| <i>User Guide</i> | | | | |
| <i>2 padlocks</i> | | | | |
| | | | | |

Education Office, Montana Historical Society, PO Box 201201, Helena, MT 59620-1201
Fax: 406-444-2696, Phone: 406-444-9553, kwhite@state.mt.us

Inventory completed by _____

_____ Date

Discover the Corps of Discovery:
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Footlocker Contents



Above:
Chapeau de Bras, Trade
Cloth Shirt, Moccasin,
and Sewing Kit



Right:
Bison Hide, Spontoon,
and Flint and Steel Fire
Starting Kit

(continued)

**Discover the Corps of Discovery:
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Footlocker Contents (continued)**



Right:
Tobacco, Fishing Hooks,
Trade Bead Card, Peace
Medal, and Compass

Below:
An American Legacy,
Books and Prints



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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 section one 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. Section three 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 envelope 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). Send the inventory form back to:

Education Office, Montana Historical Society,
Box 201201, Helena, MT 59620-1201 or
fax at (406) 444-2696.

Who do I send the footlocker to?

At the beginning of the month you received a confirmation form from the Education Office. On that form you will find information about to whom to send the footlocker, with a mailing label to affix to the top of the footlocker. Please insure the footlocker for \$1000 with UPS (we recommend UPS, as they are easier and more reliable than the US Postal Service) when you mail it. This makes certain that if the footlocker is lost on its way to the next school, UPS will pay for it and not your school.

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** (406-444-4789), in addition to sending us the completed (before and after use) inventory form. 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 us and let us know so that we can have you send us the item for repair. 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.

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Footlocker Evaluation Form

Evaluator's Name

Footlocker Name

School Name

Phone

Address

City

Zip Code

1. How did you use the material? (choose all that apply)

- School-wide exhibit Classroom exhibit "Hands-on" classroom discussion
 Supplement to curriculum Other _____

2. How would you describe the audience/viewer? (choose all that apply)

- Pre-school students Grade school—Grade ____ High school—Grade ____
 College students Seniors Mixed groups Special interest
 Other _____

2a. How many people viewed/used the footlocker? _____

3. Which of the footlocker materials were most engaging?

- Artifacts Documents Photographs Lessons Video
 Audio Cassette Books Slides Other _____

4. Which of the User Guide materials were most useful?

- Narratives Lessons Resource Materials Biographies/Vocabulary
 Other _____

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?

(continued)

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana
Footlocker Evaluation Form (continued)

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

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

9. What were the least useful aspects of the footlocker/User Guide?

10. Other comments.

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Montana Historical Society Educational Resources Footlockers, Slides, and Videos

Footlockers

Stones and Bones: Prehistoric Tools from Montana's Past— Explores Montana's prehistory and archaeology through a study of reproduction stone and bone tools. Contains casts and reproductions from the Anzick collection.

Daily Life on the Plains: 1820-1900— Developed by Montana Fish, Wildlife, and Parks, this footlocker includes items used by American Indians, such as a painted deerskin robe, parfleche, war regalia case, shield, Indian games, and many creative and educational curriculum materials.

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana— Investigates the Corps' journey through Montana and their encounters with American Indians. Includes a Grizzly hide, trade goods, books, and more!

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.

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

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 20th century in hope of make a living through dry-land farming.

Prehistoric Life in Montana— Explores Montana prehistory and archaeology through a study of the Pictograph Cave prehistoric site.

Gold, Silver, and Coal—Oh My!: Mining Montana's Wealth— Lets students consider what drew so many people to Montana in the 19th century and how the mining industry developed and declined.

Coming to Montana: Immigrants from Around the World— Montana, not unlike the rest of America, is a land of immigrants, people who came from all over the world in search of their fortunes and a better way of life. This footlocker showcases the culture, countries, traditions, and foodways of these immigrants through reproduction artifacts, clothing, toys, and activities.

(continued)

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana
Educational Resources Footlockers, Slides, and Videos (continued)

Montana Indians: 1860-1920— Continues the story of Montana’s First People during the time when miners, ranchers, and the military came West and conflicted with the Indians’ traditional ways of life.

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

The Cowboy Artist: A View of Montana History— Over 40 Charles M. Russell prints, a slide show, cowboy songs, and hands-on artifacts are used as a window into Montana history. Lessons discuss Russell’s art and how he interpreted aspects of Montana history, including the Lewis and Clark expedition, cowboy and western life, and Montana’s Indians. Students will learn art appreciation skills and learn how to interpret paintings, in addition to creating their own masterpieces on Montana history topics.

