

Delaware Model Unit

Unit Title: Jeffersonian Chronology

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District: Smyrna School District

Content Area: Social Studies
Grade Levels: 4–5

Summary of Unit

This unit uses the historic context of the Jeffersonian period to assist students in developing an understanding of creating chronologies using timelines and identifying cause-and-effect factors. In addition, students will examine historical materials related to this early period of change within our new country in order to analyze change over time.

In History Standard One 4-5a, students will add two new features: students learn how to create a chronology based on information given to them, using time frame devices. Secondly, the student uses the chronology to begin to apply the concept of cause and effect. For example: create a chronology of events leading up to the exploration west of the Mississippi and identify logical cause and effect, using timelines and time frames.

History Standard Two 4-5b asks students to apply an understanding of primary vs. secondary sources in order to analyze and to explain historical sources. Students are now expected to be able to arrange sources chronologically and to explain change over time. What changed? What did not change? Why? How do you know? What patterns are there? What links the documents together? Historical sources can be arranged many different ways. This standard asks students to become familiar with using a particular region or society or theme as an organizing scheme to explain change. They trace an activity or idea over a long period and explain why changes took place.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- **History Standard One 4-5a:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.
- **History Standard Two 4-5b:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

Big Idea(s)

- Patterns
- Chronology
- Cause and effect

Enduring Understandings

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources, which are available at the time.
- The questions a historian chooses to guide historical research will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.
- A historian must prove where the information can be found that is the basis for historical conclusions.

Unit Essential Questions(s)

- To what extent does one event *always* lead to another event?
- How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?
- How do cause and effect help us understand to what extent one event leads to another event?

Knowledge and Skills

Students will know...

- How to use primary and secondary sources to explain change over time.
- Events leading to changes within the new United States, particularly in education, expansion westward and inventions.
- Content appropriate vocabulary:
 - Chronology
 - Timeline
 - Cause and effect

Students will be able to...

- Use time frame devices such as a timeline and story map to create a chronology.
- Use a timeline to apply the concept of cause and effect.
- Trace an activity or idea over a long period and explain why changes took place.
- Develop, implement, and communicate new ideas to others.

Stage 2 – Assessment Evidence
(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Essential Questions Measured By the Transfer Task

- To what extent does one event always lead to another event?
- How should historical sources be used to look for change?

Prior Knowledge	Now that you understand how to create a chronology, can identify cause-and-effect factors, and chronologically arrange historical materials to analyze change over time, you are ready to help students understand the influence that Sweden had on the development of our nation.
Problem	Too few American students understand the importance of the Jeffersonian period and how it changed the life that early settlers were accustomed to and lead the way to changes that we now take for granted as a way of life.
Role/Perspective	You are a historian working for the Thomas Jefferson Monticello Museum.
Product/Performance	The Monticello Museum expects you to create a product in the form of: <ol style="list-style-type: none">1. Brochure;2. Laser Talk;3. Multimedia Scrapbook; or4. Web page. The purpose of the product is to help students understand how the Jeffersonian period influenced the development of America. Regardless of format, the product should include three parts: Part One: Introduction to the Jeffersonian Era

	<ul style="list-style-type: none"> • A timeline of events focusing on Jeffersonian Era. • A paragraph explaining how the Jeffersonian era changed the nation and who benefited from these changes. <p>Part Two: Westward Expansion</p> <ul style="list-style-type: none"> • A timeline of events focusing on the expedition of Lewis and Clark. • A fishbone graphic organizer focusing on the effect the Lewis and Clark expedition had on the Native American territories • A paragraph explaining the reasons Lewis and Clark were sent on their expedition as well as their findings. <p>Part Three: Cotton Gin</p> <ul style="list-style-type: none"> • A timeline of events that depicts the changes during and after the invention of the cotton gin and an explanation of why these changes were so important during this time period. • An explanation of one, long-term effect of the cotton gin.
<p>Criteria for an Exemplary Response</p>	<p>Be sure to include:</p> <p>Part One: Introduction to the Jeffersonian Era</p> <ul style="list-style-type: none"> • A timeline of events focusing on Jeffersonian Era. • A paragraph explaining how the Jeffersonian era changed the nation and who benefited from these changes. <p>Part Two: Westward Expansion</p> <ul style="list-style-type: none"> • A timeline of events focusing on the expedition of Lewis and Clark. • A fishbone graphic organizer focusing on the effect the Lewis and Clark

	<p>expedition had on the Native American territories</p> <ul style="list-style-type: none">• A paragraph explaining the reasons Lewis and Clark were sent on their expedition as well as their findings. <p><i>Part Three: Cotton Gin</i></p> <ul style="list-style-type: none">• A timeline of events that depicts the changes during and after the invention of the cotton gin and an explanation of why these changes were so important during this time period.• An explanation of one, long-term effect of the cotton gin.
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Resources to Support the Transfer Task

1. *Brochure*: Brochures are a popular way for museums to share information with the public. Students could create an actual brochure that includes the required information along with graphics. Microsoft Publisher is a tool that can be used to create brochures.
2. *Laser Talk* supported by a PowerPoint: Many historians travel and make presentations to audiences about a particular topic. A "laser talk" is one format that a presentation could take which attempts to influence audience members to take action. The action that would be attempted for this task would be persuading audience members that Sweden's influence on colonization should be understood by not only Delawareans but all Americans. <http://www.nsd.org/standfor/lasertalk.cfm>
3. *Concept Map*:
4. *Web Page*: Students could create a mock web page that would assist students in understanding the changes that took place during the Jeffersonian Era.

Transfer Task Rubric

Scoring Category			
This product provides...	Score Point 3	Score Point 2	Score Point 1
A timeline of events focusing on Jeffersonian Era	All events on the timeline are related to the Jeffersonian era and all needed events are included.	Most events on the timeline are related to the Jeffersonian era <u>and/or</u> most needed events are included.	Few events on the timeline are related to the Jeffersonian era <u>and/or</u> few needed events are included.
A paragraph explaining how the Jeffersonian era changed the nation and who benefited from these changes.	Paragraph explaining changes in the nation during the Jeffersonian era and who benefited from the changes is thoroughly developed	Paragraph explaining changes in the nation during the Jeffersonian era and who benefited from the changes is partially developed	Paragraph explaining changes in the nation during the Jeffersonian era and who benefited from the changes is minimally developed
A timeline of events focusing on the expedition of Lewis and Clark	All events on the timeline focus on the expedition of Lewis and Clark and all needed events are included.	Most events on the timeline focus on the expedition of Lewis and Clark and <u>and/or</u> most events are included.	Few events on the timeline focus on the expedition of Lewis and Clark and <u>and/or</u> few needed events are included.
A fishbone graphic organizer focusing on the effect the Lewis and Clark expedition had on the Native American territories	All events on the fishbone graphic organizer focus on the effect the Lewis and Clark expedition had on the Native American territories and all needed events are	Most events on the fishbone graphic organizer focus on the effect the Lewis and Clark expedition had on the Native American territories <u>and/or</u> most events are	Few events on the fishbone graphic organizer focus on the effect the Lewis and Clark expedition had on the Native American territories <u>and/or</u> few needed

Scoring Category			
This product provides...	Score Point 3	Score Point 2	Score Point 1
	included.	included.	events are included
a paragraph explaining the reasons Lewis and Clark were sent on their expedition as well as their findings.	a paragraph explaining the reasons Lewis and Clark were sent on their expedition as well as their findings is thoroughly developed	a paragraph explaining the reasons Lewis and Clark were sent on their expedition as well as their findings is partially developed	a paragraph explaining the reasons Lewis and Clark were sent on their expedition as well as their findings is minimally developed
A timeline of events that depicts the changes during and after the invention of the cotton gin	All events in the timeline depict the changes that occurred during and after the invention of the cotton gin and all needed events are included	Most events in the timeline depict the changes that occurred during and after the invention of the cotton gin and/or most events are included	Few events in the timeline depict the changes that occurred during and after the invention of the cotton gin and/or few events are included
An explanation of one, long-term effect of the cotton gin.	A thoroughly developed explanation of one, long-term effect of the cotton gin is given.	A partially developed explanation of one, long-term effect of the cotton gin is given.	A minimally developed explanation of one, long-term effect of the cotton gin is given.

