

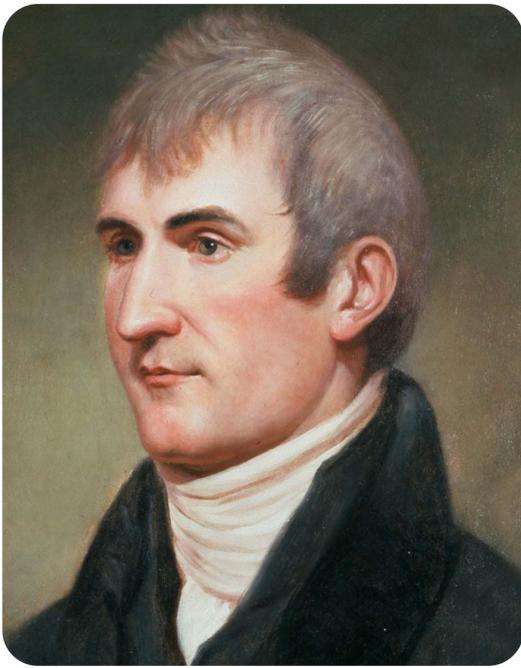
1800-1849

The Louisiana Purchase

Activities and lesson plan created by Michael Young, former History Department Chair, Omaha Burke High School. Edited by Lonnie Moore & Karen Graff.

activities

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1800-1849

The Louisiana Purchase

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■ activity

Mapmaking & Discussion

Have students read the following sections in the 1800-1849 timeline of Nebraska Studies.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>

<http://nebraskastudies.org/1800-1849/fur-traders-missionaries/>

<http://nebraskastudies.org/1800-1849/routes-west/>

Then hand out copies of the map of Nebraska with rivers unlabeled provided below. Have the students label the rivers. Then, have students answer the following questions:

Lewis and Clark were assigned to find a water route that would take them from St. Louis to the Pacific Ocean. Looking at a map of rivers in the United States, would it be possible to take a boat from St. Louis to the Pacific? Why or why not?

1. Several rivers in Nebraska can be traveled by canoe, but only the Missouri River is deep enough to handle boats such as a river boat. With that in mind, study the rivers of Nebraska, which one or ones would be useful to follow in traveling across Nebraska? What makes that river or rivers the best?
2. Why did people travel across Nebraska in the mid-1800s?
3. Looking at a current road map of Nebraska, which river does the Interstate 80 mostly follow? What might be some reasons for I-80 to be built along that river? What might be some reasons why I-80 does not entirely follow that river?
4. On your map of Nebraska, mark and label the locations of Fort Carlos IV and Fort Lisa. What was the purpose of these forts?
5. Today we live in modern heated homes and travel in cars with heating systems. In the 1700s and 1800s, European homes had fireplaces and traveled in open horse-drawn wagons. Why did the Europeans have such a desire for furs that led to such a strong fur trade in North America?
6. What were some changes in the lives of Native Americans because of the fur trade?
7. How did the white settlers who moved through Nebraska change the life of Native Americans?

■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 4.2.3](#); [SS 4.3.3](#); [SS 4.4.2](#); [SS 4.4.3](#); [SS 4.4.4](#) | [SS 8.4.1](#); [SS 8.4.2](#); [SS 8.4.3](#); [SS 8.4.4](#); [SS 8.4.5](#)

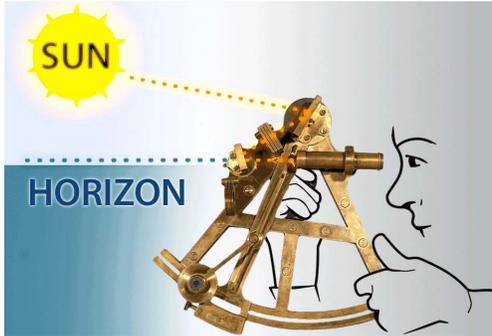
Language Arts: [LA 4.1.6 Comprehension](#); [LA 4.2.1 Writing Process](#); [LA 4.2.2 Writing Modes](#); [LA 4.4.1 Information Fluency](#) | [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#); [LA 8.2.2 Writing Modes](#); [LA 8.4.1 Information Fluency](#)

Science: [SC 5.3.2](#); [SC 5.3.3](#) | [SC 8.3.3](#)

2 | Exploration

Activity Grade Level

4 8



■ activity

Mapmaking & Writing

Have students read the Louisiana Purchase section in the 1800-1849 timeline of Nebraska Studies.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>

Have them use the map of Nebraska they created for Activity 1 and include the following:

1. Routes followed by the explorers Lewis and Clark, Pike, Long, and Fremont. Include a brief explanation of the purpose of each explorer's expedition.
2. Names and location of current urban communities that are near the routes traveled by the preceding explorers.
3. Indicate which explorer's route you would follow today if you were going to travel to California? Explain why.

