



WESTWARD HO!

THE AMERICAN WEST AND WESTWARD EXPANSION

II

BOOTH WESTERN ART MUSEUM EDUCATION DEPARTMENT
DECEMBER 2017

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Go West!

This educator resource packet includes resources and suggested activities on The Louisiana Purchase, Thomas Jefferson, and Lewis and Clark to further extend the *Westward Ho!* fieldtrip experience into the classroom. The field trip program and resource packet support the following Georgia Standards of Excellence standard in social studies:

SS4H3: Explain westward expansion in America

- b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

Lesson 1 - The Louisiana Purchase

The purpose of this lesson is to introduce the idea of the Louisiana Purchase and provide primary documents, photographs, objects and activities to explain this event in history.

Items: primary document and transcript, map activity and Thomas Jefferson information.

In 1803 the United States purchased a large area of land from the French. It was called the Louisiana Purchase and it doubled the size of the country.

Primary Document

Show students the reproduction of the Louisiana Purchase document. (Page 3)
Give out the transcription of the opening of the treaty and the Louisiana Treaty Analysis worksheet.

(Original)

Treaty

Between the United States of America and the French Republic

The President of the United States of America and the First Consul of the French Republic in the name of the French People desiring to remove all source of misunderstanding relative to objects of discussion mentioned in the second and fifth articles of the Convention of the ^{17th September 1793} ~~1793~~ relative to the rights claimed by the United States in virtue of the Treaty concluded at Madrid the 27 of October 1763 between His Catholic Majesty & the said United States, & willing to strengthen the union and friendship which at the time of the said Convention was happily established between the two nations have respectively named their Plenipotentiaries to wit The President of the United States by and with the advice and consent of the Senate of the said State, Robert R. Livingston Minister Plenipotentiary of the United States and James Monroe Minister Plenipotentiary and Envoy extraordinary of the said State near the Government of the French Republic; And the First Consul in the name of the French people, Citizen Francois Barbé, Barbé Minister of the public treasury who after having separately exchanged their full powers have agreed to the following articles

Visual Thinking Strategy (VTS)

This document is about an important moment in history. Spend some time looking at it and reading it. What's this document about? What do you see that makes you say that? What more can we find?

Look at the transcript of the document and fill in the worksheet.



GO WEST!

Transcript of Treaty between the United States of America and the French Republic

The President of the United States of America and the First Consul of the French Republic in the name of the French People desiring to remove all Source of misunderstanding relative to objects of discussion mentioned in the Second and fifth articles of the Convention of the 8th Vendémiaire an 9 (30 September 1800) relative to rights claimed by the United States in virtue of the Treaty concluded at Madrid the 27 of October 1795, between His Catholic Majesty & the Said United States, & willing to Strengthen the union and friendship which at the time of the Said Convention was happily reestablished between the two nations have respectively named their Plenipotentiaries to wit The President of the United States, by and with the advice and consent of the Senate of the Said States; Robert R. Livingston Minister Plenipotentiary of the United States and James Monroe Minister Plenipotentiary and Envoy extraordinary of the Said States near the Government of the French Republic; And the First Consul in the name of the French people, Citizen Francis Barbé Marbois Minister of the public treasury who after having respectively exchanged their full powers have agreed to the following Articles.





GO WEST!

Louisiana Treaty Analysis Worksheet

Directions: Refer to the partial transcript of the Louisiana Purchase Treaty (1803) to complete the following analysis worksheet.

following analysis worksheet.

1. Type of document _____

2. Unique physical qualities of the document

_____ interesting letterhead

_____ notations

_____ handwritten

_____ signatures

_____ seals

_____ other

3. Date treaty concluded at Madrid _____

4. Countries involved in the treaty _____

5. Leaders and/or Titles of those who appointed the Plenipotentiaries
(diplomatic agents fully authorized to represent their governments)



Q. Why did the United States want more land?

The United States had been growing rapidly. In search of new land to plant crops and raise livestock, people had been expanding west past the Appalachian Mountains, and into Northwest Territory. As these lands became crowded, people needed more land and the obvious place to expand was to the west.

Q. Who was President of the United States at the time?

The purchase of the territory of Louisiana took place during the presidency of Thomas Jefferson. At the time, the purchase faced domestic opposition because it was thought to be unconstitutional. Although he agreed that the U.S. Constitution did not contain provisions for acquiring territory, Jefferson decided to go ahead with the purchase anyway in order to remove France's presence in the region and to protect both U.S. trade access to the port of New Orleans and free passage on the Mississippi River. The purchase was almost cancelled by Congress and only passed by a vote of 59-57.