The Treasure Chest: A Look at the Montana State Symbols—The Grizzly Bear, Cutthroat Trout, Bitterroot, and all of the other state’s symbols are an important connection to Montana’s history. This footlocker will provide students the opportunity to explore hands-on educational activities to gain a greater appreciation of our state’s symbols and their meanings.

Lifeways of Montana’s First People—Contains reproduction artifacts and contemporary American Indian objects, as well as lessons that focus on the lifeways of the five tribes (Salish, Blackfeet, Nez Perce, Shoshone, and Crow) who utilized the land we now know as Montana in the years around 1800. Lessons will focus on aspects of the tribes’ lifeways prior to the Corps of Discovery’s expedition, and an encounter with the Corps.

East Meets West: The Chinese Experience in Montana— The Chinese were one of the largest groups of immigrants that flocked in to Montana during the 1800s in search of gold, however only a few remain today. Lessons explore who came to Montana and why, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

Architecture: It’s All Around You— In every town and city, Montana is rich in historic architecture. This footlocker explores the different architectural styles and elements of buildings, including barns, grain elevators, railroad stations, houses, and stores, plus ways in which we can keep those buildings around for future generations.

Tools of the Trade: Montana Industry and Technology— Explores the evolution of tools and technology in Montana from the 1600’s to the present. Includes reproduction artifacts that represent tools from various trades, including: the timber and mining industries, fur trapping, railroad, ranching and farming, and the tourism industry.

(continued)

SLIDES

Children in Montana— presents life in Montana during the late 1800s and early 1900s through images of children and their written reminiscences.

Fight for Statehood and Montana’s Capital— outlines how Montana struggled to become a state and to select its capital city.

Frontier Towns— illustrates the development, character, and design of early Montana communities.

Jeannette Rankin: Woman of Peace— presents the life and political influence of the first woman elected to Congress.

Native Americans Lose Their Lands— examines the painful transition for native peoples to reservations.

Power Politics in Montana— covers the period of 1889 to the First World War when Montana politics were influenced most by the copper industry.

The Depression in Montana— examines the impact of the Depression and the federal response to the Depression in Montana.

The Energy Industry— discusses the history and future of the energy industry in Montana.

Transportation— describes how people traveled in each era of Montana’s development and why transportation has so influenced our history.

(continued)

VIDEOS

Capitol Restoration Video— shows the history, art, and architecture of Montana's State Capitol prior to the 1999 restoration. Created by students at Capital High School in Helena.

“I’ll ride that horse!” Montana Women Bronc Riders— Montana is the home of a rich tradition of women bronc riders who learned to rope, break, and ride wild horses. Their skill and daring as horsewomen easily led to riding broncs on rodeo circuits around the world. Listen to some of the fascinating women tell their inspiring stories.

Montana: 1492— Montana's Native Americans describe the lifeways of their early ancestors.

People of the Hearth— features the role of the hearth in the lives of southwestern Montana's Paleoindians.

Russell and His Work— depicts the life and art of Montana’s cowboy artist, Charles M. Russell.

The Sheepeaters: Keepers of the Past— When the first white men visited Yellowstone in the early nineteenth century, a group of reclusive Shoshone-speaking Indians known as the Sheepeaters inhabited the Plateau. They had neither guns nor horses and lived a stone-age lifestyle, hunting Rocky Mountain Bighorn sheep for food and clothing. Modern archaeology and anthropology along with firsthand accounts of trappers and explorers help to tell the story of the Sheepeaters.

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana



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 that will help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, i.e. 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

(continued)

**Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana
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 of 1863. It mentions secrecy, so obviously this document was only meant to be read by the signers.

Further investigation tell us that this is the original Vigilante Oath signed by the Virginia City Vigilantes in 1863. The two things this document tell us about life in Montana in the 1860s are: 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. Information that can be gathered from observing the map includes: 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. The three things that are important about this map are: 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.



LIBRARY OF CONGRESS

Discover the Corps of Discovery:
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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?

- | | | | |
|----------------------------------|----------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Wood | <input type="checkbox"/> Glass | <input type="checkbox"/> Cotton |
| <input type="checkbox"/> Pottery | <input type="checkbox"/> Stone | <input type="checkbox"/> Paper | <input type="checkbox"/> Plastic |
| <input type="checkbox"/> Metal | <input type="checkbox"/> Leather | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Other _____ |

2. Describe how it looks and feels:

Shape _____ Weight _____
Color _____ Moveable 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

(continued)

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana
How to Look at an Artifact (continued)

3. Uses of the Artifacts.

- 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 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?