■ Nebraska Department of Education Content Area Standards

Social Studies: SS 4.2.3; SS 4.3.3; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4; SS 8.4.5

Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes;
LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency

Science: SC 5.1.1; SC 5.1.2 | SC 8.3.3

3 Equipping the Expedition

Activity Grade Level

4 8



■ activity

Discussion

Have students read the Voyage of Discovery Page in the Louisiana Purchase section in the 1800-1849 timeline of Nebraska Studies, and read the detailed lists of supply purchases.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/the-voyage-of-discovery-introduction/>

Have students review the list of purchases made by Meriwether Lewis in preparation for the expedition to explore the Louisiana Purchase, and then answer the following questions:

1. Which seems to be more important to Lewis: having beautiful handwriting or spelling words correctly? What is your evidence? Why do you think one was so important but the other was not when he wrote in his journals?
2. Why would Lewis want a "portable microscope"?
3. Why would Lewis want the four tin blowing trumpets?
4. Why would Lewis ask for money to purchase presents for Indians?
5. What is one item on the list that you are not sure what it is and/or why it would be on the list?
6. How can you find out the answer to your question for #5?
7. What is one item you think Lewis should have taken but did not? Explain.
8. What is one item that you would want on an expedition today that Lewis did not have available in 1804?

■ Nebraska Department of Education Content Area Standards

Social Studies: SS 4. .3; SS 4.3.3; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4; SS 8.4.5

Language Arts: LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

Science: SC 5.3.3

Math: MA 4.4.3 | MA 8.4.1



4 | York and Sacagawea

Activity Grade Level

4



■ activity

Discussion

Have students read the following page in the Louisiana Purchase section on the 1800-1849 timeline of Nebraska Studies.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/african-american-sacagawea-contributions/>

Have students compare and contrast the roles played by York and Sacagawea in the Lewis and Clark expedition.

■ Nebraska Department of Education Content Area Standards

Social Studies: **SS 4.2.3; SS 4.3.3; SS 4.4.2; SS 4.4.3; SS 4.4.4**

Language Arts: **LA 4.1.6 Comprehension; LA 4.2.1 Writing Process**

■ activity

Map Analysis

Have students study each one of the maps in the Louisiana Purchase section of the 1800-1849 Nebraska Studies website, found on these pages:

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/the-voyage-of-discovery-introduction/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/finding-their-way-difficult-passage/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/other-explorers-pike-long-fremont/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/zebulon-pike/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/stephen-h-long/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/john-c-fremont-pathfinder/>

Then have them be ready to answer the following questions:

1. What is the major purpose or theme of each map?
2. When people were traveling across Nebraska in the early half of the 19th century, what geographic challenges would they face?
3. What are some important skills each explorer needed to possess in order to have a successful expedition?
4. Why did each explorer go on a different route when studying the land west of the Mississippi?

Finally, have students select one map and complete the Map Analysis Worksheet found in the Resource section of this lesson plan.

■ Nebraska Department of Education Content Area Standards

Social Studies: **SS HS.3.1; SS HS.3.2; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.4**

Language Arts: **LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency**

■ activity

Written Document Analysis

Have students find the Louisiana Purchase page within the 1800-1849 timeline in Nebraska Studies:

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>

On this page, have students click on the link to read Jefferson's confidential message to Congress concerning the relations with Native Americans in the Louisiana Territory dated January 1803, OR if time is a constraint, have them read the adapted and abbreviated letter below. Next, have them answer the following questions about the primary document.