Total Score: _____

Above the Standard: 18 to 21
Meets the Standard: 14 to 17
Below the Standard: 7 to 13

Student Self-Assessment and Reflection

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback. An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson One

Essential Question

- How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?

Instructional Strategies

Strategy 1: Gathering Information Collaborative Groups

Prepare this lesson by printing Handouts 1.1a through 1.1f. Cut the pictures apart and mix them up. Divide students into six groups. Give each group a set of pictures. Have students arrange the pictures in time order. Glue pictures onto chart paper to simulate a vertical or horizontal timeline. Have groups then answer these questions as they present:

- How did you decide the placement of each photo?
- How do these pictures relate to each other?
- How, if at all, does one picture lead to the other?

Have students present timeline pictures to the whole group. They should touch on each of the above questions in their presentation.

Check for Understanding

- ❖ Ticket Out the Door Student Response – How does a timeline organize time? Support your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 2: Gathering Information: Think/Pair/Share

Introduce the word **chronology** (the arrangement of facts and events in the order that they occurred). Explain that they will be creating a chronology using the events given to them in a paper bag.

Have students work together to arrange themselves in a line in order of birth date.

Ask students:

- *Is there a relationship between birthdates and how we chose to arrange the class?
- *Does one birthday necessarily lead to another?

Then, have students brainstorm events in their lives in the previous week on Handout 1.2a. Have students work together with a partner to compare lists. Discuss what is similar and what is different. What accounts for the differences and similarities? Pairs should report out to the whole group one similarity and one difference in their timelines.

Pose the following questions:

- What types of events should be included on a timeline focusing on one week in your life?
- Why is important to have a topic as the focus for the timeline?
- Which, (if any), event on your timeline influenced, (or caused), another?

Have students complete Handout 1.2b to summarize their thinking about the concept of chronology.

Word Wall: Add terms CHRONOLOGY and TIMELINE to the Word Wall.

Check for Understanding

- ❖ How might this timeline be different if we focused on the events of the entire school year? Give an example to support your answer.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 3: Extending and Refining Creating a Timeline for the Life of Thomas Jefferson

Paper Bag Scramble - Copy and cut apart timeline events on Handout 1.3a. Activate student's schema by having students work in pairs to arrange the events in the order that they believe the events occurred. It is important to note that students may or may not know anything about the events in the bag, but they should rely on what they already know about Thomas Jefferson and their own logical thinking in order to best complete the task. Each group should be able to justify their placement of each event. As a whole group, review how each pair placed their events.

Reading Road Map – Distribute Handout 1.3b and 1.3c. Have students read text with partner, using the roadmap to guide them through the text. They should highlight the timeline events from the paper bag scramble as they read about them in the text.

Revisit Paper Bag Scramble – Students should go back to the paper bag timeline and use the information from the text to adjust any events so they accurately reflect history. Have student pairs partner with another group to compare timelines.

Have students work in their group to choose and share one event on the timeline that they think influenced future events in the life of Thomas Jefferson.

Potential sources for this activity include:

- Learning Resources from Monticello: Brief Biography of Thomas Jefferson:
<http://classroom.monticello.org/teachers/resources/profile/81/Brief-Biography-of-Thomas-Jefferson/>
- Usel, T.M. (1996). *Thomas Jefferson: A Photo-Illustrated Biography*. Mankato, MN: Bridgestone Books.

Check for Understanding

- ❖ In thinking about the life of Thomas Jefferson, to what extent does one event lead to another?
- ❖ How might organizing a chronology using a timeline help people understand history? Support your answer with an example.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 4: Application Discussion Web/Analyzing Timelines

Explain to students that Thomas Jefferson was a huge advocate of public education. He believed in educating the masses. He even went as far as making it a pre-requisite that you have to be educated in order to vote.

Explain that we are going to analyze a timeline of the public education system in America. Distribute Handout 1.4a. Have a copy of the handout displayed on the board. As a class, read through the timeline to make sure that the students understand the events.

Have students work with a partner to read through the timeline once again. Students should highlight two or more events that occurred as a result of the other.

Come back together as a whole group and have each pair share the event(s). Students should discuss

Potential sources for this activity include:

- Public Education Wikipedia:
http://en.wikipedia.org/wiki/Public_education
- School: The Story of American Public Education
<http://www.pbs.org/kcet/publicschool/>
- The United States Dept. of Education: <http://www.ed.gov>

Check for Understanding

- ❖ In public education, to what extent has one event led to another? Use an example to support your answer.
- ❖ Are there events on the timeline that could **not** have happened if something else hadn't happened first?

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Lesson Two

Essential Question

- How do cause and effect help us understand to what extent one event leads to another event?

Instructional Strategies

Strategy 1: Gathering Information

KWL

Students should individually complete the first column of a KWL chart focusing on the essential question:

What is the cotton gin?

Why was the cotton gin developed?

What effect did the cotton gin have on our society?

K	W	L

Resources to support the writing of the skits include:

Check for Understanding

- ❖ Students will revisit the KWL chart prior to Strategy 4 and complete the "L" column.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 2: Gathering Information

Graphic Organizer

Students will break into groups of three. Each group will analyze artifacts and documents from a different article, journal entry, or photograph. (Handouts 2.1a, 2.1b, 2.1c) For instance, one group might take a look at a newspaper article relating the cotton gin to the increase of slavery across the south. Another group might read a journal entry of a slave.

A third group could analyze a picture regarding the cotton gin. Regardless of theme, all groups will first look at the artifacts individually and answer for each:

1. What can you learn from each artifact and document?
2. What can't you learn from each artifact and document (i.e., what are the limits of what you can learn)?

After students have analyzed the documents, a group discussion should take place analyzing each artifact/document by discussing the following questions:

- What changed? What did not change? Why? How do you know?

For instance, Solomon Northup was a New Yorker and a freeman when he was kidnapped and sold as a slave in 1841. His description of the time he spent on a cotton plantation in Louisiana will help students realize the impact made by the cotton gin on the daily lives of slaves. In addition, using the picture and article they should discuss what changes did take place across the south as a result of the cotton gin.

- What patterns are there? What links the documents together?

Potential sources for this activity include:

- Library of Congress – Cotton Gin at Dahomey
<http://www.loc.gov/index.html>
- Wikipedia – Cotton Gin
http://en.wikipedia.org/wiki/File:Cotton_gin_EWM_2007.jpg
- The National Archives – Teaching Resources
<http://www.archives.gov/education/lessons/cotton-gin-patent/#documents>

Check for Understanding

- ❖ How did these primary sources help you research change over time? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 3: Extending and Refining Cause and Effect – Progress of the Cotton Gin

Ask students to discuss one way they believe the cotton gin changed the way of life for people living during the 19th century:

- Who benefited from this change?
- Who suffered because of this change?
- Was this a long term or short term change?

Students will break into groups of two. Students will use a Cause and Effect organizer (Handout 2.2a) to analyze the effects of the cotton gin after reading the article Progress of the Cotton Gin (Handout 2.2b). After reading the article students should discuss the effects

Lesson Three

Essential Question

- How do cause and effect help us understand to what extent one event leads to another event?

Instructional Strategies

Strategy 1: Gathering Information Word Splash

Distribute handout 3.1a. Have students work in groups of four to quickly brainstorm all the words they associate with the topic they will soon be learning. The teacher can then review these words with the class by asking individual students to write a sentence using the word or by asking students to write a paragraph using some of the words. The teacher can also review words orally with students exploring the meaning of the word and the association the word has with the topic.

Check for Understanding

- ❖ Students will look to see if their predictions are accurate, and will make revisions as necessary.
- ❖ Teacher monitor word usage in sentences and paragraphs.

Strategy 2: Gathering Information Living Time Line

A living time line is a series of events listed in the order in which they happened. Time lines are usually drawn on paper or written on the chalkboard. A living time line, however, is made up of people who represent the characters and events being studied. It is like a pageant or play. Each person stands and tells his or her story in sequence until all have finished, creating a living time line. At the end of this activity, students should be able to identify a cause/effect relationship and/or speak to the essential question.

First, divide the class into groups. Each group will represent a major character in the Louisiana Purchase. Copy handout 3.2a, cut apart the names and put them into a paper bag. After the groups are divided, a member in each group draws one of the Principal Character slips from a bag. Distribute Handout 3.2c. This handout will guide groups through the activity. Copy and cut apart question slips on handout 3.2d and distribute to appropriate group. Handout 3.2b is for teacher background purposes only.