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How to Look at a Photograph

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

Photograph: an image recorded by a camera and 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?**

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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:

- | | | | |
|------------------------------------|-----------------------------------|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Journal | <input type="checkbox"/> Press Release | <input type="checkbox"/> Diary |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Census Record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Other _____ | |

2. Which of the following is on the document:

- | | | |
|--------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Letterhead | <input type="checkbox"/> Typed Letters | <input type="checkbox"/> Stamps |
| <input type="checkbox"/> Handwriting | <input type="checkbox"/> Seal | <input type="checkbox"/> 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 left unanswered by the document:

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



How to Look at a Map

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

Map: A representation of a region of 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.**

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana



Historical Narrative for Fourth Graders

How It All Began

On February 28, 1803, the United States Congress voted to give money to President Thomas Jefferson so that he might form a “Corps of Discovery” to explore the newly acquired land of the Louisiana Purchase. Twenty-five hundred dollars was given to Jefferson to pay for the expedition, whose mission was to explore the uncharted West and find an all-water route to the Pacific Ocean. Captains Meriwether Lewis and William Clark led the group. Over the next four years, the Corps of Discovery traveled thousands of miles, experiencing lands, rivers and people that no Americans ever had before.

Lewis and his Newfoundland dog, Seaman, Clark and York, a slave he had owned since childhood, established Camp Wood (also called Camp Dubois) on the east bank of the Mississippi, upstream from St. Louis. There they recruited men and trained them for the trip.

North to Fort Mandan

Nearly four-dozen men were on board the keelboat for the journey up the river to the Mandan-Hidatsa villages. Proceeding up the Missouri River involved sailing, rowing, using setting poles, and sometimes wading along



*Lewis and Clark at Three Forks,
by Edgar S. Paxson.*

the bank to pull the boats with ropes. Fourteen miles was a good day’s progress. Along the way they met many Indian tribes, including: the Oto, Missouri, and Yankton and Teton Sioux. Near what is now Sioux City, Iowa, Sergeant Charles Floyd died from a ruptured appendix.

With the Mandan

Some 4,500 people lived in the earth-lodges of the Mandan-Hidatsa villages—more than lived in St. Louis or even Washington, D.C. at the time. The captains decided to build Fort Mandan across the river from the main village. They hired Toussaint Charbonneau, a French Canadian fur trader living among the Hidatsas, as an interpreter. The Hidatsas had captured his young Shoshone wife, Sacagawea, several years earlier. The captains believed the two would be helpful when the expedition reached the mountains.

At the end of the winter, Lewis and Clark dispatched the big keelboat and roughly a dozen men back downriver, along with maps, reports, Indian artifacts, and boxes of scientific specimens for Jefferson (Indian corn, animal skins and skeletons, mineral samples, and five live animals including a prairie dog).

Westward to the Pacific

The same day, the “permanent party” headed west, traveling in the two pirogues and six smaller dugout canoes. The expedition now totaled 33, including Charbonneau, Sacagawea, and her baby boy. Proceeding into what is now Montana, they were astounded by the wildlife: herds of buffalo numbering up to 10,000 and other game. The men each ate nine pounds of buffalo meat a day. The Corps of Discovery entered what is now called the White Cliffs of the Missouri. The expedition came to a stop at a fork in the river. All the men believed the

(continued)

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Historical Narrative for Fourth Graders (continued)

northern fork was the true Missouri; Lewis and Clark thought it was the south fork. After several days of scouting, the captains were still convinced they were right and named the other fork the Marias (after a cousin of Lewis in Virginia). Based on information gleaned from the Hidatsas, they knew that if they found a big waterfall, they were on the right track.

Scouting ahead of the rest of the expedition Lewis came to the Great Falls of the Missouri. They had to portage eighteen and a half miles to get around them all. They made crude carts from cottonwoods, cached some of their cargo, and began hauling the canoes and remaining supplies over the broken terrain. Broiling heat, hail storms, prickly pear cactus, and other obstacles marked the difficult portage, which instead of the half day the captains had planned the previous winter, took nearly a month.

When the expedition reached the Three Forks of the Missouri, Sacagawea recognized a landmark – Beaverhead Rock, north of present-day Dillon, Montana – and said they were nearing the river’s headwaters and the home of her people, the Shoshones. From the Shoshone, the Corps acquired 29 horses, one mule, and a Shoshone guide called Old Toby. They headed north, over a mountain pass and into the valley of a beautiful river, now called the Bitterroot.