Questions for the Jefferson Letter:

1. Who wrote this letter?
2. To whom is the letter addressed?
3. What lifestyle does Jefferson want the Indians (Native Americans) to adopt?
4. Why does Jefferson believe the U.S. government trading houses are better for the Native Americans than private traders?
5. What is the purpose of the \$25,000 that Jefferson want Congress to authorize?
6. What is the date of the letter?
7. Look at the timeline below:

1802: French revoke the right for Americans to use New Orleans for the storage of goods

Jan 1803: James Monroe leaves for France to attempt to buy the city of New Orleans

Apr 1803: Napoleon offers to sell New Orleans and the entire Louisiana Territory

Oct 1803: The Senate ratifies the Louisiana Purchase

When Jefferson wrote the letter, was the Louisiana Territory part of the United States?

When Jefferson wrote the letter, was the United States negotiating to buy Louisiana?

■ Nebraska Department of Education Content Area Standards

Social Studies: **SS HS.3.1; SS HS.3.2; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.4**

Language Arts: **LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency**

7 | The Explorers

Activity Grade Level

HS



■ activity

Discussion

Have students read the following pages within the Louisiana Purchase section of the 1800-1849 timeline within Nebraska Studies:

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/other-explorers-pike-long-fremont/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/zebulon-pike/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/stephen-h-long/>

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/john-c-fremont-pathfinder/>

Then have students complete the graphic organizer found below on Pike, Long, and Fremont. Have them fill in the dates of the exploration, the training or connections the explorer had that led to getting the commission to explore, what the explorer wrote about the Great Plains, and any particular challenges or problems the explorer experienced on the route.

Finally, lead a discussion that compares and contrasts the view of Pike, Long, and Fremont expressed concerning the potential for settlement in the Great Plains.

■ Nebraska Department of Education Content Area Standards

Social Studies: SS HS.3.1; SS HS.3.2; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.4

Language Arts: LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency

Science: SC 12.1.1; SC 12.3.3; SC 12.4.2



■ activity

Map & Written Document Analysis

Have students read the following page within the Louisiana Purchase section of the 1800-1849 timeline of Nebraska Studies:

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/john-c-fremont-pathfinder/>

Have the students read the field notes from Fremont's journal for June 30th. Next, have the students click on "An adaptation of Fremont's 1842 map of what is now central Nebraska" and have them study the map.

After the short reading and map study, have students complete the Map Analysis (adapted from the National Archives) worksheet in the Resource section of this lesson plan. Then, have students use Fremont's journal field notes to complete the Document Analysis Worksheet (adopted from the National Archives).

■ Nebraska Department of Education Content Area Standards

Social Studies: SS HS.3.1; SS HS.3.2; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.4

Language Arts: LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.4.1 Information Fluency

Science: SC 12.1.1; SC 12.3.3; SC 12.4.2

L1

LESSON PLAN

The Louisiana Purchase and Lewis and Clark

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council



Lesson Objectives

1. Students will develop skills to analyze primary documents and images.
2. Students will evaluate the reasons for the Louisiana Purchase.
3. Students will analyze the key effects of the Louisiana Purchase on United States historical development.

Introduction

Introduce the lesson by providing students with the Louisiana Purchase quotes handout (located in the Resources section of this lesson plan), projecting them at the front of the classroom, or writing the information on a chalkboard.

Using the following as possible discussion guidelines, engage students in a discussion of the objectives to be achieved by the exploration of the Louisiana Purchase area by Lewis and Clark and interaction with the native populations.

Nebraska Department of Education Content Area Standards

Social Studies: SS 8.3.5; SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.5 | SS HS.3.1; SS HS.3.2; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4

Language Arts: LA 8.1.6 Comprehension; LA 8.4.1 Information Fluency | LA 12.1.6 Comprehension; LA 12.2.2 Writing Modes; LA 12.3.1 Speaking; LA 12.4.1 Information Fluency

L1

LESSON PLAN

The Louisiana Purchase and Lewis and Clark

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council

Resources

Books:

Ambrose, Stephen E. *Undaunted Courage Meriwether Lewis, Thomas Jefferson and the Opening of the American West*. New York: Simon and Schuster, 1996.

Cottrell, Barbara J. and Larsen, Lawrence H. *The Gate City, A History of Omaha*. Lincoln: University of Nebraska Press, 1997.

Mattes, Merrill J. *The Great Platte River Road*. Lincoln: The Nebraska State Historical Society, 1969.