When groups are ready, one at a time, each will present their skit in chronological order. Then, each student briefly relates any cause and effect connections that they made between their character's situation as it relates to the purchase of LA. After students finish speaking, they remain on stage so that at the end they form a "living time line."

Potential Resources:

<http://www.nps.gov/archive/jeff/LewisClark2/Education/LouisianaPurchase/LessonPlanandActivity2.htm>

Check for Understanding

- ❖ Teacher monitor that students are placing themselves in the correct order.
- ❖ To what extent does one event *a/ways* lead to another?

Strategy 3: Extending and Refining Lewis and Clark – The Journey

What did Lewis and Clark find on their epic expedition across North America?

Many important events were recorded during Lewis and Clark's trip west, which took about 18 months. In this lesson, students will use an interactive map at http://www.nationalgeographic.com/lewisandclark/journey_intro.html to put the events on Handout 3.3 – Lewis and Clark's Journey West, in chronological order.

Check for Understanding

- ❖ Students will correctly put the events on Handout 3.3 in chronological order.
- ❖ How does organizing events in a timeline help us to better understand historical information?

Strategy 4 Application Cause and Effect – Lewis and Clark and Native Americans

Explain to students that as they study details of the Corps of Discovery, they should be aware that areas the travelers explored were already inhabited by many different Native Americans tribes, who had established governments, lifestyles, economic bases, and trading and territorial boundaries. The primary group of Native Americans with whom the expedition interacted was the Lakota, one of the Seven Council Fires of the Dakota Nation. While Lewis and Clark gave names to—and recorded on maps--locations and landmarks, they were actually renaming sites the Lakota had already claimed. Explain to students to begin to learn about the various sites Native Americans named, they will first study Lakota names for several tributaries of the Missouri River.

Divide the class into groups of three or four students. Distribute copies of the map found at the following link www.pbs.org/lewisandclark/class/pdf/Lesson6.pdf , Handout 3.4, and a U.S. road atlas and/or topographical map to each team. Tell students that the map on the handout shows the Lakota names for several tributaries of the Missouri River. Point out that Lakota territory begins where the expedition passed the North Platte River, and continues on up into South Dakota, North Dakota and Montana. Instruct students to find these same tributaries in the road atlas and/or on the topographical map to identify their modern-day names, listing them next to the Lakota labels on the activity sheet.

Check for Understanding

- ❖ Students will correctly label the river names.
- ❖ What cause and effect relationships can be found in the Louisiana Territory before Lewis and Clark's expedition and afterwards?

Rubric

2 – Accurate cause/effect relationship identified with relevant explanation

1 – Inaccurate cause/effect relationship identified with irrelevant, or no explanation.

Resources and Teaching Tips

Resources

Field trip opportunities to the National Constitution Center in Philadelphia are encouraged to further enrich the students knowledge through wonderful exhibits and tours. Information can be found at: http://constitutioncenter.org/ncc_visit_Group_Information.aspx According to the site:

The **National Constitution Center** in historic Philadelphia is America's most interactive history museum. Located just two blocks from the **Liberty Bell** and **Independence Hall**, it is the only museum devoted to the U.S. Constitution and the story of *we, the people*.

Phone: **215-409-6800**

Potential Teacher Supplemental Reading

- Thomas Jefferson
 - ❖ R.B. Bernstein; *Thomas Jefferson*, c. 2003; Oxford University Press, Inc.; New York, New York.
 - ❖ Thomas Jefferson Monticello <http://www.monticello.org/>
 - Eli Whitney
 - ❖ Jean Lee Lathem; *The Story of Eli Whitney*, c. 1953; Sonlight Curriculum, Ltd.; Littleton, Colorado.
 - ❖ The Cotton Gin and Eli Whitney http://inventors.about.com/od/cstartinventions/a/cotton_gin.htm
 - ❖ Library of Congress – Cotton Gin at Dahomey <http://www.loc.gov/index.html>
 - ❖ Wikipedia – Cotton Gin http://en.wikipedia.org/wiki/File:Cotton_gin_EWM_2007.jpg
 - ❖ The National Archives – Teaching Resources <http://www.archives.gov/education/lessons/cotton-gin-patent/#documents>
- Louisiana Purchase
 - ❖ Charles A. Cerami; *Jeffersons Great Gamble*, c. 2003; Sourcebooks, Inc.; Naperville, Illinois.
 - ❖ <http://ism.crt.state.la.us/cabildo/cab4.htm>
 - ❖ www.educationworld.com/lessons
- Jeffersons’s Big Deal
 - ❖ <http://www.monticello.org/jefferson/lewisandclark/louisiana.html>
 - ❖ <http://www.nps.gov/archive/jeff/LewisClark2/Education/LouisianaPurchase/LessonPlanandActivity2.htm>
 - ❖ www.nps.gov/archives
 - ❖ The United States Dept. of Education: <http://www.ed.gov>
 - ❖ Public Education Wikipedia: http://en.wikipedia.org/wiki/Public_education

- ❖ School: The Story of American Public Education
<http://www.pbs.org/kcet/publicschool/>
- ❖ Usel, T.M. (1996). *Thomas Jefferson: A Photo-Illustrated Biography*. Mankato, MN: Bridgestone Books.
- ❖ Brinkley, Alan. (2009). *American history: a survey*. Boston: McGraw Hill Higher Education.
- ❖ Zike, Dinah. (2002). *Big book of social studies*. San Antonio, TX: Dinah-Might Adventures, LP.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **Focused Learning** - These practices and strategies focus on five areas: Planning, Curriculum, Instruction, Assessment, and School Organization.
- **CRISS Framework for Teaching** - Project CRISS fits into existing curricula. It is not necessary to change either the content or the materials used in any teaching situation; rather, CRISS advocates a change in teaching style.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **4th Grade Technology Literacy** – the ability to copy, cut and paste between windows and documents. Students should have the ability to import a picture using a scanner or camera. This includes resizing or cropping graphics. (SETDA, 2003)

Content Connections

Content Standards integrated within instructional strategies

ELA 2.4b: Students will be able to demonstrate an overall understanding of technical and informative texts by identifying text features and text structures.

Grade 4: Identify text structures in informative/technical texts (e.g., sequence/chronological order, classification, simple definition, simple process, description, comparison, problem/solution, simple cause/effect).

Handout 1.1a











Handout 1.1b

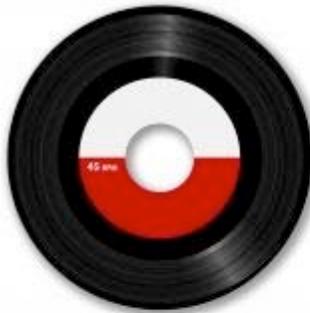








Handout 1.1c







(PRODUCT)[™]