In the Bitterroot Mountains, they ran short of provisions and butchered a horse for food; snow began to fall; and worst of all, John Ordway wrote on September 18th, “the mountains continue as far as our eyes could extend. They extend much further than we expected.” Having made it through the mountains, they built five canoes and raced down the Clearwater River, then the Snake River, until they reached the Columbia. When they got to the Pacific Ocean they built

Fort Clatsop, named after the native Clatsop Indians.

Returning Home

The Corps left Fort Clatsop in early 1806, and the expedition arrived back at the Nez Percé Indian camp but had to wait for the snow to melt on the Bitterroots before trying to cross them. After re-crossing the Bitterroots, the expedition split into smaller units, in order to explore more of the Louisiana Territory. Clark took a group down the Yellowstone River and Lewis headed across the shortcut to the Great Falls and then explored the northernmost reaches of the Marias River.

On the Yellowstone, Clark’s group re-entered the Great Plains, built two dugouts, was stopped on the river by a huge buffalo herd, and came to a sandstone outcropping east of present-day Billings, Montana. He named it Pompey’s Tower (Pillar), in honor of Sacagawea’s son, nicknamed Little Pomp. And on the rock face, Clark carved his name and the date – the only physical evidence the Corps of Discovery left on the landscape that survives to this day. Over a series of nights, the Crow Indians stole all of Clark’s horses, although the expedition never saw them.

Meanwhile on the Marias, Lewis saw eight Blackfeet warriors. They camped together warily, but in the morning the explorers caught the Blackfeet trying to steal their horses and guns. In the fight that followed, two Blackfeet were killed – the only act of bloodshed during the entire expedition. The explorers galloped away, riding for 24 straight hours back to the river and headed off toward the rendezvous with Clark.

Once reunited, the Corps sped down the Missouri River, sometimes covering 70 miles a day, and reached St. Louis on September 23, 1806.

Discover the Corps of Discovery: **The Lewis and Clark Expedition in Montana**



Historical Narrative for Instructors

On February 28, 1803, the United States Congress voted to give money to President Thomas Jefferson so that he might form a “Corps of Discovery” to explore the newly acquired land of the Louisiana Purchase. Twenty-five hundred dollars was appropriated to fund the expedition, whose mission was to explore the uncharted West and find an all-water route to the Pacific Ocean. Captains Meriwether Lewis and William Clark led the group. Over the next four years, the Corps of Discovery traveled thousands of miles, experiencing lands, rivers and people that no Americans ever had before.

Lewis oversaw the construction of a big keelboat in Pittsburgh, and took it down the Ohio River, picking up Clark and some recruits along the way. With Lewis was a Newfoundland dog, Seaman, he had purchased for 20 dollars. Clark brought along York, a slave he had owned since childhood. The expedition established Camp Wood (also called Camp Dubois) on the east bank of the Mississippi, upstream from St. Louis, and more men were recruited and trained.

The expedition set off from Camp Wood “under a jentle brease,” Clark wrote. Nearly four-dozen men were on board for the journey up the river to the Mandan-Hidatsa villages. Members hailed from every corner of the young nation. They traveled in the big keelboat and two smaller boats called pirogues. Proceeding up the Missouri River involved sailing, rowing, using setting poles, and sometimes wading along the bank to pull the boats with ropes. Fourteen miles was a good day’s progress.

Along the way they met many Indian tribes, including: the Oto, Missouri, and Yankton and Teton Sioux. Near what is now Sioux City, Iowa, Sergeant Charles Floyd died from a ruptured appendix.

Some 4,500 people lived in the earth-lodges of the Mandan-Hidatsa villages—more than lived in St. Louis or even Washington, D.C. at the time. The captains decided to build Fort Mandan across the river from the main village. They hired Toussaint Charbonneau, a French Canadian fur trader living among the Hidatsas, as an interpreter. The Hidatsas had captured his young Shoshone wife, Sacagawea, several years earlier. The captains believed the two would be helpful when the expedition reached the mountains. Clark noted a temperature of 45 degrees below zero – “colder,” John Ordway adds, “then I ever knew it be in the States.” Sacagawea gave birth to a baby boy, Jean Baptiste, who accompanied them on the trip.

Lewis and Clark dispatched the big keelboat and roughly a dozen men back downriver, along with maps, reports, Indian artifacts, and boxes of scientific specimens for Jefferson (Indian corn, animal skins and skeletons, mineral samples, and five live animals including a prairie dog).