Olson, James C. and Naugle Ronald C. *History of Nebraska. 3rd edition*. Lincoln: University of Nebraska Press, 1997.

Magazines:

Brown, D. Alexander. "The Lewis and Clark Expedition." *American History Illustrated*. An Illustrated Keepsake Album. Historical Times, Inc. 1982. pg 1-24.

Henrikson, Stephen E. "Fort Clatsop: Young America's Pacific Outpost. This place of Encampment." *American History Illustrated*. September 1985. pg 20-33.

Moulton, Gary E., "Lewis and Clark on the Middle Missouri. *Nebraska History*. Fall 200. Vol. 81, No. 3. pg 90-105.

"Lewis and Clark Among the Oto." *Nebraska History Magazine*. Vol. 41. pg 237-248.

"Medical Aspects of the Lewis and Clark Expedition." *Nebraska History Magazine*. Vol. 51. pg 115-151.

L1

LESSON PLAN

The Louisiana Purchase and Lewis and Clark

Activity Grade Level

8 HS

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Internet Resources

Nebraska Studies 1800-1849, Louisiana Purchase section

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>

Moulton, Gary E. Ed. The Journals of Lewis and Clark. Excerpts from Vol. 4

<https://www.loc.gov/collections/thomas-jefferson-papers/about-this-collection/>

National Archives Digital Classroom Lesson Plan: The Lewis & Clark Expedition

<https://www.archives.gov/education/lessons/lewis-clark>

On this Day with Lewis and Clark, EdSITEment MarcoPolo

<https://edsitement.neh.gov/lesson-plan/day-lewis-and-clark>

PBS Lewis and Clark

<http://www.pbs.org/lewisandclark/>

The Thomas Jefferson Papers. Library of Congress.

<http://www.loc.gov/teachers/classroommaterials/connections/thomas-jefferson/file.html>

100 Milestone Documents, National Archives.

<https://www.ourdocuments.gov/content.php?flash=true&page=milestone>

Graphic Organizers

<http://www.graphic.org/venbas.html>

Nebraska Dept. of Education Academic Standards

<https://www.education.ne.gov/contentareastandards/>

Nebraska Dept. of Education State Social Studies/History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

History Nebraska

<https://history.nebraska.gov/>

History Nebraska: Nebraska History magazine

<https://history.nebraska.gov/publications/nebraska-history-magazine>

History Nebraska: Nebraska Trailblazer

<https://history.nebraska.gov/education>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

The American Memory Collection. All Collections.

<https://www.loc.gov/exhibits/lewisandclark/lewis-landc.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://www.loc.gov/teachers/index.html>

LESSON PLAN

The Louisiana Purchase and Lewis and Clark

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council

The Process

1. Have students read the Louisiana Purchase section of the 1800-1849 timeline on Nebraska Studies:
<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>
2. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:
 - Why did Napoleon sell the Louisiana territory?
 - Why was Jefferson interested in buying the Louisiana territory?
 - Compare and contrast the personalities of Lewis and Clark.
 - Identify and explain the significance of the following people:
 - York, Charles Floyd, and Sacagawea
 - What was the impact of the discoveries by Lewis and Clark?

3. Instruct students to read article III of the transcript of the Louisiana Purchase, located on the first page of that section in the 1800-1849 timeline of Nebraska Studies.

http://d1vmz9r13e2j4x.cloudfront.net/nebstudies/0401_0101treaty.pdf

Have students explain the significance of the article. Also have students locate and explain the passage in the U.S. Constitution (direct students to Article IV, Section 3) that provides the procedures necessary for the people of a territory to seek statehood.

<https://www.archives.gov/founding-docs/constitution-transcript>

Are all "inhabitants" of the Louisiana territory ensured of receiving the benefits of statehood?

4. **Cooperative Learning Endeavor.** Divide the class into four or five groups of students and assign each group one of the following activities (some on next page):
 - a. Access the link to Thomas Jefferson's orders to Lewis linked from the Louisiana Purchase page in the 1800-1849 timeline of Nebraska Studies.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>

Then have students access and complete the National Archives Written Document Analysis Worksheet (located in the Resources section at the end of this document).