Handout 1.1d











Handout 1.1e











Handout 1.1f









Atari 2600



Handout 1.2a

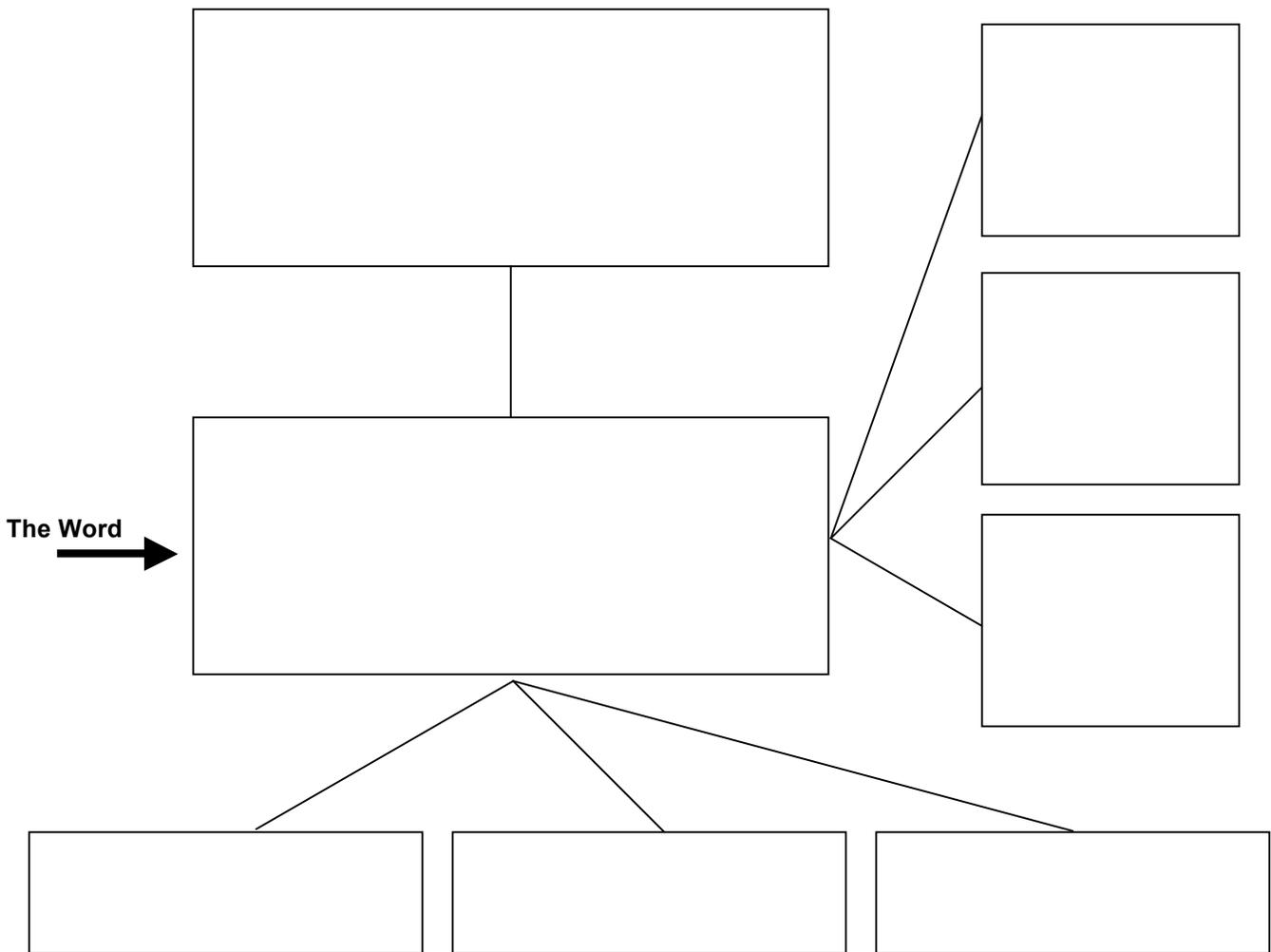
	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Events</i>					

Handout 1.2b

Word Map Outline 1

What is it?
(write the definition)

What is it like?



What are some examples?

Thomas Jefferson was born.

*Jefferson was Elected President of the
United States.*

*Jefferson was elected Governor of
Virginia.*

Planned and built University of Virginia.

Built Monticello

Went to College of William and Mary.

Married Martha Skelton.

Wrote the Declaration of Independence.

Name: _____

Date: _____

Reading Road Map

(Use with *Brief Biography of Thomas Jefferson*)

Before Reading:

Two Minute Take-Off

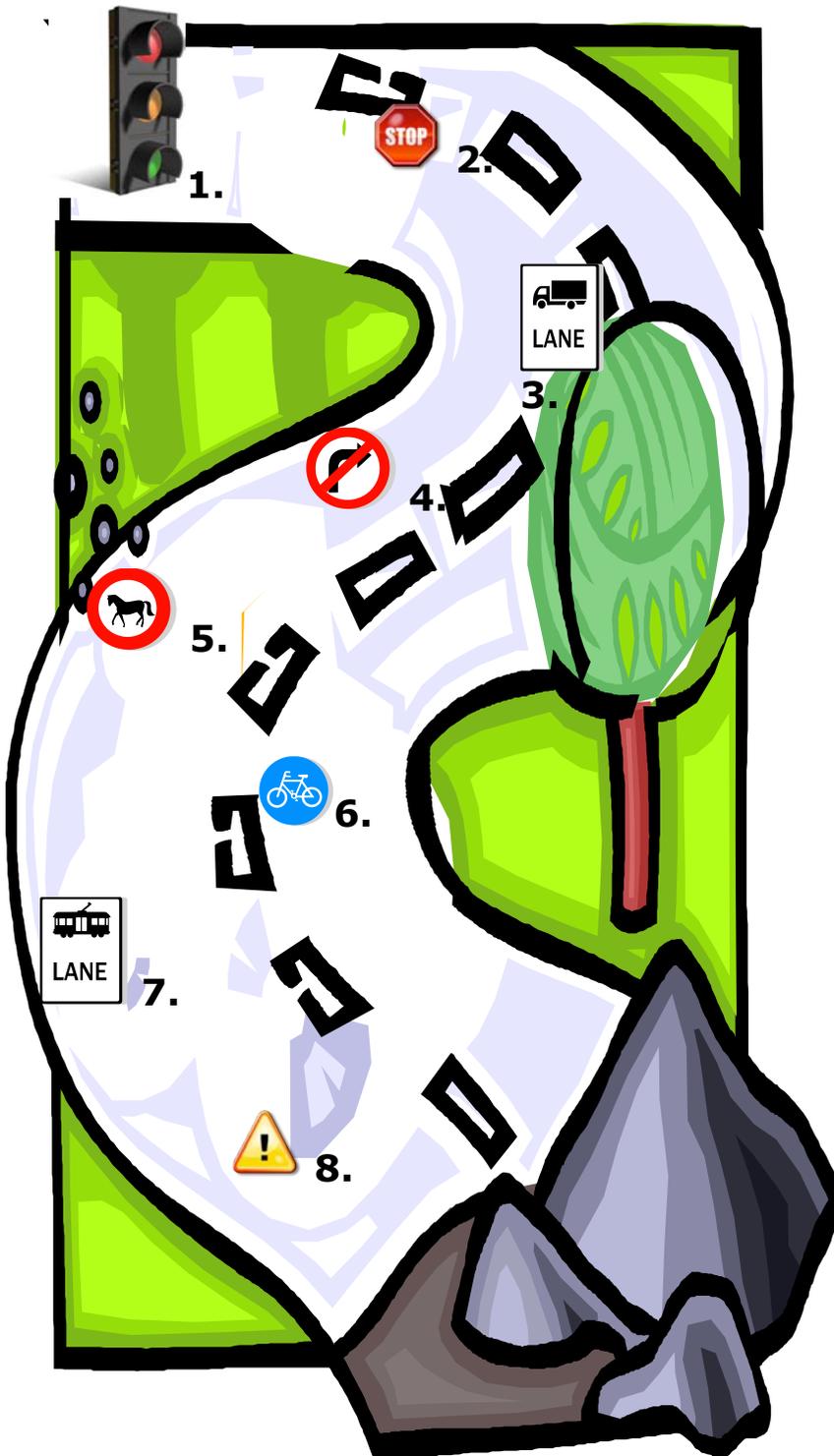
1. In one minute, you and your partner write down everything you remember about Thomas Jefferson. Then, take turns telling what each of you know about Thomas Jefferson in one minute.

During Reading:

3. While you are reading, highlight the events from the Paper Bag Scramble as they occur in the text.
4. Paragraph 1 - What is Thomas Jefferson most famous for?
5. Paragraph 2 - Based on what you have learned about T.J. so far describe what kind of person he was.
6. Paragraph 3 and 4 - talk with your partner about any questions you may have about the information given in these paragraphs, (i.e - I wonder what it felt like to own 3,000 acres when you are only 14 years old?
7. Paragraph 5 - How old was Jefferson when he married Martha? Is there anything interesting that you find out here about Martha that you didn't already know?
8. Paragraph 6 - Think about the statement that Jefferson wrote, "All men are created equal." In your journal, write who you think Jefferson was talking about when he said "all men." Also, how do you feel about Jefferson writing that statement, knowing that Jefferson owned slaves.
9. Paragraph 11 - talk with your partner about one important thing that Jefferson did while he was President.