The same day, the “permanent party” headed west, traveling in the two pirogues and six smaller dugout canoes. The expedition now totaled 33, including Charbonneau, Sacagawea, and her baby boy. “We were now about to penetrate a country at least two thousand miles in width, on which the foot of civilized man had never trodden,” Lewis wrote, adding, “I could but esteem this moment of my departure as among the most happy of my life.”

Proceeding into what is now Montana, they were astounded by the wildlife: herds of buffalo numbering up to 10,000 and other game. The men each ate nine pounds of buffalo meat a day. The Corps of Discovery entered what is now called the White Cliffs of the Missouri – remarkable sandstone formations that the men compared to the

(continued)

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana
Historical Narrative for Instructors (continued)

ruins of an ancient city. The expedition came to a stop at a fork in the river. All the men believed the north fork was the true Missouri; Lewis and Clark thought it was the south fork. After several days of scouting, the captains were still convinced they were right and named the other fork the Marias (after a cousin of Lewis in Virginia). Based on information gleaned from the Hidatsas, they knew that if they found a big waterfall, they were on the right track.

Scouting ahead of the rest of the expedition Lewis came to the Great Falls of the Missouri, proof the captains had been correct. They would have to portage eighteen and a half miles to get around them all. They made crude carts from cottonwoods, cached some of their cargo, and began hauling the canoes and remaining supplies over the broken terrain. Broiling heat, hail storms, prickly pear cactus, and other obstacles marked the difficult portage, which instead of the half day the captains had planned the previous winter, took nearly a month.

When the expedition reached the Three Forks of the Missouri, Sacagawea recognized a landmark – Beaverhead Rock, north of present-day Dillon, Montana – and said they were nearing the river’s headwaters and the home of her people, the Shoshones. From the Shoshone the Corps acquired 29 horses, one mule, and a Shoshone guide called Old Toby. They headed north, over a mountain pass and into the valley of a beautiful river, now called the Bitterroot.

In the Bitterroot Mountains, they ran short of provisions and butchered a horse for food; snow began to fall; worst of all, John Ordway wrote on September 18th, “the mountains continue as far as our eyes could extend. They extend much further than we expected.” Having made it through the mountains, they built five canoes and raced down the Clearwater and Snake rivers, until they reach the Columbia. When they got to the Pacific

Ocean they built Fort Clatsop, named after the native Clatsop Indians.

The Corps left Fort Clatsop in early 1806, and the expedition arrived back at the Nez Percé Indian camp but had to wait for the snow to melt on the Bitterroots before trying to cross them. After re-crossing the Bitterroots, the expedition split into smaller units, in order to explore more of the Louisiana Territory. Clark took a group down the Yellowstone River and Lewis headed across the shortcut to the Great Falls and then explored the northernmost reaches of the Marias River (and therefore the Louisiana Territory).

On the Yellowstone, Clark’s group re-entered the Great Plains, built two dugouts, was stopped on the river by a huge buffalo herd, and came to a sandstone outcropping east of present-day Billings, Montana. He named it Pompey’s Tower, in honor of Sacagawea’s son, nicknamed Little Pomp. And on the rock face, Clark inscribed his name and the date – the only physical evidence the Corps of Discovery left on the landscape that survives to this day. Over a series of nights, the Crow Indians stole all of Clark’s horses, although the expedition never saw them.

Meanwhile on the Marias, Lewis saw eight Blackfeet warriors. They camped together warily, but in the morning the explorers caught the Blackfeet trying to steal their horses and guns. In the fight that followed, two Blackfeet were killed – the only act of bloodshed during the entire expedition. Lewis left a peace medal around the neck of one of the corpses “that they might be informed who we were.” The explorers galloped away, riding for 24 straight hours, met the group with the canoes on the Missouri, and paddled off toward the rendezvous with Clark.

Once reunited, the Corps sped down the Missouri River, sometimes covering 70 miles a day, and reached St. Louis on September 23, 1806.

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



Outline for Classroom Presentation

I. How it all began

- A. Congress appropriates money to explore the newly acquired land of the Louisiana Purchase.
- B. Captains Meriwether Lewis and William Clark leaders
- C. The expedition establishes Camp Wood, men recruited and trained.
- D. Nearly four-dozen men head to the Mandan-Hidatsa villages, and meet many Indian tribes, including: the Oto, Missouri, and Yankton and Teton Sioux.
- E. Sergeant Charles Floyd dies from a ruptured appendix.