L1

LESSON PLAN

The Louisiana Purchase and Lewis and Clark

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council

- b. Access the map titled "The Voyage of Discovery" in the Voyage of Discovery page of the Louisiana Purchase section of the 1800-1849 timeline of Nebraska Studies.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/the-voyage-of-discovery-introduction/>

Then have students answer the following questions:

- What are five things you can learn about Lewis & Clark's journey from this interactive map?
 - What information does this map add to this webpage's account of the L&C Expedition?
 - What questions come to your mind after studying this map?
- c. Access excerpts from The Journals of Lewis and Clark (Vol. 4) edited by Gary E. Moulton.

<https://lewisandclarkjournals.unl.edu/>

Have students answer the following questions:

- Who is Gary E. Moulton and what are his qualifications?
 - List the two or more things the document tells you about life in the United States at the time it was written.
 - Compile a list of the geographic locations mentioned and indicate in what state(s) they are located.
 - List three or more things the authors stated that you think are most significant.
 - Indicate two or more questions you have for the authors that you felt were unanswered by the document.
- d. Have students review the engraving of Lewis and Clark holding council with the Indians located on the Difficult Passage page of the Louisiana Purchase section of the 1800-1849 timeline in Nebraska Studies.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/finding-their-way-difficult-passage/>

Use the National Archives Artwork Analysis Worksheet (located in the Resources section at the end of this document). Answer the questions posed on the worksheet. Indicate on the back of the worksheet if you think the engraving is an accurate account. Cite evidence to support your conclusion.

- e. On the same Difficult Passage page above, have students scroll down and click on Clark's Report of the Council. Use the National Archives Written Document Analysis Worksheet (located in the Resources section at the end of this document) to analyze the report.
5. Instruct each group of students to do an oral presentation to their classmates after they have concluded their research.

LESSON PLAN

Letters from the Plains

Activity Grade Level

8 HS

Learning Advice

1. Review with students the historical background of the Louisiana Purchase and constitutional issues that plagued President Jefferson when he made the decision to purchase the Louisiana territory from France. Note the impact of the purchase for the world, the United States, and the future state of Nebraska.
2. Give special emphasis to the significance the Louisiana Purchase had for Native Americans.
3. Outline the economic, political, and geographic implications of the exploration by Lewis and Clark. Discussions could include: the fur trade, relations with European countries, increased political power for Jeffersonian Democrats, westward movement, conflict with Native Americans, transportation, etc.
4. Review with students the mechanics of navigating the Nebraska Studies website and discuss the key historical information located in the Louisiana Purchase section in the 1800-1849 timeline.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/>

Conclusion:

Students will have learned how no nation can live in isolation from world affairs. Conflict in Europe played a key role in Napoleon's decision to sell the Louisiana territory to the United States, and President Jefferson discovered the difficulty of reconciling political theory with political reality. Students will learn that while the Louisiana Purchase resulted in the addition of a large mass of land to the fledgling United States, it also spread the seeds of a multitude of conflicts. Confrontations will develop between: Native Americans and European immigrants, political parties, sectional and national advocates, etc. In conclusion, students will develop skills to analyze primary documents and historical interpretations.

Assessment:

One or both of the following activities could be used to assess student knowledge. Here are some sites with rubrics for assessment.

General Rubric: <http://www.socialstudieshelp.com/rubric.htm>

Activity Number 1: Analytical Essay

Instruct students to do a written analysis with a minimum of 500 words about the significance of the exploration of the Louisiana territory by Lewis and Clark. Include documentation, a bibliography, etc. Use a rubric to assess student knowledge.

Activity Number 2: Multiple-Choice Assessment

Answers to the Multiple Choice assessment activity found in the Resources section:

1. B 2. D 3. B 4. C 5. B 7. C

LESSON PLAN

Letters from the Plains

Activity Grade Level

8 HS

Extension Activities:

1. Direct Students to access the PBS Journals of Lewis and Clark located at

<http://www.pbs.org/lewisandclark/>

Have students research the journal excerpts for one of the following years for one of the following men:

Years: 1804; 1805; 1806

Men: Lewis, Clark, Floyd, Ordway, Gass, or Whitehouse

Have students to write a brief report outlining the key topics recorded in the journal of the person they selected. Students could make oral reports to the class. Class discussion could center on the similarities and differences of the various journal entries.

