

Title: Stop Lewis and Clark!

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Key Words: Lewis, Clark, Spain, Jefferson, Louisiana Territory

Grade Level: 6th

Time Allotted: 90 Minutes

Lesson Overview	This lesson looks at the Spanish reaction of the Lewis and Clark Expedition. It globalizes America's movement westward by studying the lengths Spain went to stop the Corps of Discovery from fulfilling their mission to the Pacific and back. The vastness of the territory in question is also discussed in one of the activities.
Guiding Question(s)	Why did Spain see the U.S., and Lewis and Clark, as a threat, and what did they do in response?

Learning Objectives By the end of this lesson, students will be able to:

- 1-identify the Spanish reaction to the Lewis and Clark Expedition by analyzing primary and secondary source documents.
- 2-explain why America and Lewis and Clark were seen as a threat to the Spanish.
- 3-locate points on a map using primary and secondary sources

Standards of Learning & Essential Historical Skills Taught:

USI.8a- Louisiana Purchase

-Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.

-In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.

USI.2c- The Columbia River was explored by Lewis and Clark.

USI.2b- Great Plains- Located west of the Interior Lowlands and east of the Rocky Mountains

- Rocky Mountain Located west of the Great Plains and east of the Basin and Range

OAH Historical Inquiry Skills

Chronological Thinking- students will develop a “cause and effect” relationship in their minds by studying American and Spanish motives.

Historical Comprehension- students are asked varying levels of hierarchical questions relating to a letter from General James Wilkinson to the Spanish government in North America.

Historical Analysis and Comprehension- students will examine the letter from Wilkinson and hypothesize on the author and intent of the letter.

Assessment Tool(s)

The “L,” or “what you’ve learned,” column in the KWL chart will act as the assessment for the lesson.

(Supplemental assessment-The students will compose a letter as if they were an agent working for Spain to the governor of New Spain what attempts have been made to stop them, and why it is so difficult to catch them.) (TAKE-HOME Assessment)

Materials/Resources

LESSON PREPARATION:

- {KWL Chart}- used at the beginning, middle, and end of the lesson
- {Agent 13 document}- used with slide #4 from the STOP PowerPoint
- {The Chase Documents}- used in the source and map activity
- {Stop.pptx}- used throughout the lesson
- {Run!map}- used in “The Chase” activity
- {TipsAndAnswerKeys}- tips and answers keys for teachers

Modifications (to meet needs of diverse learners)

Instructional Procedures/Process

1)Slide 1- This is the “hook” slide which also act as the bell ringer slide. The questions on the slide are only supposed to be thought about, not actually answered. The actual bell ringer is the “k” column in the KWL chart. Have the students write down “what they Know” about the Lewis and Clark Expedition.

2)Slide 2 – Have the kids give some answers as to what they put for the “K” column. Have a short discussion.

3)Slide 3 – This slide lists what the students should gain from the lesson.

4)Slide 4 – Pass out the {Agent 13} documents. Have the students read the document and try to answer the questions on the slide. I think this would work well in partners or groups. When the students finish brainstorming on the back of the document, ask for volunteers to offer up ideas. When you feel the ideas are spent inform them that the letter was actually written by a U.S. army general. Have them complete the “W” column of the KWL chart. This is the column where they answer what they “Want to know.” Questions should be forming as to why a U.S. military man would want Lewis and Clark captured.

note:(AGENT 13 Document- The document is a letter from General James Wilkinson of the U.S. Army. It became known later that he was a paid informant known as Agent 13 for the Spanish government. This letter was sent to warn the government in New Spain about the expedition, and that it was not just a “observation” expedition, but most assuredly an expedition to advance commerce and trade.)

5)Slide 5 – *Teacher Talk* – “map of North America in 1803” slide – this is the year that the French sold Louisiana Territory to the United States. Point out the Spanish territory at the time so the students can see the relationship of the two controlled territories.

6)Slide 6 – *Teacher Talk*—“who owned it” slide-

This is a quick history of the different countries that claimed control over the territory of Louisiana. This isn’t overly important to the lesson, but it allows the kids to see how quickly a country can lose possession of an area which is connects with Spanish fears later in the lesson.