II. With the Mandan

- A. Some 4,500 people live in the earth-lodges of the Mandan-Hidatsa villages
- B. Corps builds fort and winters there
- C. Hire Toussaint Charbonneau, as an interpreter. Shoshone wife, Sacagawea, and son Jean Baptiste/Pomp accompany.
- D. Captains dispatch keelboat and a dozen men back downriver, along with maps, reports, Indian artifacts, and boxes of scientific specimens for Jefferson.
- E. The “permanent party” heads west, traveling in the two pirogues and six smaller dugout canoes.

III. In Montana

- A. Lots of wild animals
 - 1. Herds of buffalo numbering up to 10,000
- B. Men each ate 9 pounds of buffalo meat a day
- C. At fork in river, Lewis judges south fork to be the Missouri
 - 1. North fork is Marias River
- D. Great Falls
 - 1. Portage eighteen and a half miles to get around falls
 - 2. Make crude carts from cottonwoods, cache some of their cargo, and begin hauling the canoes and remaining supplies over the broken terrain
 - 3. Broiling heat, hail storms, prickly pear cactus, and other obstacles mark the difficult portage
 - 4. Instead of the half day the captains had planned the previous winter, takes nearly a month.
- E. Three Forks of the Missouri
 - 1. Sacagawea recognizes a landmark – Beaverhead Rock
 - 2. From the Shoshone the Corps acquires 29 horses, one mule, and a Shoshone guide called Old Toby.

(continued)

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana
Outline for Classroom Presentation (continued)

- F. Head north, over a mountain pass and into the Bitterroot valley
 - 1. Run short of provisions and butcher a horse for food
 - 2. Snows begin to fall

IV. West of the Rockies

- A. Build five canoes and race down the Clearwater and Snake rivers, until they reach the Columbia.
- B. At Pacific Ocean they build Fort Clatsop

V. Going Home

- A. Leave Fort Clatsop in early 1806
- B. Arrive back at the Nez Percé camp to wait for the snows to melt
- C. The expedition splits into smaller units, to explore more land
 - 1. Clark takes a group down the Yellowstone River
 - a. Names Pompey's Tower (Pillar)
 - b. Horses stolen
 - 2. Lewis heads across the shortcut to the Great Falls and then explores the northernmost reaches of the Marias River
 - a. In skirmish with Blackfeet, two Indians are killed
 - b. Rejoins Clark's group at confluence of Yellowstone/Missouri.
- D. Corps speeds down river, sometimes covering 70 miles a day, and reaches St. Louis on September 23, 1806.

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



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 America in 1829 and followed in my father's footsteps as a mountain man,



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

MICHAEL HAYNES

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 Rey Mission. I left my job there, because I did not like the way other people were treating the Indians badly. I was at the famous 1848 gold strike at Sutter's Mill. I traveled to Oregon during the winter of 1866, at the age of 61. 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.

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



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.

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, 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!



Seaman, a Newfoundland.

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



Vocabulary List

Buckskin – tanned skin of a deer

Bullboat – a small round boat made of buffalo hide stretched over willow branches

Cache – hidden or stored provisions

Corps – in the military, a unit between a division and an army. In the case of the Corps of Discovery, it refers to a number of people working together to reach a common goal