2. Instruct students to access the National Archives Digital Classroom. "Teaching with Documents Lesson Plan: The Lewis and Clark Expedition"

<https://www.archives.gov/education/lessons/lewis-clark#documents>

Have students select one of the 13 documents listed on the site above and use the National Archives Written Document Analysis Worksheet (located in the Resources section) to analyze the document.

3. Have students read the following page in the Louisiana Purchase: Voyage of Discovery section in the 1800-1849 timeline in Nebraska Studies.

<http://nebraskastudies.org/1800-1849/the-louisiana-purchase/meriwether-lewis-william-clark/>

Then instruct students to create a graphic organizer of the unique characteristics of each man as well as their similar characteristics. The teacher may create his/her own graphic organizer or model one after one of the following:

<http://www.graphic.org/venbas.html>



1800-1849

The Louisiana Purchase

resources

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Louisiana Purchase Quotes Handout	27
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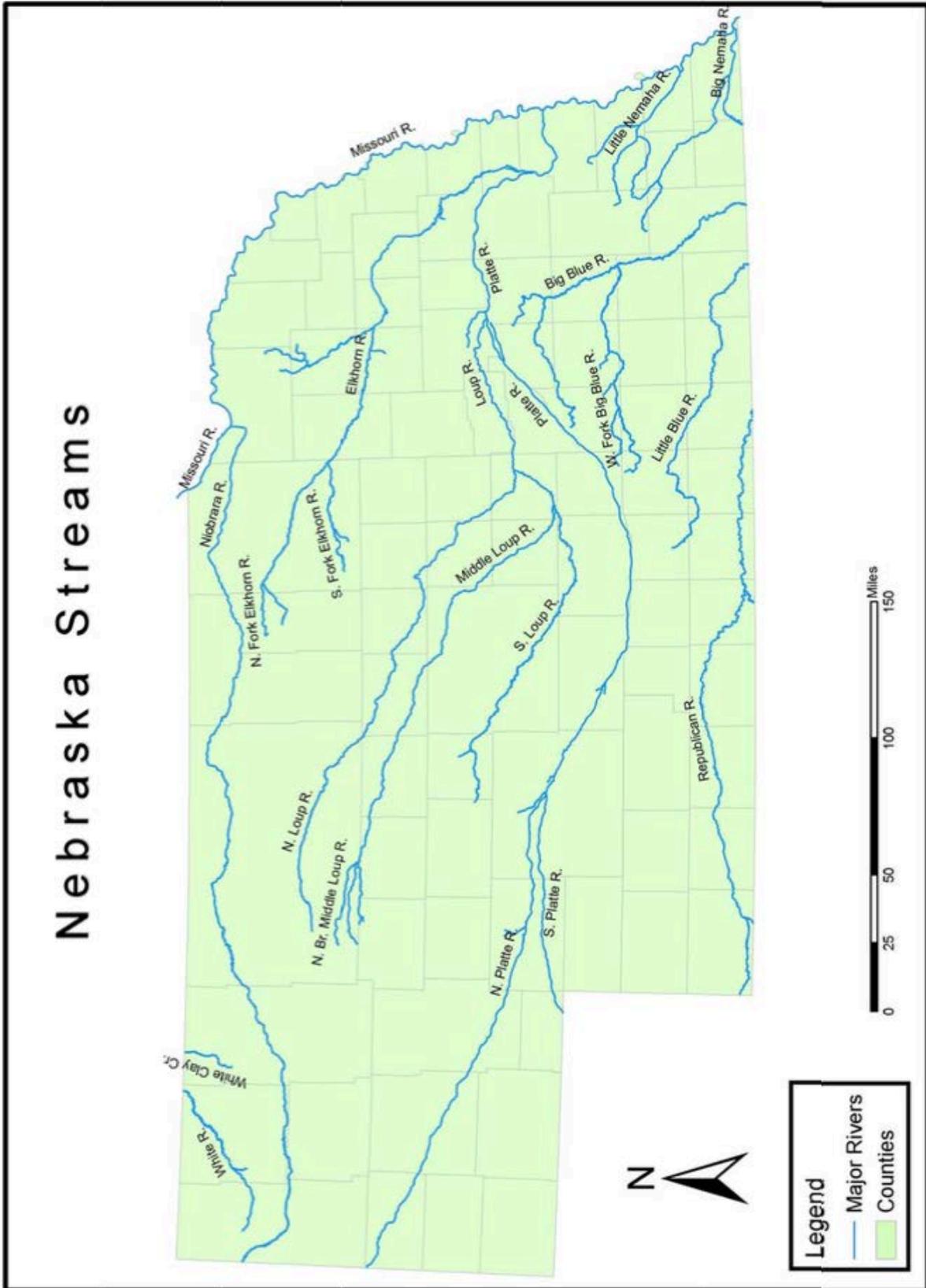
Nebraska Department of Education Academic Standards
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies Standards
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans <http://www.loc.gov/teachers/index.html>