After Reading:

10. In your journal, record interesting facts about Thomas Jefferson that you did not know before reading this text.



Brief Biography of Thomas Jefferson

1743 – 1826



Thomas Jefferson was an incredible man. He is famous for writing the Declaration of Independence and for being the third president of the United States. Jefferson was also a gardener, father, designer and thinker, who believed in the rights of men.

Early Years

Jefferson's early years helped shape his life. He was born April 13, 1743 at Shadwell, a slave plantation in central Virginia. His father was Peter Jefferson, a planter and surveyor. His mother was Jane Randolph Jefferson, the daughter of a well-known Virginia family. In school, Jefferson studied Latin, Greek and French. In 1760, he went to the College of William and Mary. He studied and practiced law for a number of years. He was described as "tall, sandy-haired and freckled". He was a skilled horseman and violin player.

Monticello Mountain

When Thomas was fourteen, Peter Jefferson died. In his will, he left Thomas about 3,000 acres of land and about thirty slaves. When Jefferson was twenty-six years old, he began building Monticello. The name means "little mountain" in Italian. Jefferson designed the house, gardens and workshops. Skilled white and enslaved workers built and tended them.

Jefferson loved Monticello. He made notes on everything. He wrote about the rainfall and daily weather. He wrote about his trees, slaves and crops. He even kept a gardening diary. These records tell us valuable information about life at Monticello.

Marriage

New Year's Day 1772, Jefferson married Martha Wayles Skelton. She was a widow. Jefferson described his marriage to Martha as being ten years of happiness. They had six children. Two girls, Martha and Mary, lived to be adults.

Declaration of Independence

In 1775, Jefferson was elected to the Continental Congress. He was picked to write the [Declaration of Independence](#). It states the importance of rights and freedoms. It states that "all men are created equal." It also stated the reasons the colonists wanted to separate from England. Jefferson believed in the ideals of the Declaration of Independence.

1779-1782

Jefferson was governor of Virginia from 1779-1781. When he was elected, the American people were fighting the Revolutionary War. After he was governor, he returned to Monticello to tend his plantation. In 1782, his wife Martha died. She left three daughters, Martha, Mary and Lucy. Jefferson was overcome with sadness by the death of his wife. He became a devoted father to his daughters and never remarried. His daughter Lucy died two years after her mother.

France

In 1785, Jefferson was sent to France. He represented the United States government. At the time, France was ruled by a king. Jefferson saw many poor people in the "lower class". Jefferson's time in France made his belief in "freedom for all" stronger. Martha and Mary spent time with him in France and attended school there. They enjoyed French sights, cooking and art.

1789-1796

Jefferson and his two daughters left France in 1789. President George Washington picked him to be the first Secretary of State. In 1796, Jefferson ran for president. He lost to John Adams. Because Jefferson had the second highest amount of votes, he became the vice president.

President

Four years later, Jefferson became the [President of the United States](#). He ran against John Adams. Adams leaned toward a government run by the wealthy. Jefferson wanted a government run by all men. Jefferson's election

showed that Americans wanted a leader who believed that all men were equal.

Jefferson was president from 1801-1809. He guided the purchase of the Louisiana Territory from France. The United States paid France \$15 million for the land. It added 883,000 square miles to the United States. Jefferson sent Lewis and Clark to explore the new wilderness. Sadly in 1804, while Jefferson was president, his youngest daughter Mary died.

Later Life

After he was president, Jefferson remained busy. He returned to Monticello. His daughter Martha and her family joined him. At Monticello he was free to do the things he loved. He read his books and wrote letters. He designed gardens, rode horses and played with his twelve grandchildren. He also started the University of Virginia. He designed the buildings and served as its first president.

On July 4, 1826 Jefferson died at his beloved home. He was eighty-three years old. The day was also the fiftieth anniversary of the signing of the Declaration of Independence.

Public Education Timeline

- 1635 The Boston Latin School, the first publicly funded secondary school in America, and the oldest educational institution in the country, opens. Some notable figures in history who attended this school include: Cotton Mather, Benjamin Franklin, John Hancock and Samuel Adams.
- 1779 Thomas Jefferson argued for universal taxpayer funded public education at the basic level. While he was unsuccessful at this time, his influence was apparent in later years.
- 1837 Horace Mann becomes the first secretary of education in the Commonwealth of Massachusetts. He travels the state on horseback advocating for a system of "common schools." Under his leadership, the legislature provided funds to localities to open the schools. These common schools provided a standardized curriculum at the elementary level and were the precursors to today's public school system.
- 1849 Henry Barnard creates a system of common schools in Connecticut.
- 1852 The Massachusetts legislature enacts the first compulsory education law requiring every child to get an education.
- 1853 New York follows the lead of Massachusetts and passes its own compulsory education law.
- 1865 By the end of the Civil War, most state constitutions guaranteed public support for public education.
- 1874 Michigan Supreme Court rules that communities could use local property taxes to fund secondary schools.
- 1900 By this year, 1.6 million children were attending public schools with 5% of them going on to high school.
- 1918 All states now have compulsory education laws through elementary schools. John Dewey, an education professor at the Columbia University Teachers' College, advocates a theory of education called progressive education which eventually turned into the present day vocational education.

- 1920 High school has become a more common experience.
- 1930 By this year, 29 million children attend public schools.
- 1950 By this year, 35% of public school students graduate from high school.
- 1954 The United States Supreme Court rules in *Brown v. Board of Education of Topeka* that separate educational facilities for black and white children in the South are inherently unequal and unconstitutional.
- 1957 President Eisenhower orders federal troops to Little Rock, Arkansas to force racial integration of that city's Central High School. The Soviet Union launches Sputnik, the first spacecraft to orbit the earth, causing great concern in the United States about the state of science and math education in America.
- 1958 The National Defense Education Act is passed by Congress in a reaction to the Russian launch of Sputnik. The act provided federal funding to public schools to bolster higher level science and math curriculum. This was the first time the federal government intervened in public school policy and curriculum citing the needs of national security.
- 1965 Congress passes the Elementary and Secondary Education Act as part of President Lyndon Johnson's war on poverty. Title I of this act provided the first federal aid to school districts with large percentages of children living in poverty. This act was also the beginning of Head Start, a health, education and nutrition program designed to help low income three and four year old children prepare for school.
- 1968 Twelve cents of every dollar spent on k-12 education comes from the federal government.
- 1975 In the Education for all Handicapped Children Act, Congress orders the public schools to provide an education to all disabled children.
- 1976 The California Supreme Court holds that education is a fundamental right under the equal protection clause of the state constitution in *Serrano v. Priest*. The high courts in Connecticut and Wyoming followed suit in 1977 and 1980.
- 1979 President Jimmy Carter creates the new cabinet level

Department of Education.

- 1989 The National Education Summit is convened by President George Bush, attended by the nation's governors. The Summit produces five national education goals for the year 2000.
- 1995 Eighty-seven percent of Americans graduate from high school.
- 2001 In January 2001, President George W. Bush introduced his plan to help reform American schools, No Child Left Behind (NCLB). Congress enacted NCLB, the largest reform of the Elementary and Secondary Education Act (ESEA) since its inception in 1965.

Adapted from: http://goodschoolspa.org/pdf/learn_factsheets/Timeline_PublicEducation_America.pdf

Handout 2.1a
Journal Entry of Solomon Northup

"The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see, and when the moon is full, they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be until the order to halt is given by the driver. The day's work over in the field, the baskets are "toted," or in other words, carried to the gin-house, where the cotton is weighed. No matter how fatigued and weary he may be -- no matter how much he longs for sleep and rest -- a slave never approaches the gin-house with his basket of cotton but with fear. If it falls short in weight -- if he has not performed the full task appointed of him, he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task accordingly. So, whether he has too little or too much, his approach to the gin-house is always with fear and trembling."