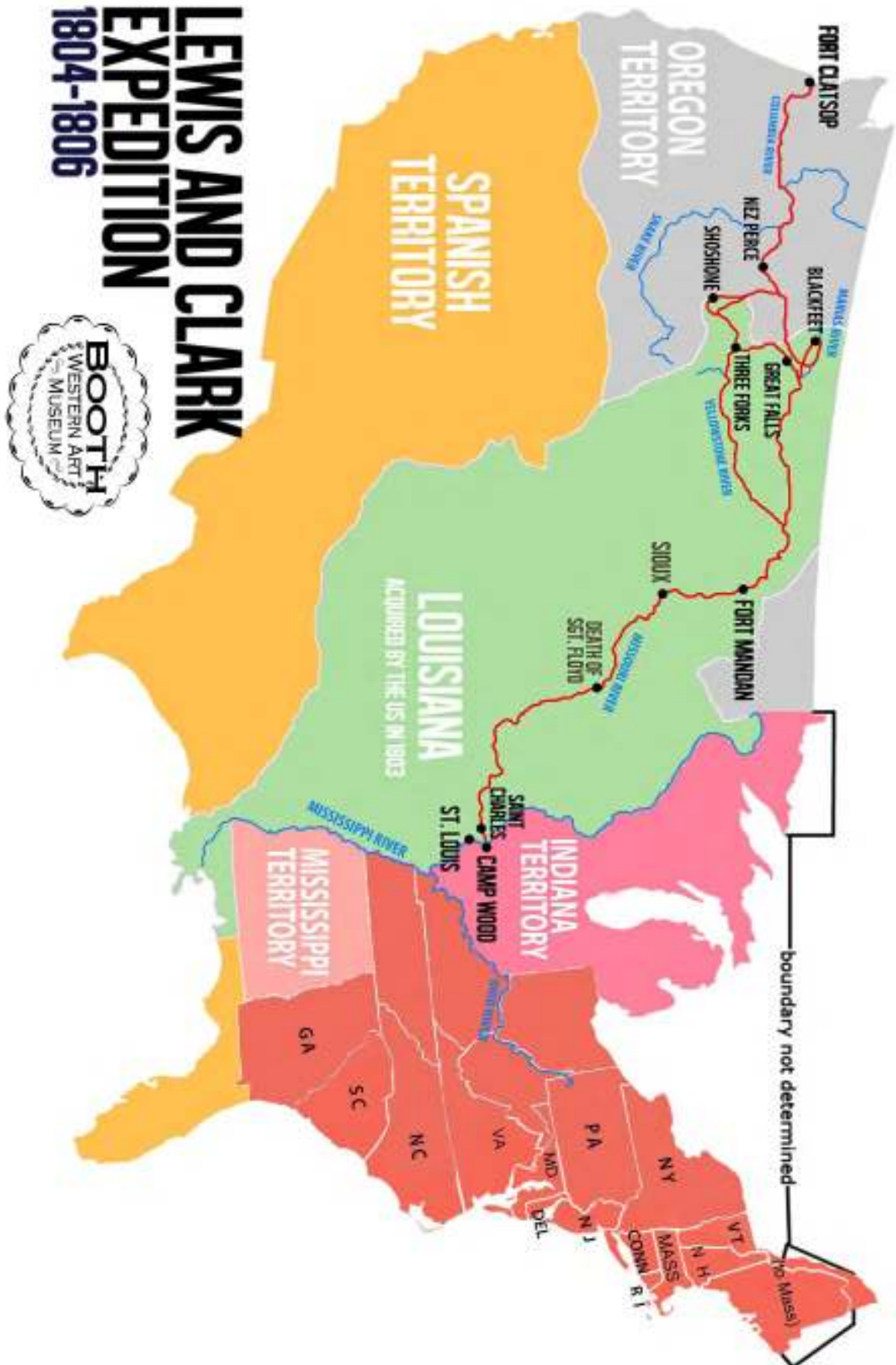
Q. How much did it cost and how much land was purchased?

Thomas Jefferson wanted to buy the settlement of New Orleans from the French. It was a major seaport that was fed from the Mississippi River, making it important to many American businesses. He sent Robert Livingston, the U.S. Minister to France, to try and buy the land from French Emperor Napoleon Bonaparte.

At first Napoleon refused to sell. He had hopes of creating a massive empire that included the Americas. However, soon Napoleon began to have troubles in Europe and he needed money desperately. James Monroe traveled to France to work with Robert Livingston. In 1803, Napoleon offered to sell the entire Louisiana Territory to the United States for \$15 million.

Q. How big was it?

The Louisiana Purchase was huge. It totaled 828,000 square miles and all or part of what would later become 15 different states. It doubled the size of the United States and made it a major world nation.