Dugout – a canoe made of a hollowed-out log

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

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

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

Rawhide – untanned animal skin

Spontoon – a long staff with a metal tip, used as a spear

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



Lessons

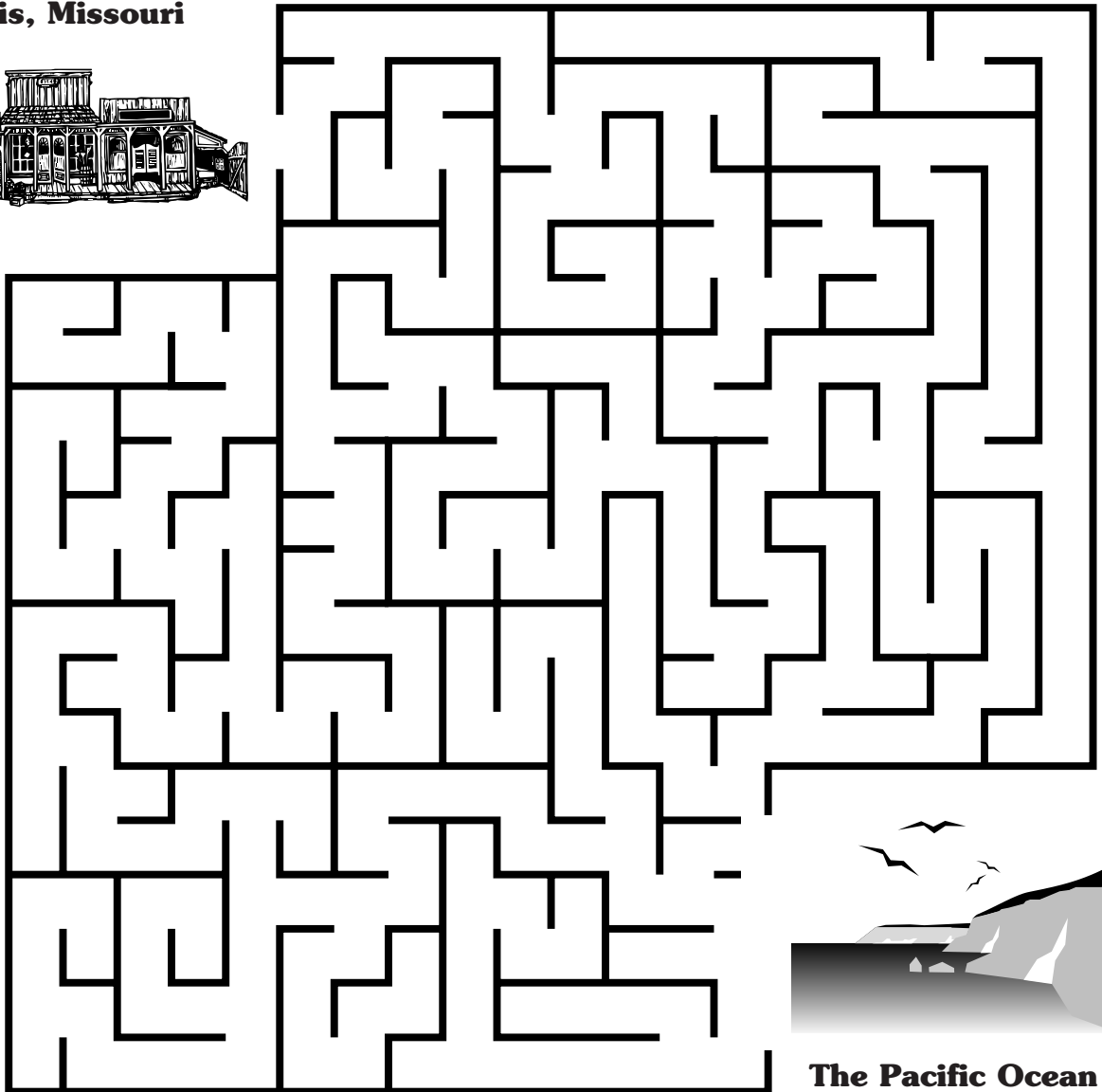
For lessons on the Lewis and Clark Expedition in Montana, please see the curriculum notebook, “An American Legacy,” prepared by the Lewis and Clark Trail Heritage Foundation. We have included this curriculum because we believe that it contains excellent lessons. We encourage you to look through it and teach some of the lessons to your class.