*Adapted from the Teaching Activities created by the Educational Staff at the National Archives,
Washington, D.C.*

Handout 2.1b
The First Cotton Gin



The First Cotton Gin - 1790-1800 Library of Congress
The First cotton-gin
(1869 Dec. 18) (Photograph, Print, Drawing)

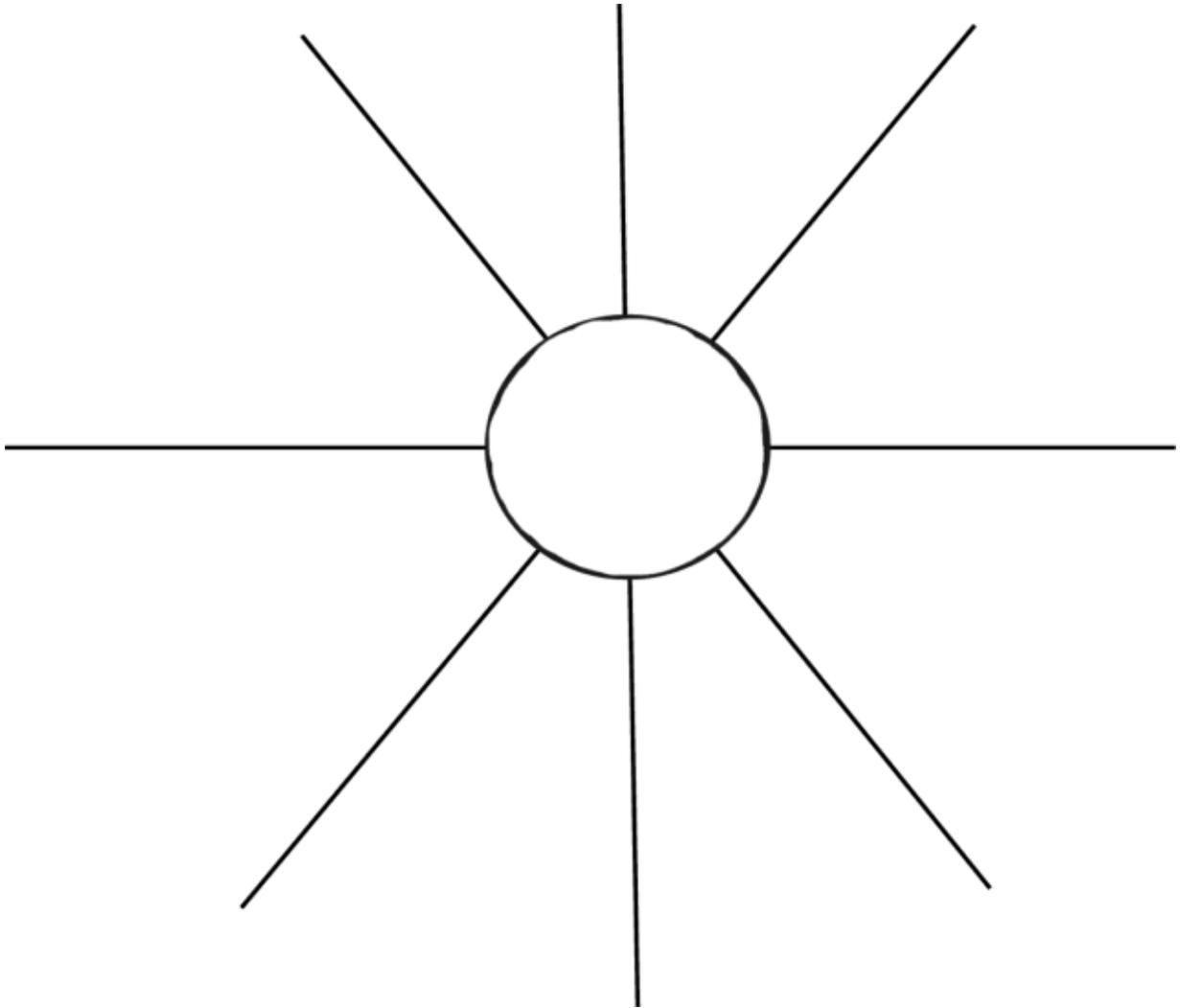
Handout 2.1c Eli Whitney

Eli Whitney was the inventor of the cotton gin and a pioneer in the mass production of cotton. Whitney was born in Westboro, Massachusetts on December 8, 1765 and died on January 8, 1825. He graduated from Yale College in 1792. By April 1793, Whitney had designed and constructed the cotton gin, a machine that automated the separation of cottonseed from the short-staple cotton fiber.

Eli Whitney's invention of the cotton gin revolutionized the cotton industry in the United States. Prior to his invention, farming cotton required hundreds of man-hours to separate the cottonseed from the raw cotton fibers. Simple seed-removing devices have been around for centuries, however, Eli Whitney's invention automated the seed separation process. His machine could generate up to fifty pounds of cleaned cotton daily, making cotton production profitable for the southern states

Resources -About.com Inventor:
http://inventors.about.com/od/cstartinventions/a/cotton_gin.htm

Handout 2.2a
Cause and Effect Graphic Organizer



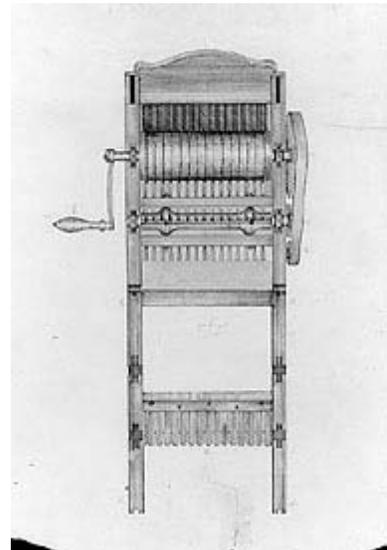
Handout 2.2b Progress of the Cotton Gin

Although there was some hope immediately after the Revolution that the ideals of independence and equality would extend to the black American population, this hope died with the invention of the cotton gin in 1793. With the gin (short for engine), raw cotton could be quickly cleaned; Suddenly cotton became a profitable crop, transforming the southern economy and changing the dynamics of slavery. The first federal census of 1790 counted 697,897 slaves; by 1810, there were 1.2 million slaves, a 70 percent increase.

Slavery spread from the seaboard to some of the new western territories and states as new cotton fields were planted, and by 1830 it thrived in more than half the continent. Within 10 years after the cotton gin was put into use, the value of the total United States crop leaped from \$150,000 to more than \$8 million. This success of this plantation crop made it much more difficult for slaves to purchase their freedom or obtain it through the good will of their masters. Cotton became the foundation for the developing textile industry in New England, spurring the industrial revolution which transformed America in the 19th century.

From 1790 to 1810, close to 100,000 slaves moved to the new cotton lands to the south and west. From 1810 until the Civil War, 100,000 slaves were forced westward each decade -- a half million in total. As cotton cultivation spread, slaveholders in the tobacco belt, whose crop was no longer profitable, made huge profits by selling their slaves. This domestic slave trade devastated black families. American-born slaves were torn from the plantations they had known all their lives, placed in shackles and force-marched hundreds of miles away from their loved ones.

Since the 1790s, abolitionists had been demanding that the United States put an end to its international slave trade. The Pennsylvania Abolition Society, the Quakers in New York, and other organizations presented anti-slave trade memorials to Congress. In January 1800, free black people in Philadelphia petitioned Congress to end the trade. In the meantime, though, the cotton boom spurred slaves imported from Africa: 20,000 came to Georgia and South Carolina in 1803 alone. Finally, on January 1, 1808, Congress did officially ban the international slave trade, a right granted it under the terms of the U.S. Constitution. Black communities throughout the country celebrated the long-awaited event. Absalom Jones gave a sermon at Philadelphia's African Church, commemorating the day as one of thanksgiving. Even following the ban, however, an illegal international slave trade continued.