Nebraska Rivers Map



Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Thomas Jefferson's Confidential Letter to Congress January 18, 1803

Gentlemen of the Senate and of the House of Representatives.

The legislature is considering the continuation of the trading houses with the Indians. The Indian tribes have been growing more and more uneasy at the constant reduction of the territory they occupy. They may soon refuse all further sale on any conditions. The sale of their land endangers their friendship with other tribes and causes jealousy amongst the tribes.

In order for peace to continue with us and amongst the tribes, two measures are deemed expedient. First, to encourage them to abandon hunting, to apply to the raising stock, to agriculture and domestic manufacture, and thereby prove to themselves that less land and labor will maintain them in this, better than in their former mode of living. The extensive forests necessary in the hunting life, will then become useless, & they will see advantage in exchanging them for the means of improving their farms.

Secondly, to multiply trading houses among them, and place within their reach those things which will contribute more to their domestic comfort than the possession of extensive, but uncultivated wilds. This will lead them to better agriculture, manufacturing, and civilization. Ultimately, this will prepare them to participate in the benefits of our government. I trust and believe we are acting for their greatest good. At these trading houses we undersell private traders, foreign & domestic, drive them from the competition, & thus, with the good will of the Indians, rid ourselves of a description of men who are constantly endeavoring to excite in the Indian mind suspicions, fears & irritation towards us.

While the extension of the public commerce among the Indian tribes may deprive our own citizens who are fur traders some profit, it might be worthy the attention of Congress to investigate the Missouri River region. An intelligent officer with ten or twelve chosen men, fit for the enterprise and willing to undertake it, taken from our posts, might explore the whole line, even to the Western Ocean, have conferences with the natives on the subject of commercial intercourse.

While other civilized nations have encountered great expence [sic] to enlarge the boundaries of knowledge, by undertaking voyages of discovery, & for other literary purposes, in various parts and directions, . . . our nation should explore this area. The appropriation of two thousand five hundred dollars, 'for the purpose of extending the external commerce of the US,' while understood and considered by the Executive as giving the legislative sanction, would cover the undertaking from notice, and prevent the obstructions which interested individuals might otherwise previously prepare in it's way.

Th. Jefferson Jan. 18. 1803

Graphic Organizer for the Great Plains Explorers

Explorer & Dates	Background & Preparation to be an Explorer	View of the Great Plains	Challenges
Pike			
Long			
Fremont			

Analysis of Fremont's Map

What type of map? (Check all appropriate)

Political Map

Physical Map

Weather Map

Hand-drawn Map

Satellite Map

Computer-generated

What are the aspects of the map? (Check all appropriate)

Compass

Date

Scale

Legend (key)

Date of the map:

Author of the map:

Make a key for the map:

River:

Line of longitude:

Hill or bluff:

Trail:

Map Information

- What is one thing you learned from this map?
- What is one thing a government official in Washington DC would have learned from this map in 1846?
- What was Fremont's purpose in having this map drawn?
- What information does this map add to the webpage's account of this event?

Analysis of Fremont's Document

1. Type of Document (Check one)

Letter Report Telegram Journal

2. Date of the document:

3. Author of the document:

4. What was the purpose of the document?

5. What do you learn from Fremont's weather report?

6. What did the cartographer first think when he saw the buffalo herd from a distance? What can you infer about the buffalo herd based on his first assumption?

7. What do you think Fremont meant when he wrote, "...buffalo make the poetry and life of the prairie..."?

8. Imagine that you were reading this journal entry in 1846 as a citizen of Philadelphia, what would you want to do?

9. How does this description of buffalo herd in Nebraska compare or contrast with Stephen Long's description of Nebraska as the Great American Desert? Explain.

Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze Artwork

Meet the artwork.