Map Activity

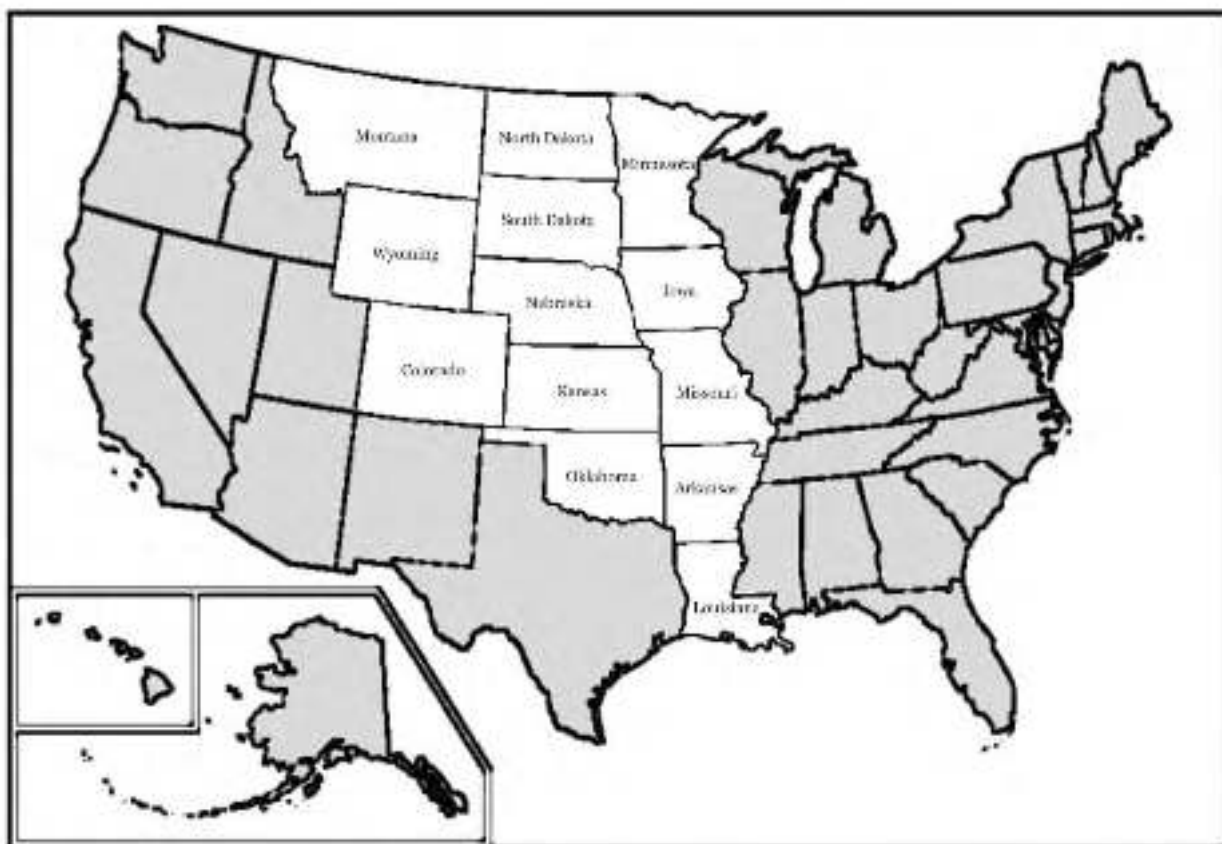
Give out map activity sheets so students can color in the areas to see the size of the Louisiana Purchase.

The Louisiana territory encompassed all or part of 15 present U.S. States and two Canadian provinces. The land purchased contained all of present-day Arkansas, Missouri, Iowa, Oklahoma, Kansas, and Nebraska; parts of Minnesota that were west of the Mississippi River; most of North Dakota; most of South Dakota, northeastern New Mexico; northern Texas, the portions of Montana, Wyoming, and Colorado, east of the Continental Divide, Louisiana west of the Mississippi River, including the city of New Orleans; and small portions of land that would eventually become part of the Canadian provinces of Alberta and Saskatchewan.



GO WEST!

Color the area representing the Louisiana Purchase



Q. In addition to France, what other country controlled the property? France controlled this vast area from 1699 until 1762, the year it gave the territory to its ally Spain. Under Napoleon Bonaparte, France took back the territory in 1800 in the hope of building an empire in North America. A slave revolt in Haiti and an impending war with Britain, however, led France to abandon these plans and sell the entire territory to the United States, which had originally intended only to seek the purchase of New Orleans and its adjacent lands.



Lesson 2 – Lewis and Clark Expedition

The purpose of this lesson is to introduce students to explorers Lewis and Clark using artwork to facilitate inquiry and increase vocabulary.

Items: artwork, A-Z activity, Index card activity, journals, VTS questions, science activity, 10 things you didn't know about Thomas Jefferson, explorer discovery box

Thomas Jefferson and the Lewis and Clark Expedition

Long before he became the third president of the United States, Thomas Jefferson had dreamed of sending explorers across North America. When Jefferson took office in 1801, most of the United States population lived within 50 miles of the Atlantic Ocean. Knowledge of the western part of the continent was limited to what had been learned from French traders and fur trappers and Spanish and British explorers. On January 18, 1803, President Jefferson sent a secret letter to

Congress asking for \$2,500 to fund an expedition to the Pacific Ocean. He hoped to establish trade with the Native American people of the West and find a water route to the Pacific. Jefferson also was fascinated by the prospect of what could be learned about the geography of the West, the lives and languages of the Native Americans, the plants and animals, the soil, the rocks, the weather, and how they differed from those in the East.