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



Help the Corps get to the Pacific

St. Louis, Missouri



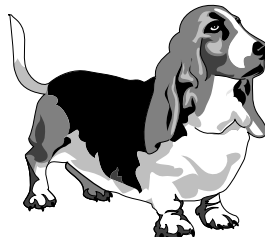
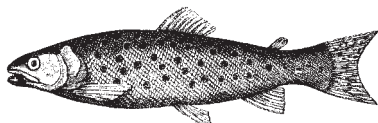
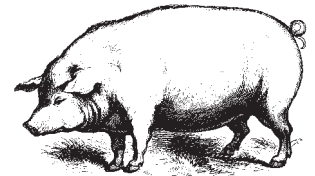
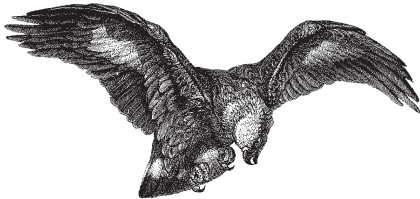
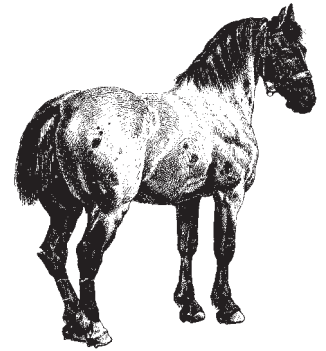
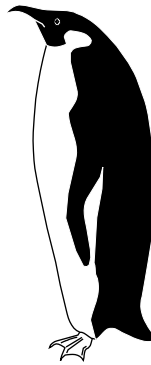
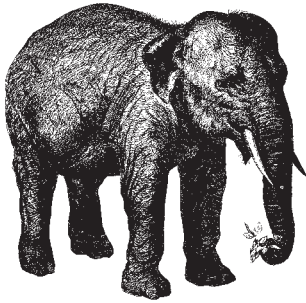
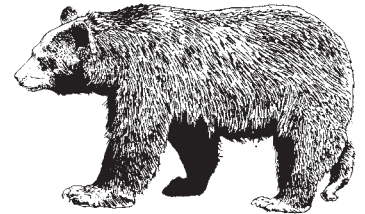
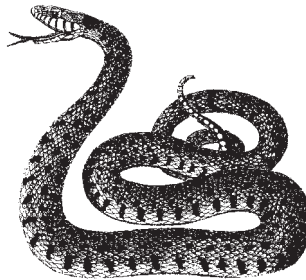
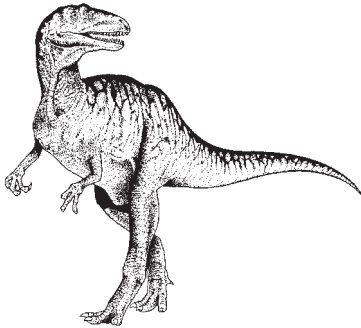
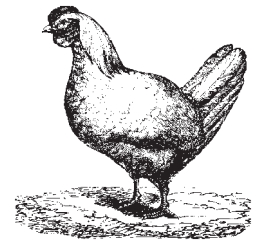
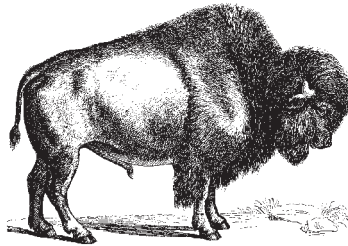
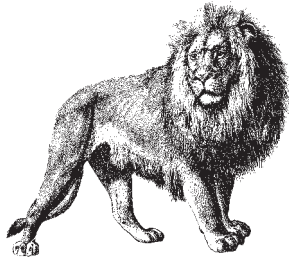
The Pacific Ocean

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



Which Animals Did Lewis and Clark Find?

Circle the animals that the Corps of Discovery encountered during their journey.



Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



Corps of Discovery Word Search

BITTERROOT

BUCKSKIN

BULLBOAT

CACHE

CLARK

CORPS

DUGOUT

KEELBOAT

LEWIS

MISSOURI

MOUNTAINS

PIROGUE

POMP

PORTAGE

RAWHIDE

SACAGAWEA

SPONTOON

YORK

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Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



What supplies did the Corps of Discovery not bring with them?

Review the list below and cross off the supplies that you think the Corps did not bring with them.

MATHEMATICAL INSTRUMENTS

Hand compass
Calculator
Telescope
Thermometers
Laptop computer

CAMP SUPPLIES:

150 yards of cloth to be oiled and sewn into tents and sheets
Pliers
Matches
Handsaws
Electric saw
Four-dozen cans of Coke
Two-dozen tablespoons
12 pounds of soap
20 bottles of shampoo
Writing paper, ink, and crayons

PRESENTS FOR INDIANS:

12-dozen pocket mirrors
144 small scissors
Silk ribbons
50 chairs
Cameras
288 knives
33 pounds of tiny beads of assorted colors
Candy

CLOTHING:

45 flannel shirts
Fleece vests
Nike running shoes
Woolen pants
Blankets
T-shirts

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



What supplies did the Corps of Discovery not bring with them? — Answer Sheet

Review the list below and cross off the supplies that you think the Corps did not bring with them.

MATHEMATICAL INSTRUMENTS

Hand compass

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~~Electric saw~~

~~Four dozen cans of Coke~~

Two-dozen tablespoons

12 pounds of soap

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Writing paper, ink, and crayons

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12-dozen pocket mirrors

144 small scissors

Silk ribbons

~~50 chairs~~

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288 knives

33 pounds of tiny beads of assorted colors

~~Candy~~

CLOTHING:

45 flannel shirts

~~Fleece vests~~

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Woolen pants

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~~T-shirts~~

Discover the Corps of Discovery:
The Lewis and Clark Expedition in Montana



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Discover the Corps of Discovery:
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