Quickly scan the artwork. What do you notice first?

Type (check all that apply):

- Painting Drawing/Sketch Engraving/Lithograph Mural Sculpture
 Mixed Media Scene/Event Portrait Landscape Abstract Other

What is the title?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this artwork.

Try to make sense of it.

What do the colors, people, objects or activities represent?

Who made this?

When was it created?

Does it depict a different time? When?

What was happening at the time in history it was created?

What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this artwork that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Louisiana Purchase Quotes Handout

President Jefferson's Instructions to Captain Meriwether Lewis Capt. of the 1st regiment of infantry of the U.S. of A, 20 June 1803 (excerpts)

"The object of your mission is to explore the Missouri river, & such principal stream of it, as, by it's course and communication with the waters of the Pacific ocean, . . . may offer the most direct & practicable water communication across this continent for the purposes of commerce."

"Beginning at the mouth of the Missouri, you will take observations of latitude & longitude, at all remarkable points on the river, & especially at the mouths of rivers . . . & other places & objects . . ."

"The commerce which may be carried on with the people inhabiting the line you will pursue, renders a knowledge of those people important. You will therefore endeavor to make yourself acquainted . . . with the names of the nations & their numbers; the extent & limits of their possessions; their relations with other tribes of nations; their language, traditions, monuments; their ordinary occupations . . . and the implements for these; the diseases prevalent among them, & the remedies they use; moral & physical circumstances . . . peculiarities in their laws, customs & dispositions, and articles of commerce they may need or furnish . . . the state of morality religion, & information among them; . . . Some account too of the path of the Canadian traders from the Mississippi . . . In all your intercourse with the natives, treat them in the most friendly & conciliatory manner which their own conduct will admit . . ."

The Journals of Lewis and Clark. Lewis. July 17th, 1806

"The Minnetarees of Fort de Prairie and the Blackfoot Indians rove through this quarter of the country, and as they are a vicious, lawless, and rather abandoned set of wretches, I wish to avoid an interview with them if possible."

Lewis and Clark Multiple-Choice

NAME _____

PERIOD _____

Directions: Circle the best answer.

1. Thomas Jefferson's first major foreign-policy decision was to:
 - A. purchase Alaska from Russia
 - B. purchase Louisiana from France
 - C. purchase Louisiana from Spain
 - D. purchase Florida from England
2. Napoleon chose to sell Louisiana to the United States because he:
 - A. had suffered misfortunes in Santo Domingo
 - B. hoped that the territory would one day help America thwart the ambitions of the British
 - C. did not want to drive America into the arms of the British
 - D. all of the above
3. Thomas Jefferson was conscience-stricken about the purchase of the Louisiana Territory because:
 - A. the Federalist supported his action
 - B. he believed that the purchase was unconstitutional
 - C. he felt that the purchase was not a fair deal for France
 - D. war with Spain might occur
4. Lewis and Clark's expedition through the Louisiana Purchase territory yielded all of the following except:
 - A. a rich harvest of scientific observations
 - B. maps
 - C. treaties with several Indian nations
 - D. exciting adventure stories
5. The Louisiana Purchase:
 - A. tripled the size of the national domain
 - B. boosted national unity
 - C. promoted immediate sectionalism at the expense of union
 - D. is the only instance in American history in which land was purchased from a foreign government
6. Lewis and Clark demonstrated the viability of:
 - A. travel across the Isthmus of Panama
 - B. an overland trail to the Pacific
 - C. settlement in the southern portion of the Louisiana territory
 - D. all of the above
7. Which of the following members of the Lewis and Clark expedition did not complete the journey?
 - A. Sacagawea
 - B. Charbonneau
 - C. Floyd
 - D. York

Nebraska Department of Education Content Area Standards

Social Studies Standards

4

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.4 Develop historical inquiry and research skills.

8

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

HS

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.

Nebraska Department of Education Content Area Standards

Language Arts Standards

4

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

8

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

12

LA 12.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 12.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

Nebraska Department of Education Content Area Standards

■ Science Standards

8

8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

8.3.3 Students will describe populations and ecosystems.

12

12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.

12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.

Nebraska Department of Education Content Area Standards

■ Math Standards

4

MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.

MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.

8

LA 8.4.2 Analysis & Applications: Students will analyze data to address the situation.