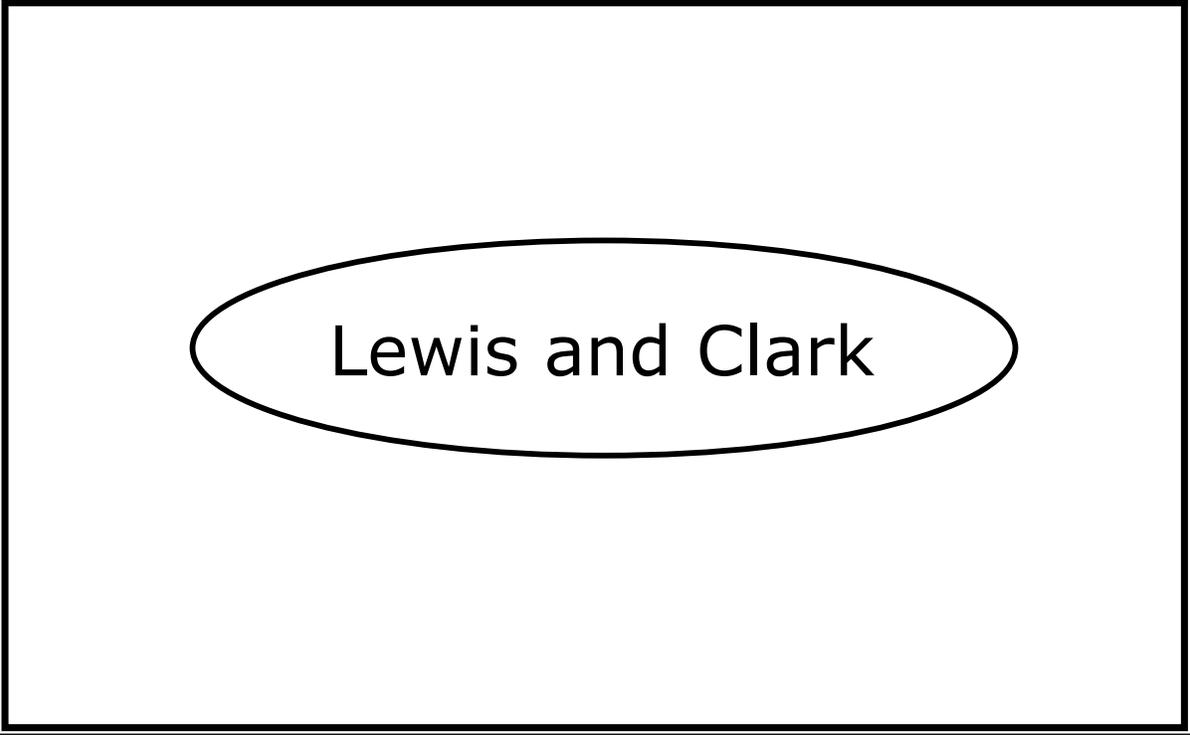


The cotton boom and the resulting demand for slaves brought increased danger for northern free blacks: the possibility of being kidnapped and sold into slavery in the South. The practice of kidnapping was frighteningly widespread. The 1793 Fugitive Slave Act enabled any white person to claim a black person as a fugitive, unless another white person testified otherwise. Blacks were not allowed to testify against whites in court according to southern law. Absalom Jones petitioned Congress for the protection of free blacks, to no avail. Children were highly vulnerable to kidnapping rings. Often indentured and living away from their parents, they could disappear without anyone noticing, since their employers assumed they had gone to their families. And since children changed so much as they grew, there was little likelihood of their being recognized and rescued after years of slavery. Many southern slaveowners took a "no questions asked" approach to purchasing slaves. Kidnapped free blacks joined the slaves who had been imported into the lower South, where they were work conditions were difficult and unhealthy.

The spread of slavery westward led to bitter debate in Congress, as new states entering the Union could tip the balance between proslavery and free voting blocs. The Missouri Compromise of 1820 resolved a crisis over the admission of Missouri as a slave state, and for a while, established a boundary for slave lands westward across the Louisiana purchase territories. But as the century progressed, the spirit of compromise would prove increasingly fragile.

Courtesy of PBS.org – Africans in America: Brotherly Love
<http://www.pbs.org/wgbh/aia/part3/3narr6.html> 3/5/10

Word Splash



Lewis and Clark

Human Timeline Names

Cut apart the names and place them in a paper bag. Have each group pull one name from the bag to research. Use handout 3.2b to guide the research

French explorer La Salle
King Louis XIV
King Louis XV
King Charles III
Napoleon Bonaparte
Thomas Jefferson
Robert Livingston
James Monroe
Barbe-Marbois
Meriwether Lewis

Handout 3.2b
Summaries about the principal characters of the Louisiana Purchase
(For Teacher Information Only)

French explorer La Salle and his crew explored much of the Mississippi River. In 1682, at the mouth of the river, La Salle claimed all the territory drained by the Mississippi River for France. The boundaries were vague, but roughly the territory reached from the Appalachian Mountains on the east to the Rocky Mountains on the west, and from Canada on the North to the Gulf of Mexico on the south. La Salle named the territory Louisiana for King Louis XIV of France.

King Louis XIV was an absolute monarch who believed God had chosen him to be king. King Louis had mixed feelings when French explorer La Salle claimed Louisiana for France and named it for him. He realized the addition of the Louisiana Territory would greatly enhance France's colonial empire. On the other hand, he knew defending and colonizing it would cost a lot of money. The French treasury was already in bad shape due to the many wars in which France was involved. Of course, that didn't stop King Louis from spending money on other things. For instance, he built an enormous Palace at Versailles near Paris and lived the good life there for many years before his death in 1715.

King Louis XV, the great-grandson of Louis XIV, came to the throne in 1715 at the age of five. During his reign, France lost most of its colonial possessions in North America to the British. In the peace treaty of 1763, Britain was awarded the Louisiana Territory east of the Mississippi River. A year earlier, to keep Britain from getting the western part, King Louis XV gave it to his cousin, King Charles III of Spain.

King Charles III of Spain came to France's aid in wars against the British. Unfortunately, Spain lost some of its own valuable colonial territories when Britain won. To keep the British from getting West Louisiana (and to compensate King Charles for his losses), King Louis XV secretly gave the territory to Spain in 1762. King Charles was not too thrilled about the deal because he was already having problems defending and maintaining Spain's far-flung colonial possessions in North America. Later he decided it was a good deal because it provided a buffer zone between Spain's colonies and those of the British.

Napoleon Bonaparte, a young military genius, restored order of a sort in France after the chaos of the French Revolution. He was only twenty-eight years old when he forcibly took over the government in 1799. During the next few years, he brought a great deal of Europe under his rule. As his power grew, so did his ambitions, and he began to dream about regaining France's colonial possessions in North America. In 1800, he made a secret deal with Spain (the Treaty of San Ildefonso) to take back the Louisiana Territory. He also began sending troops to the French West Indies in the Caribbean Sea.

Thomas Jefferson became president of the United States in 1801. He wanted to know what lay out in the west not only because he was a curious intellectual, but also because he believed it would someday become part of the United States. In a secret message to Congress in January, 1803 he asked that body to fund a western expedition to be led by his secretary, Meriwether Lewis. He didn't want Spain to know about it because they controlled West Louisiana where the expedition would be traveling. Congress agreed and Lewis began planning the expedition. By 1802, the secret had leaked out that France had regained the Louisiana Territory. To

make matters worse, Spain closed the Port of New Orleans so that frontier farmers and traders could not store their products there before shipping them to market. Even though Napoleon had nothing to do with this act, many Americans blamed him and wanted to go to war with France. To avoid war Jefferson sent a message to Ambassador Robert Livingston in Paris. He wanted Livingston to discourage France from taking over Louisiana, but if that didn't work, to try to buy New Orleans and Florida. A short time later he sent another ambassador, James Monroe, to help Livingston.

Robert Livingston tried to carry out his instructions, but the French foreign minister, Talleyrand, made the task very difficult. Talleyrand, a wealthy aristocrat, was vain and corrupt. He was often very discourteous but Ambassador Livingston continued to do his duty. At a meeting with Talleyrand on April 11, 1803, Talleyrand asked Livingston if the United States would consider buying the entire Louisiana territory as well as New Orleans and Florida-and if so, what would they be willing to pay for it? Livingston was astonished. He said he had not thought of such a thing, but he would discuss it with Ambassador James Monroe, who had just arrived from America.

James Monroe was also astonished when he heard the news. He and Livingston thought Talleyrand might be bluffing until they learned from a reliable source that Napoleon might decide to sell Louisiana at any moment. Even though the two ambassadors were not authorized to buy the entire Louisiana Territory, there wasn't time to consult President Jefferson back in Washington. Monroe talked it over with Livingston and together they decided to buy Louisiana if Napoleon offered to sell it.

Barbe-Marbois was the French Minister of Finance in 1803. He was also one of Napoleon's closest advisors. He convinced Napoleon that selling Louisiana was a good thing because the cost of defending and maintaining it was more than the profit to be made from it. Besides, Napoleon was preparing for war against England and a great deal of money would be needed for the military operations. On April 10, 1803 Napoleon decided to sell Louisiana. He put Barbe-Marbois in charge of negotiations instead of Talleyrand. After many weary days of bargaining, a deal was finally made in which the United States agreed to pay fifteen million dollars for the Louisiana Territory including New Orleans. The contract was dated April 30, 1803 but it was not signed officially until May 2.

