

Teaching Tips and Answer Keys

AGENT 13 Activity:

A) What type of primary source document is this?

Hopefully, the student will get to the fact that this is a letter.

B) In what time period was the document created?

Through context clues, the students should be able to work out the general time period.
(actual time period is 1804)

C) What is the purpose of the document?

It is a warning to the Spanish government about the goals of the Lewis and Clark expedition. (commerce and trade)

D) Who could have created the document?

The author was General James Wilkinson of the U.S. Army, but I doubt the students will come to this conclusion. Curiosity should be sparked.

E) How could this document relate to secret agents?

Some students will probably put together that Wilkinson was a spy.

After this activity, the students should fill out the “W” column on their KWL sheets. What do they “Want to know?” They should have questions about Wilkinson and spies and why they were after Lewis and Clark.

After the *Teacher Talk* slides, the students should have an understanding as to why the Spanish felt threatened. Now, the chase begins!

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 with the whole “Secret Agent” theme.

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 same map without confusion the opposing teams marks.

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.

HOW THE CHASE SHOULD TAKE PLACE

The idea is that the Lewis and Clark groups should win the decoding and map activity to better help the kids understand that the Spanish did not catch up with Lewis and Clark.

The students are not just decoding locations. Some, especially the Spanish teams, have other information as well. Some of the information is supplemental, though. Also, some of the locations aren’t explicitly written on the map. Students must use prior knowledge.

Here are the points that the groups should be plotting:

SPANISH TEAM	LEWIS AND CLARK TEAM
1. Santa Fe	1. Pittsburgh
2. Platte River, Nebraska	2. A point on the Ohio River below Wheeling
3. Junction of Arkansas and Purgatory Rivers	3. Somewhere on the Missouri River
4. New Mexico and/or the Great Plains	4. Rocky Mountains
5. Red River	5. On the Pacific Coast, hopefully out the mouth of the Columbia River

1

In August 1804, Pedro Vial, Jose Jarvet, and **F4-B8-B7-H1-E8_Fifty**--men headed north from **I5-G2-G3-H1-I6 F4-I1_Santa_Fe**.

2

A month later, on the **H6-B4-G2-I4-C8-I1_Platte_I3-B3-H3-C7-I7_River** in present-day **E1-I1-C2-I3-G2-F8-D1-G2_Nebraska**____, they met up with the Pawnees, who had earlier become trading partners with New Spain. The Spanish did not find Lewis and Clark, but urged the **H6-B4-H5-E1-I1-C9-I5_Pawnee** not to trade with the U.S. and to turn back anyone coming from the U.S.

3

The party, joined by others, making a total of just over one hundred men (including five recent migrants from the U.S. who were to proceed to **D5-A4-F8-G9-B1-D7-H2-B3_Missouri** as spies and later to report...) was attacked by Indians (later confirmed to be Pawnee) near the junction of the **H6-A3-I7-F1-G2-C8-A8-I7-H7_Purgatory** and **G2-I7-D8-I6-G3-I5-G2-I5_Arkansas** Rivers.

4

The fourth expedition, sent from **G3-C7-B2_New_D5-C7-H8-B3-D3-A8_Mexico** to stop "Captain Merry," was led by Lieutenant Melgrase in 1806. It was, according to one historian "The largest Spanish force ever onto the **F5-H2-C7-G2-I4_Great_I2-E2-G2-A4-G3-F8_Plains**."

