In 1803, President Jefferson and the U.S. Congress purchased the Louisiana Territory from France for $15 million. This purchase doubled the size of the United States and included land all the way west to the Rocky Mountains. At the time of this purchase, Americans had very little knowledge about this land. Jefferson asked Meriwether Lewis and William Clark to lead an expedition to the Pacific Ocean to learn about this new territory. Lewis and Clark returned with valuable new information about the American west.

Answer each question in the packet using the website linked below the question. On the last page, write a “report” to Jefferson from the point of view of Lewis or Clark.

GETTING READY!!!

1. Lewis and Clark spent months preparing for their journey before setting out on May 14, 1804, from St. Louis, Missouri. What were some of the expedition’s goals?

   ____________________________________________________________________
   ____________________________________________________________________

   www.nationalgeographic.com/features/97/west/ (Press the Onward Button)

2. Their supplies included scientific equipment, camping gear, clothing, weapons, and food. They also brought gifts to give to the Native Americans they would meet. Name three gifts.

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   www.pbs.org/lewisandclark/inside/idex_equ.html

3. Lewis and Clark’s crew, called the Corps of Discovery, differed in background, rank, and experience. Who was the youngest? Who was Seaman?

   ____________________________________________________________________
   ____________________________________________________________________
   www.nationalgeographic.com/features/97/west/crew2.html

4. Using the information from this page, write a 5-7 sentence memo as if you were Thomas Jefferson trying to convince Congress why it is important that Lewis and Clark go on this journey and why you believe they will be successful.

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

Native American Experiences

5. Another key member of the group was Sacagawea, who served as an interpreter. Name two other reasons why she was so important to the expedition.

   ____________________________________________________________________
   ____________________________________________________________________
   www.nps.gov/jeff/LewisClark2/CorpsOfDiscovery/TheOthers/Civilians/Sacagawea.htm

6. Lewis and Clark also encountered almost 50 Native American tribes. Choose ONE of those tribes and describe their encounter with Lewis and Clark’s expedition.

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

Animals/Plants Along The Way

7. Along their journey, Lewis and Clark saw many new plants and animals, such as the black-tailed prairie dog. What did they nickname it? What did they do with one?

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

8. Choose one plant or animal that Lewis and Clark saw in the “Northern Rockies” and one plant or animal that they saw in the “Pacific Northwest.” For each plant or animal:
a) Sketch it.
b) Write the name of it above the sketch.
c) IN YOUR WORDS, name one fact about the animal or plant during Lewis and Clark’s journey.

Website:
www.sierraclub.org/lewisandclark/species/index.asp
NORTHERN ROCKIES (animal or plant)
PACIFIC NORTHWEST (animal or plant)
Name of animal/plant: 
Sketch:
Fact: 

The Journey to the Pacific Ocean:
10. On the map below, use a highlighter to trace the route that Lewis and Clark took from St. Louis to the Pacific Ocean.

Website: http://www.nationalgeographic.com/lewisandclark/journey_leg_1.html
Louisiana Purchase
Trace the route on this map.

11. NOW, use the same site above to the question below IN YOUR WORDS: Click on the following “legs” of Lewis and Clark’s journey at the top of the webpage (Labeled 1, 2, 3, 4 etc):

Leg 4:

Leg 5:

Leg 9 or 10:

Leg 12:

Leg 13:

Report to Jefferson:
You can complete this section once you are done with your webquest. If you do not complete it in class, you must do it for HW.
You are Lewis or Clark. It is 1806, and your journey to the West has been completed. Write a report to President Jefferson about your findings.
You must include specific information from your webquest such as geography, Native Americans, plants, animals, etc.
Your report should be at least one full paragraph in length.

Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning</th>
<th>Developing</th>
<th>Very Good</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSAY - ORGANIZATION</td>
<td>STUDENT DID NOT ADD AN INTRO OR CONCLUSION.</td>
<td>STUDENT SOMEWHER WROTE A MINIMAL INTRO AND CONCLUSION.</td>
<td>STUDENT WROTE A CLEAR INTRO AND CONCLUSION.</td>
<td>STUDENT WROTE A CLEAR AND DETAILED INTRO &amp; CONCLUSION.</td>
<td></td>
</tr>
<tr>
<td>ESSAY - CONTENT</td>
<td>LACKS FEW DETAILS.</td>
<td>INCLUDES FEW DETAILS NOT ALL RELEVANT.</td>
<td>INCLUDES ADEQUATE DETAILS THAT ARE RELEVANT.</td>
<td>INCLUDES ALL RELEVANT DETAIL THAT IS BEYOND FACTS AND INCLUDES HIGHER LEVEL THOUGHT.</td>
<td></td>
</tr>
<tr>
<td>ESSAY - GRAMMAR &amp; MECHANICS</td>
<td>MANY GRAMATICAL MISTAKES - SPELLING, PUNCTUATION, ETC...</td>
<td>SOME GRAMATICAL MISTAKES - SPELLING, PUNCTUATION, ETC...</td>
<td>VERY FEW, IF ANY, MISTAKES AND FLOWS SMOOTHLY.</td>
<td>NO MISTAKES AND FLOWS MAKING READING CLEAR.</td>
<td></td>
</tr>
<tr>
<td>ANSWERS TO PACKET TASKS - DRAWINGS/QUESTIONS</td>
<td>FEW ARE ANSWERED OR ANSWERED INCORRECTLY.</td>
<td>MOST ARE COMPLETE BUT WITH A FEW INCORRECT ANSWERS.</td>
<td>ALL ARE COMPLETE WITH A SMALL AMOUNT INCORRECT ANSWERS.</td>
<td>ALL ARE COMPLETE AND ALL ARE CORRECT.</td>
<td></td>
</tr>
</tbody>
</table>

Total Score
The Lewis and Clark Expedition was a long, brave, and dangerous adventure. It brought to light many new things Americans found intriguing and led to American expansion to the Pacific Ocean. Would the United States be the country it is today if not for their brave expedition?

If there are any concerns regarding the content, the attached website demonstrates the United States History & Government standards that this website addresses. http://www.p12.nysed.gov/ciai/standards.html

**Standards**

**Standard 1: History of the United States and New York**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 2: World History**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Standard 3: Geography**
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

**Standard 4: Economics**
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5: Civics, Citizenship, and Government**
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Credits**

Other