President Jefferson's choice to lead an expedition was Meriwether Lewis, his former secretary and a fellow native of Albemarle County, Virginia. Having reached the rank of captain in the U.S. Army, Lewis possessed military discipline and experience that would prove invaluable. While in the Army, Lewis had served in a rifle company commanded by William Clark. It was Clark whom Lewis chose to assist him in leading this U.S. Army expedition, commonly known today as the "Corps of Discovery." On February 28, 1803, Congress appropriated funds for the Expedition, and Jefferson's dream came closer to becoming a reality.

It was important for Lewis to gain certain scientific skills and to buy equipment that would be needed on the journey. In the spring of 1803, Lewis traveled to Philadelphia to study with the leading scientists of the day. Andrew Ellicott taught Lewis map making and surveying. Benjamin Smith Barton tutored Lewis in botany, Robert Patterson in mathematics, Caspar Wistar in anatomy and fossils, and Benjamin Rush in medicine.

While in Philadelphia Lewis purchased many of the items required for the journey. His shopping list included scientific instruments such as a chronometer and a sextant, an air rifle, arms and ammunition, medicines, ink and other materials for journal keeping, and a large array of other items, including 193 pounds of portable soup, a corn mill, mosquito netting, blankets, oiled linen for making tents, candles, tools, and reference books.

Lewis also purchased gifts for Native Americans. It was well known that in Indian cultures gift exchange was an important sign of friendship and allegiance. To prepare for this, he bought glass beads, mirrors, scissors, thimbles, needles, tobacco, knives, and peace medals. Through the exchange of gifts, and following Jefferson's instructions to treat the Indians "in the most friendly and conciliatory manner," it was hoped that knowledge of them could be acquired and trade increased.

While Lewis was back in Washington in July 1803, the United States' purchase of the Louisiana territory from France was announced. Now the journey was even more important. Lewis and his party would be exploring land that belonged to the United States. Armed with Jefferson's letter of instructions, Lewis traveled to Pittsburgh and then set out on the Ohio River. At Clarksville, in present-day Indiana, he met up with William Clark. They packed the keelboat, which Lewis had designed, and two pirogues (canoe-like boats) with supplies and headed downriver. They were accompanied by some recruited soldiers, Clark's African- American slave York, and Lewis's Newfoundland dog Seaman.

Lewis and Clark spent the winter of 1803-04 at Camp Dubois on the east bank of the Mississippi River, upstream from St. Louis. Here the captains recruited more men, increasing the ranks of the "Corps of Volunteers for Northwest Discovery" to more than 40. As spring approached, the members of the Expedition gathered food and supplies and packed them into barrels, bags, and boxes. The boats were loaded and the party made ready to depart. On May 14, 1804, the Lewis & Clark Expedition began its trip up the Missouri River.



Lewis, Clark, and other members of the Expedition began writing in their journals, a practice that continued throughout the journey. Map-making was equally important, particularly in the previously unexplored regions. As the

explorers encountered new rivers and streams, they were responsible for naming them. They named some for famous Americans, such as Jefferson and James Madison, and others for friends and members of the Expedition. The same was true for some of the new plants and animals they encountered. Many of these names are still in use today.

In late July the explorers camped north of the mouth of the Platte River, at a site they called Council Bluff. Lewis noted in his journal that the location was good for a trading post. It was here on August 3 that Lewis and Clark had their first council with Native Americans, a small group of Oto and Missouri Indians. During this time Sergeant Charles Floyd, one of the soldiers, became ill and died of a ruptured appendix on August 20. He was the only member of the Expedition to die during the journey.

As the Expedition traveled up the Missouri River during late August and into September, the landscape along the river changed drastically. The forests receded, replaced first by tall prairie grass and then the shorter grass of the high plains. Thousands of buffalo were seen grazing, and prairie dogs were first sighted. The evening temperatures became colder, with frost on the ground some mornings. Lewis and Clark planned to winter near long-established villages inhabited by large numbers of the Mandan and Hidatsa tribes, north of present-day Bismarck, North Dakota. On October 26, 1804, the Expedition arrived at the earth-lodge Indian villages, approximately 1,600 miles from Camp Dubois. A good site was found for a camp, and the men set about building Fort Mandan across the river from the Indian villages.

During the winter Lewis and Clark worked to establish good relations with the Indians, who had been dealing with English and French-Canadian traders for some time. One of these traders, Toussaint Charbonneau, was persuaded to accompany the Expedition as an interpreter when it left in the spring. His young pregnant wife, Sacagawea, who had been captured from her Lemhi Shoshone tribe years before by the Hidatsa, was to go along as well. Sacagawea thus became the only female member of the Expedition. Her baby, named Jean Baptiste, was born on February 11, 1805. Lewis and Clark realized Sacagawea would be useful as a guide as the Expedition proceeded west, and believed the presence of the woman and her child would signal that the party was a peaceful one.