(Livingston immediately sent the sensational news across the Atlantic to Jefferson. To make sure the news and documents arrived safely, three messengers were sent on three different ships. Jefferson received the news on July 3, 1803.)

Meriwether Lewis was in Washington when the news about the Louisiana Purchase arrived. Lewis was delighted with the news for it meant much of his exploring would be done in his own country. It was now his duty to tell the Western Indian tribes that the United States controlled the Louisiana Territory and that the Great Chief resided in Washington D. C. In the fall of 1803, he sailed down the Ohio River and picked up his friend, William Clark, in Indiana. From there they traveled to St. Louis to spend the winter. On March 10, 1804 Lewis witnessed the ceremony in St. Louis that transferred Upper Louisiana to the United States of America.

Handout 3.2d

PRINCIPAL CHARACTERS OF THE LOUISIANA PURCHASE

LA SALLE, French Explorer in North America

1. What huge tract of land in North America did La Salle claim for France? On what date did he do this?
 2. Where was La Salle when he claimed it?
 3. What did he name the land he claimed? In whose honor did he name it?
-

KING LOUIS XIV, King of France

1. How did King Louis XIV feel about the territory French explorer La Salle claimed for France in 1682?
 2. King Louis XIV was not willing to spend a lot of money for building colonies in North America, but he spent enormous amounts of money on his palace outside of Paris. What was the name of the palace? How many rooms did it have? How much did it cost to build?
 3. In what year did King Louis XIV die?
-

KING LOUIS XV, King of France

1. What relation was King Louis XV to King Louis XIV?
 2. During King Louis XV's reign, France fought the British in North America. What did France lose to the British in the Treaty of Paris in 1763?
 3. What "gift" did Louis XV give to Spain in the secret Treaty of Fontainebleau? For what reasons? In what year did this happen?
-

KING CHARLES III, King of Spain

1. What was the family relationship between King Charles III of Spain and King Louis XV of France?

2. What "gift" did King Charles receive from King Louis in the secret Treaty of Fontainebleau?
 3. Why was King Charles not happy about the gift at first? Why did he later change his mind?
 4. In what year did King Charles III die?
-

NAPOLEON BONAPARTE, French Ruler

1. When did Napoleon take over the French government?
 2. What happened to France's king before Napoleon became the leader of France?
 3. What "gift" did Spain return to Napoleon in the secret Treaty of San Ildefonso? Why did Napoleon want it back? In what year did he receive it?
-

THOMAS JEFFERSON, President of the United States

1. Why did Jefferson want to send an expedition to explore the Louisiana Territory?
 2. On what date did he secretly ask Congress to fund a western expedition? From whom did he want to keep it a secret and for what reason? Did Congress agree? Who did Jefferson choose to lead the expedition?
 3. Jefferson faced a crisis when Spain revoked the right of deposit at the Port of New Orleans. What did that mean and why was it a problem? On what date did this happen?
 4. What did the farmers want to do about it? What did Jefferson do about it?
-

ROBERT LIVINGSTON, American Ambassador to France

1. What did Jefferson instruct Robert Livingston to buy from France? How much was he allowed to offer for it?
 2. On what date did he receive these instructions?
 3. What was name of the French Minister of Foreign Affairs with whom Livingston negotiated? How did he treat Livingston?
-

TALLEYRAND, French Minister of Foreign Affairs

1. What sort of a person was Talleyrand?
 2. Why did American Ambassador Robert Livingston not like him?
 3. On what date did Talleyrand ask Livingston if the United States would be interested in buying the entire Louisiana Territory?
-

JAMES MONROE, American Ambassador to France

1. Before becoming ambassador to France, what other positions did Monroe hold in the American government?
 2. What high position did he hold afterward?
 3. Why did Jefferson send Monroe to Paris? On what date did he arrive?
-

BARBE-MARBOIS, French Minister of Finance

1. Napoleon told Barbe-Marbois that he intended to sell Louisiana to the Americans and that Barbe-Marbois would be the chief negotiator to make the deal. On what date did this happen?
 2. Who did Barbe-Marbois replace as chief negotiator?
 3. How did Barbe-Marbois feel about Napoleon's decision to sell Louisiana?
-

MERIWETHER LEWIS, Jefferson's Secretary and Leader of the Western Expedition

1. Where was Lewis when he learned the news about the Louisiana Purchase?
2. Why was Lewis so pleased when he heard the news?
3. What important ceremony about the Louisiana Purchase did Lewis attend in St. Louis? On what date did it take place?

Handout 3.3

On April 29 Lewis and several of his men spotted a pair of grizzlies. They wounded one of the bears, which managed to escape. But the other ran at Lewis, chasing him some 80 yards before he and one of his colleagues were able to reload and kill the bear.

"O'cean in view! O! the joy," he wrote in his journal. But they were actually at the estuary of the Columbia—still 20 miles from the coast.

As the Yankton Sioux had warned, the Teton Sioux greeted the expedition and its gifts—a medal, a military coat, and a cocked hat—with ill-disguised hostility.

The Lewis and Clark expedition—"the Corps of Discovery"—began making its way up the Missouri aboard a 55-foot-long (17-meter-long) keelboat and two smaller pirogues.

Lewis became the first white man to see the Great Falls of the Missouri River.

Snow began to fall as the expedition set off for the Continental Divide. Game was scarce in the Rockies, and food supplies ran low. But finally the expedition reached the divide and passed over the other side, down into the Bitterroot Valley.

Lewis and Clark were keen to cover as many miles as possible before the Missouri froze. Four days after the first snowfall, they reached the Mandan tribe's villages, where they planned to spend the winter.

By the middle of November they made it to the Pacific.

In the last week of May, Lewis saw the mountains for the first time. He was filled with joy, immediately tempered by a realization of the challenge that lay ahead.

The expedition members kept busy during the Fort Mandan winter, repairing equipment, trading with the Indians, and hunting for buffalo.

On June 3 the expedition came upon a fork in the river. Though the branches of the fork were of equal size, the captains believed that the southern branch was the Missouri; this would lead them to the Rockies, which they hoped to cross before the autumn snows. The rest of the men disagreed, convinced that the northern branch was the right choice.

At sunset on August 2, a party of Oto and Missouri Indians arrived at the expedition's camp. This first Indian encounter went well, the two sides exchanging greetings and gifts.

Handout 3.4

The following is a list of tributaries and rivers found on the map, with translations for the Lakota names.

Mnisose - Missouri River

Pankeska Wakpa - North Platte River (connects to the Missouri River at Omaha Nebraska)
Translation: Panke - shell ska - white Wakpa - river or waterway

Casmu Makoce - Sand Country (Nebraska Sandhills west of Missouri)
Translation: casmu - Sand makoce - country

Minitanka mniluza - Niobrara River
Translation: mni - water tanka - large mniluza - rapid river

Makizita Wakpa - White River
Translation: Makizita - smoky Wakpa - river

Landmark seen from Missouri: Inyan zito Paha - Green Rock Mountain or Hill
Translation: Inyan - rock zito - green paha - mountain or hill

Wakpa Sica - Bad River
Translation: Wakpa - river Sica - bad

Wakpa Waste - Good River
Translation: Wakpa - River Waste - Good

Hinhan Wakpa - Owl River
Translation: Hinhan - Owl Wakpa - River

Cansuska Wakpa - Box Elder River
Translation: Cansuska - Box Elder (tree) Wakpa - River

Hantesa Wakpa - Red Cedar River
Translation: Hante - Cedar sa - red Wakpa - River

Cante Wakpa - Heart River
Cante - Heart Wakpa - River

Mila Wakpa - Knife River
Translation: Mila - Knife Wakpa - River

Landmark seen from Missouri: Pehincicila Paha - Ghost Hair Mountain or Hill

Translation: Pehin - Hair cicila - Ghost Paha - Mountain or Hill

Hehaka Ta Wakpa - River of the Elk

Translation: Hehaka - Elk Ta - their Wakpa - River

Hehaka Wakpa - Elk River

Translation: Hehaka - Elk Wakpa - River