...the **I5-H6-I6-G3-B3-A4-E4_Spanish_** expedition was provided equipment and supplies for six months. The large force travelled down the **I7-C7-F9_Red_ I7-B8-G7-C7-H2_River_...**

Spanish Secret Agent Code Page

Example: A1 = U

	A	B	C	D	E	F	G	H	I
1	<i>U</i>	<i>O</i>	<i>J</i>	<i>K</i>	<i>N</i>	<i>G</i>	<i>Y</i>	<i>T</i>	<i>E</i>
2	<i>Q</i>	<i>W</i>	<i>B</i>	<i>Z</i>	<i>L</i>	<i>H</i>	<i>A</i>	<i>R</i>	<i>P</i>
3	<i>U</i>	<i>I</i>	<i>T</i>	<i>C</i>	<i>H</i>	<i>X</i>	<i>N</i>	<i>V</i>	<i>R</i>
4	<i>I</i>	<i>L</i>	<i>M</i>	<i>Y</i>	<i>H</i>	<i>F</i>	<i>D</i>	<i>W</i>	<i>T</i>
5	<i>V</i>	<i>Z</i>	<i>Y</i>	<i>M</i>	<i>H</i>	<i>G</i>	<i>F</i>	<i>W</i>	<i>S</i>
6	<i>M</i>	<i>J</i>	<i>C</i>	<i>X</i>	<i>Y</i>	<i>D</i>	<i>U</i>	<i>P</i>	<i>A</i>
7	<i>G</i>	<i>F</i>	<i>E</i>	<i>U</i>	<i>Q</i>	<i>K</i>	<i>V</i>	<i>Y</i>	<i>R</i>
8	<i>O</i>	<i>I</i>	<i>T</i>	<i>K</i>	<i>Y</i>	<i>S</i>	<i>Z</i>	<i>X</i>	<i>U</i>
9	<i>Y</i>	<i>T</i>	<i>E</i>	<i>W</i>	<i>Q</i>	<i>D</i>	<i>S</i>	<i>C</i>	<i>Z</i>

1

Dear Clark

16-9-20-20-19-2-21-18-7-8_Pittsburgh_, August 3rd
1803,

Yours of the nineteenth and twenty-fourth have been duly received, and be assured I feel myself much gratified with your decision; for I could neither hope, wish, or expect from a union with any man on earth, more perfect support or further aid in the discharge of the several duties of my mission...

2

Dear Sir,

I arrived here at 7pm and shall pursue my journey early tomorrow. This place is 15-14-5_One_hundred miles distance from 23-8-5-5-12-9-14-7_Wheeling_ from whence, in descending the water is rather more abundant than it is between that place and Pittsburgh.

3

Children. Commissioned and sent by the great Chief of the Seventeen great nations of America we have come to inform you, as we go also to inform all of the nations of red men who inhabit the borders of the 13-9-19-19-15-21-18-9_Missouri_, that a great council was lately held between this great Chief of the Seventeen great nations of America and your old fathers the French and the 19-16-1-14-9-19-8_Spanish_...

...we Saw also great encampments on the Stard Side at the mouth of a small creek of about 100 lodges, which appeared to be about 5 or 6 weeks past. our Indian woman examined their moccasons & C. and told us that they were the Indians which resided below the **18-15-3-11-25_Rocky_ 13-15-21-14-20-1-9-14-19_Mountains_**, and to the North of the river that hir nation made their moccasons, differently, ... we Saw the remains of a number of buffalow which had been drove down a steep clift of rocks, from appearence their was upwards of 100 of these animels all picked off in a drove, great numbers of wolves were about this place & verry gentle Capt Clark killed one of them with his Sphere [spear]. ...

November 07, 1805

... here we purchased a Dog ... Two Indians accompanied us from the last village, they we detected in Stealing a knife and returned, the river being too wide to See either the form Shape or Size of the Islands on the Lard Side.

Great joy in camp we are in viuew of the Ocian, this great **16-1-3-9-6-9-3_Pacific_ 15-3-5-1-14_Ocean_** which we been so long anxious to See. and the roreing or noise made by the waves brakeing on the rockey Shores (as I suppose) may be heard disti[n]ctly

SECRET CODE – LEWIS AND CLARK TEAM

Example: 1 = A

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

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.

Slide 11- Here are some main reasons as to why the Spanish failed. Hopefully, some of these answers match up with some suggestions the students offered up during the analysis activity.

CLOSURE- Following this discussion, the students should be assessed by filling out their "L" column to show what they have learned during the lesson.