During the cold winter at Fort Mandan, the members of the Expedition prepared a shipment that was to be sent back to President Jefferson. The shipment included

maps, written reports, items made by Native Americans, the skins and skeletons of previously unknown animals, soil samples, minerals, seeds, and cages containing a live prairie dog, a sharp-tailed grouse, and magpies. The large keelboat and about a dozen men were dispatched downriver on April 7. The shipment was received at the President's House in Washington four months later. Many of these items, including a painted Mandan buffalo robe, were eventually put on display in Jefferson's "Indian Hall," the entrance hall of Monticello, his home near Charlottesville, Virginia. Other objects were later displayed in Charles Willson Peale's museum in Philadelphia. The same day the shipment was sent downriver, the "permanent party" of the Expedition left Fort Mandan in the two pirogues and six dugout canoes and headed westward into uncharted territory.

Proceeding into present-day Montana, the explorers were amazed by herds of buffalo numbering more than 10,000 and by the ferocity of grizzly bears. On June 13, more than two months after leaving Fort Mandan, the Expedition reached the Great Falls of the Missouri River, one of the greatest natural obstacles it would face. The falls gave off a thunderous roar, which emanated from a 10-mile stretch of river that dropped more than 400 feet over five cascades. The members of the Expedition unloaded the supplies from the boats and undertook a difficult overland portage around the falls.

In late July, the Expedition reached the Three Forks of the Missouri River then headed southwest, up the shallow, swift stream they named the Jefferson River. Sacagawea recognized Beaverhead Rock (north of present-day Dillon, Montana) and said the party was near the home of her people, the Shoshone. Desperate to find the Indians and their horses, Lewis decided to scout ahead with three men. On August 12, Lewis ascended the final ridge to the Continental Divide on the Lemhi Pass (on the present-day border between Montana and Idaho). From the summit he expected to see plains with a large river flowing to the Pacific Ocean. But when he reached the peak and looked west, he came to the realization that there was no water route to the Pacific Ocean, only more mountains.

A few days later, Lewis came upon a Shoshone village and tried to negotiate for horses needed to cross the daunting mountains. Clark and the rest of the Expedition arrived and Sacagawea was brought in to help translate. She was reunited with her brother, Cameahwait, the Shoshone chief. The explorers set up camp near the Indian village and named it Camp Fortunate. The Shoshones provided the Expedition with some horses, a guide named Old Toby who had traveled through the mountains before, and information about mountain trails and other Indian tribes the explorers might encounter. The entire Expedition

proceeded through the Lemhi Pass and made camp along a creek. This camp was called Traveler's Rest.

Even though winter was fast approaching and snow was covering some of the peaks, Lewis and Clark decided to continue on through the Bitterroots, a range of the Rocky Mountains. Cameahwait had told them of a trail (Lolo Trail) used by the Nez Perce, a tribe that lived west of the mountains. Unfortunately, the Expedition failed to locate this trail and spent many more days in the treacherous mountains than necessary. Temperatures dropped below freezing and the trail was steep and rocky. The men were fatigued and food supplies were low, but the Expedition succeeded in making it across the mountains. Once out of the Bitterroots, the explorers made canoes using the Indian method of burning out the inside of logs.

Game was still scarce, so Lewis and Clark purchased roots, fish, and dogs from the Nez Perce.

On October 7, the Expedition put five new canoes into the Clearwater River and, for the first time since leaving St. Louis, paddled downstream. The party went down the Clearwater and Snake Rivers to the Columbia River, which the explorers knew flowed into the Pacific Ocean. By the end of October the Expedition had made its way around the falls of the Columbia and sighted Mount Hood. In November the Pacific Ocean was sighted. Clark estimated in his journal that the party had traveled 4,162 miles from the mouth of the Missouri River.

By Christmas, the men had nearly finished their winter quarters, which they called Fort Clatsop after the local Indian tribe. The explorers spent the cold, rainy, generally miserable winter updating their journals, trading with the Indians for food and other needed items, and preparing for the long return journey.

On March 23, 1806, Lewis and Clark presented Fort Clatsop to Chief Coboway (a Clatsop Indian) and the Expedition began its trek home. The party reached the Nez Perce lands in May but had to wait there until late June for the snows to melt on the Bitterroots. Once it crossed the mountains and reached Traveler's Rest, the Expedition split up. Lewis took part of the men north and Clark led a party down the Yellowstone River. On July 26, Lewis and his men became engaged in a fight with Blackfoot warriors, who were attempting to take horses and guns. Two of the warriors were killed. On August 12, the entire Expedition was reunited at the point where the Yellowstone flows into the Missouri River.

Traveling with the Missouri's current, the Expedition was able to cover up to 70

miles in a day. The explorers reached the Mandan villages on August 14, and there parted company with Charbonneau, Sacagawea, and young Jean Baptiste. The Expedition finished its journey when it reached St. Louis on September 23, 1806. President Jefferson had thought that the men would be gone for about a year, and consequently had feared for their safety. In fact, it took the Lewis and Clark Expedition two years, four months, and nine days to travel across the western part of the continent and back.