France – claimed by LaSalle for King Louis

Spain- received it from France following the French and Indian War

France- gains control of it as Napoleon is putting pressure on Spain

U.S.A.- Napoleon sells it to the U.S. for various reasons.

7)Slide 7 – *Teacher Talk* – “Jefferson’s orders slide” –

What was Lewis and Clark’s mission? Jefferson had many objectives for Lewis and Clark, but the number one goal was trade. He wanted Lewis to find a waterway to the Pacific Ocean in the name of commerce. He wanted the area mapped out and as detailed as possible. Among other things his instructions included observing and connecting with the American Indians. Jefferson wanted to know everything about the native people.

After you discuss this with you students, ask if they can think of anything that looks like trouble in any of Jefferson's instructions, or as to why Spain might be worried.

8)Slide 8 – Teacher Talk – “Spain was Nervous!” slide – There were many reasons why the Spanish saw this expedition as a threat.

It had beaten the most powerful empire in the world to become a country for basically 20-25 years and it had already doubled in size. The United States was still a young and uncertain country but was beginning to show her aggressive and enterprising nature. If Lewis and Clark would succeed and find a Northwest Passage, the United States could begin controlling trade to and from countries across the Pacific, such as China. Just like today, trade and commerce was power. The Spanish were fearful of this. They also feared that Lewis and Clark would gain influence with American Indians. Not only could this hurt Spanish trade with these groups, but if they chose to ally with the U.S. it could create military and defense problems as well.

9)Slide 9 – Teacher Talk – “Stop Lewis and Clark” slide –

This is where you let the kids know that General James Wilkinson was a secret agent working for the Spanish government. His code name was Agent Number 13. He sent the letter to warn the Spanish government and they decided to act upon it. They sent four expeditions to capture Lewis and Clark. The expeditions were made up of various trackers, soldiers, and spies from America, and American Indians. The largest of the groups was over 500 men. -No here is where you begin “The Chase” activity. Try not to mention that the Spanish squads were unsuccessful.

THE CHASE ACTIVITY – the goal of this activity is to use decoding primary sources and secondary sources in order to have a Spanish group “chase” Lewis and Clark across the map. The decoding plays in the whole “Secret Agent” idea.

1-Divide the students up into groups so that a group of three will be competing against another group of three.

2-The groups competing against each other will have one Run!Map between them.

3-The students must decode the words and read the source to figure out the referenced location. I would use two different color markers, so when you approve that they have the proper location; the groups can mark it on the map. This way the teams can tell themselves apart.

4-The Spanish team has the harder codes to crack. The idea is that, in real life, the Spanish never caught Lewis and Clark. The students will not forget that if it “happens” to them as well.

10)Slide 10- Following the “Chase” activity, have the each of the groups match up with their opposing team. Click to slide 10 and have them analyze both sets of resources and map to answer the questions on the slide. This will be a good way for them to see the route of Lewis and Clark, as well as, a good way to formulate answers as to why the Spanish expeditions might have failed. When they are finished, discuss some of their answers as a class.

11)Slide 11 –The “debrief” slide

Hopefully the students have come to some of the same conclusions that are on this slide as to why the Spanish failed. Talk about the reasons it was so hard for the Spanish to capture Lewis and Clark.

One of the major factors for the lack of success that the students should “take home” with them is the sheer size of the territory in question. This is where you can play up the geography of the lesson.

Now have the students fill out the “L” column in their KWL charts. What have they “Learned.”

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Closure – Bring the lesson to a close by asking a few basic questions to tie it all together. They can answer them from their KWL charts. “L” column

- 1) Why were Lewis and Clark sent across the continent?
- 2) Why did the Spanish worry about the Americans when they received intelligence from Agent 13 (James Wilkinson)?
- 3) What were some reasons as to why the Spanish failed in their expeditions?
- 4) Why is it important to study the Spanish reaction to the expedition?
(I would discuss point-of-view here, maybe have a short discussion of how one group's hero can be another group's enemy?)