President Jefferson's instructions to Lewis were so extensive as to be almost impossible to fulfill, yet he viewed the Expedition as a tremendous success. The discoveries made by the explorers changed the vision of this young country. No water route to the Pacific was found, but accurate and detailed maps were drawn. Peaceful contact was made with Native American tribes and trade was discussed. The body of knowledge added to the scientific community proved to be truly invaluable and vast reaches of North America had been explored. Lewis and Clark's "voyage of discovery" turned out to be one of Thomas Jefferson's most enduring legacies.

Credit: www.monticello.org/LewisandClark



GO WEST!

10 things you didn't know about Thomas Jefferson

Credit: KidsPost's Tracy Grant, The Washington Post

10. He totally would have had an iPad. Jefferson loved science, technology and innovation. One of his favorite devices was a rotating bookstand that could hold five books at once. Kind of like having five windows open on your computer.

9. He was a great grandfather. He had 12 grandchildren, and many of them lived with him at the same time. He would organize races for the kids on the enormous lawn of Monticello. He also taught them how to play chess and a game called Goose, one of the first board games in the United States; it's a bit like today's game of Chutes and Ladders.

8. He loved to play. As a boy, the freckle-faced Jefferson played with his friends on the land where he would eventually build Monticello. He would explore the woods, creeks and streams.

7. He was an early archaeologist. He had the bones of a mastodon, an animal from 40 million years ago that looked a bit like an elephant, sent to him at the White House. He laid the bones out in what is now known as the East Room in an attempt to build a skeleton.

6. He loved books. And we really mean he LOVED books. How many books do you have in your house? More than 20? More than 50? More than 100? In 1814, the original Library of Congress was attacked by British troops and all the books were burned. Jefferson offered his personal library as a replacement. In 1815, the Library of Congress was restocked — with Jefferson's 6,487 books.

5. He loved to write letters. We're not talking e-mails, tweets or text messages here. Jefferson wrote about 19,000 letters during his lifetime. He also used a machine called a polygraph that made copies as he wrote.

4. He loved vanilla ice cream. He probably first tasted ice cream while traveling in France. He brought home a recipe for it, which is now in the Library of Congress.

3. He would have loved Home Depot. "Putting up and pulling down, one of my favourite amusements," Jefferson said about the building of Monticello. It took him more than 40 years to complete the house's 33 rooms on four floors. Many of the rooms are octagonal, because he loved the shape. He had doors equipped with a special handle so that he could close two doors using just one handle. He had skylights put in the ceiling because he wanted to bring the beauty of the outside in.

2. He kept pet mockingbirds. He loved their singing and often had at least four at a time. His favorite bird was named Dick.

1. What he was most proud of: Now that you know how much Jefferson loved to read and to write and how much he valued knowledge, here is what is inscribed at his grave: "Here was buried Thomas Jefferson, Author of the Declaration of Independence, of the Statute of Virginia for religious freedom and Father of the University of Virginia."

To access the full article visit:

https://www.washingtonpost.com/lifestyle/kidspost/10-things-you-didnt-know-about-thomas-jefferson/2011/04/12/AGGLIWsh_story.html?utm_term=.59314e546cfc



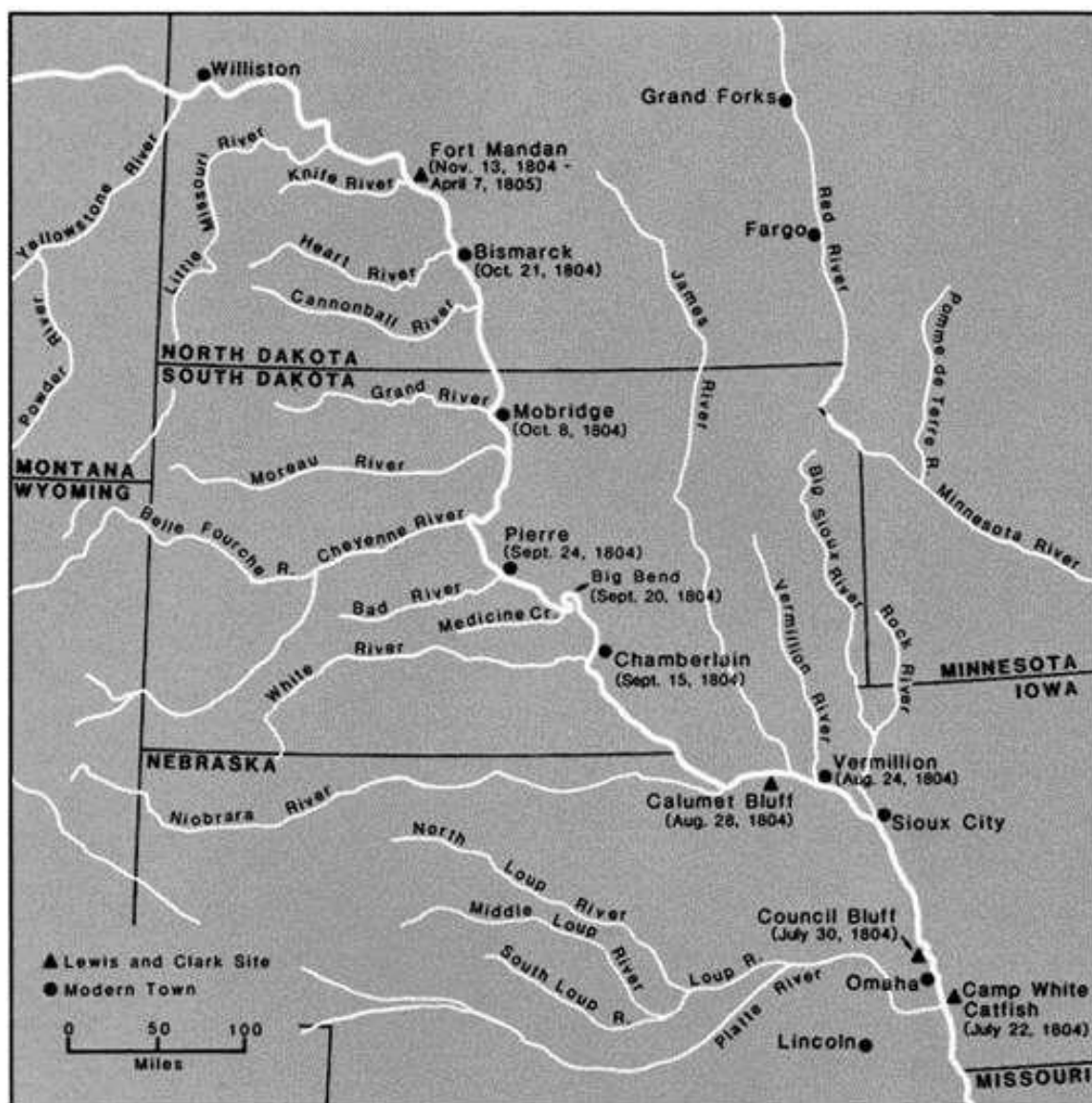
Visual Arts - Visual Thinking Strategy (VTS) activity

This painting depicts an important moment during the journey. Spend some time looking at it. What's going on in this picture? What do you see that makes you say that? What more can we find?



© Robert Pummill, *Encounter with the Teton Sioux*, 2005, Oil on canvas

Point out the Bad River in the painting, show the map and share information from the label.



On September 25, 1804 Lewis and Clark met with the Teton Sioux at the mouth of the Bad River. The captains paid tribute to three Sioux chiefs, Black Buffalo, Buffalo Medicine, and Partisan. After meeting, a disagreement arose between the captain's and Partisan; weapons were drawn. Thanks to the quick action of Black Buffalo tensions were eased and the expedition avoided what would have been a disastrous outcome.

Language Arts

A-Z

Use the same work of art and create an A-Z word bank to go with the painting. Add rhyming words if you have time. Work in groups and use the word bank to write 1 stanza of a poem about the image.



GO WEST!



© Robert Pummill, *Encounter with the Teton Sioux*,
2005, Oil on Canvas, 30 x 48"

A—Z Game

A -
B -
C -
D -
E -
F -
G -
H -
I -
J -
K -
L -
M -

N -
O -
P -
Q -
R -
S -
T -
U -
W -
X -
Y -
Z -





GO WEST!

A—Z Game Answers

A - Angry, arrow	N - Native American, noise
B - Boat, black, bow, barrel	O - Old
C - Colorful, coast	P - Pirogue, pole
D - Danger	Q - Quiet, quiver
E - Excited	R - Rifle, rudder
F - Flag, Feather	S - Sail, sand, shadow, shield
G - Ground, going	T - Tall, tree
H - Hot, hat	U - Uniform
I - Indian	W - Water
J - Jacket	X - (on uniform)
K - Keel boat, knife	Y - Yardarm
L - Land, log	Z - Zealous
M - Mountain, mast	

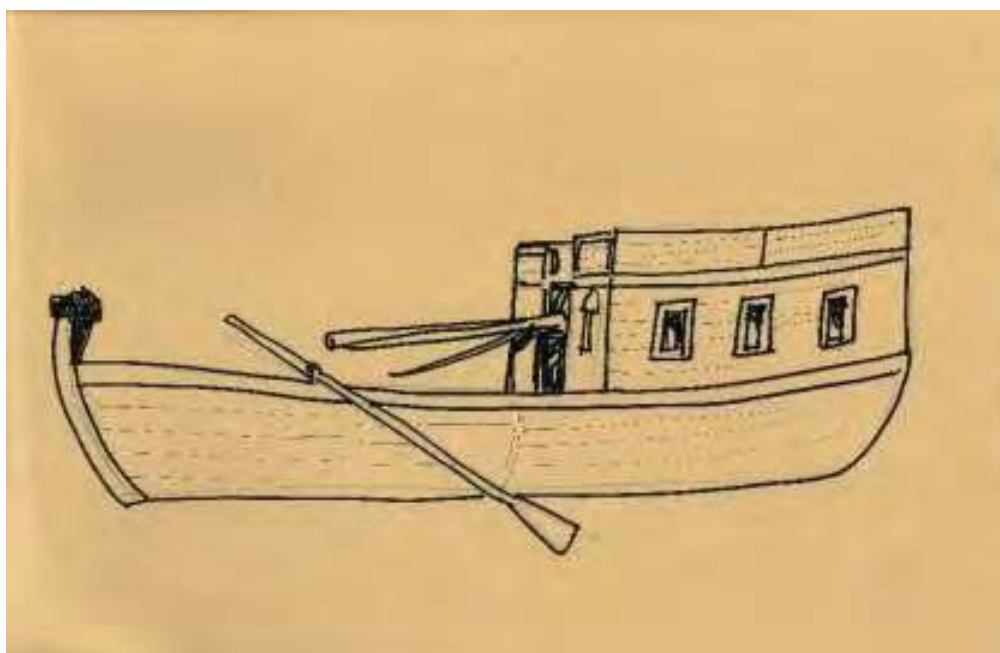
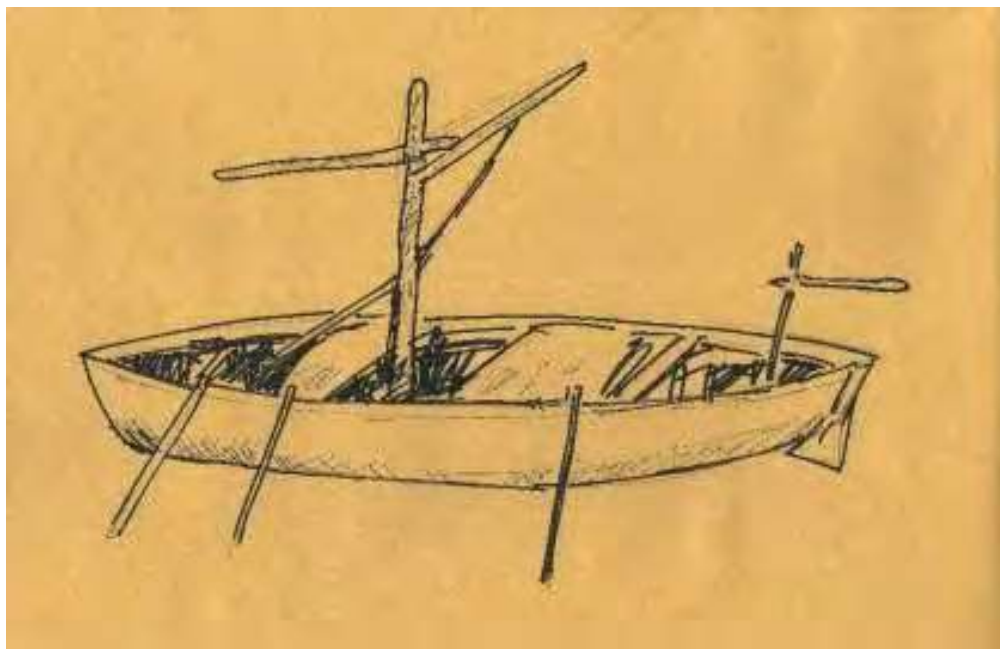
Index card activity for creative writing

1. Divide students into groups of 5.
2. Give each student an index card and pencil.
3. Ask them to write one word that comes to mind when viewing a selected work of art.
4. Pass their card to the next person.
5. Ask everyone to look at the word, think about the artwork and write a sentence that either includes the word or relates to it.
6. Have each person in the group read their sentence out loud and work as a group to organize their sentences into a logical order.
7. Share with the other groups.

Social Studies

Journey Timeline

Choose either the keelboat or the pirogue from the painting. Fold a piece of paper with an accordion fold. Glue important timeline facts on the folds in the correct order by date. Cut the boat in half and glue the timeline to either piece of the boat. Share the timeline facts you chose with others.



Secondary Objectives of the Journey



© John Clymer, *Sacajawea at the Big Water*, 1974, Ink on paper

The campaign's secondary objectives were scientific and economic: to study the area's plants, animal life, and geography, and establish trade with local Indian tribes. With maps, sketches and journals in hand, the expedition returned to St. Louis to report their findings to Jefferson.

Science Activity

Show students pictures of the actual journals. (Page 27) Give out the following supplies: 4" x 6" card stock or heavy construction paper, printer paper, cord, paper for the cover, glue, scissors, hole punchers, rulers, pens or pencils, plants, and/or other specimens from nature in ziplock bags.



Pretend you are on the Lewis and Clark Expedition. Make a journal for recording your observations during your journey. Study something from nature, such as a leaf, flower or insect. Write a detailed description of the item, use measuring tools to measure the item and sketch a detailed picture of the item in your journal. List details of other things you did on your journey today.



Technology

Discuss how observations are made today. What technological advances have been made since the journey of Lewis and Clark and the Corps of Discovery?





To learn more about Westward Expansion, bring your students to the
Westward Ho! program at the Museum. Call
Central Scheduling at 770-387-3849.