Table of Contents
Exploration and Fur Trade Unit Syllabus ............................................................. 1
Exploration and Fur Trade Unit Objectives .......................................................... 2
Lesson Plans Guidelines ...................................................................................... 4
Print Shop Order ................................................................................................. 5
Exploration and Fur Trade Daily Lessons ............................................................. 6
  Lesson #1 & 2 ......................................................................................................
  Lesson #3 ...........................................................................................................
  Lesson #4 ...........................................................................................................
  Lesson #5 ...........................................................................................................
  Lesson #6 ...........................................................................................................
  Lesson #7 ...........................................................................................................
  Lesson #8 ...........................................................................................................
  Lesson #9 ...........................................................................................................
  Lesson #10 ..........................................................................................................
  Lesson #11 .........................................................................................................
  Lesson #12 .........................................................................................................
  Lesson #13 .........................................................................................................
  Lesson #14 .........................................................................................................
  Lesson #15 .........................................................................................................
  Lesson #16 .........................................................................................................
  Lesson #17 .........................................................................................................
  Lesson #18 .........................................................................................................
Print Shop Black Line Masters ...........................................................................
Oregon Content Standards Alignment Template—“Hitting the Mark”

Name: Sarah Hamby, Anna Meunier

Curriculum Alignment Template for Social Science (subject area)

Unit Name: Exploration and Fur Trade

Unit Objectives:

CIVICS AND GOVERNMENT: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

HISTORY: Relate significant events and eras in U.S. and world history to past and present issues and developments.

Unit Syllabus

Recognize how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements; specific to European exploration of the Oregon Coast.

Give examples of the kinds of goods and services produced in Oregon during the early fur trade. Know what decisions were made and the costs.

Understand the effects of the Louisiana Purchase and its impact on the U.S.

Organize and interpret time lines that show relationships among people and events in the history of Oregon explorers:

- Christopher Columbus
- Francis Drake
- Bruno Heceta
- James Cook
- Robert Gray
- George Vancouver

Identify primary and secondary sources from the Lewis and Clark expedition.

Summarize the cause and effect of Lewis and Clark’s expedition to Oregon.

Understand the impact of important historical figures who contributed to the settlement of Oregon:

- John McLoughlin
- Nathaniel Wyeth
- Jason Lee
- Marcus and Narcissa Whitman
- John Astor
- Mountain Men

State Standards Covered

Understand how the U.S. government relates and interacts with other nations.

Understand the economic concept of scarcity.

Understand how the U.S. economy relates and interacts with other nations.

Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.

Understand, represent, and interpret chronological relationships in history.

Understand and interpret events, issues, and developments within and across eras of world history.

Identify and analyze various perspectives and interpretations of historical issues and events.

Identify and analyze cause and effect relationships in history.

Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.

Understand an event, issue, problem or phenomenon from multiple perspectives.
Team Members: Sarah Hamby, Anna Meunier

Course Title: Exploration and Fur Trade

Course Objective:
Civics and Government
Economics
History

The learner will:

- Identify several early European explorers and their significance to the exploration of the Oregon Coast.

- Create a timeline for the European explorers from 1492 to 1792.
  1492 Christopher Columbus finds North America
  1542 Spain, Russia and England search for Northwest Passage for easier trade for Asia
  1579 Francis Drake claims Pacific Northwest for England
  1775 Bruno Heceta discovers mouth of “Columbia River” but does not enter
  1776 James Cook explores and begins fur trade with Northwest Native Americans
  1792 Robert Gray enters and names the Columbia River
  1792 George Vancouver claims Columbia River for England

- Recall the politics involved in the Louisiana Purchase.

- Identify the purpose of the Lewis and Clark expedition.

- Understand the geography of North America 1803-1806.

- Identify the route Lewis and Clark followed to the Pacific Ocean.

- Identify the obstacles that Lewis and Clark faced.

- Identify Sacagawea’s contributions to the journey.

- Understand the historical significance and contributions of Clark’s journals to U.S. history and biology.
The learner will:

- Understand the role of different historical figures during the fur trade:
  - John McLoughlin
  - John Jacob Astor
  - Jason Lee
  - Marcus and Narcissa Whitman
  - Mountain Men

- Recall the economic impact of the beaver on the fur trade.
These lesson plans were written as a guideline to teach **Explorers and Trappers**. The lessons in this unit are directly tied to the fourth grade state standards. The print shop order on the following page is for the worksheets needed to teach this unit as written.

Each lesson in this unit will take 30-45 minutes.

The section marked **“Teaching Tips”** was inserted to alert you to potential problems that could arise in each lesson. These are problems that were encountered while piloting this unit.

These lessons are a work in progress. We would like to add and build upon them from year to year. If you find a problem with any lesson, have another way to teach it, or would like to provide feedback, please feel free to contact us: anna.meunier@medford.k12.or.us or sarah.flora@medford.k12.or.us


**Abbreviations Key**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OH</td>
<td>Overhead</td>
</tr>
<tr>
<td>WS</td>
<td>Worksheet</td>
</tr>
<tr>
<td>TE</td>
<td>Teacher’s Edition</td>
</tr>
</tbody>
</table>
Publication Print Shop Order for worksheets needed to teach explorers unit.

<table>
<thead>
<tr>
<th>Number of copies needed</th>
<th>Page #</th>
<th>Color</th>
<th>Hole punched</th>
<th>Back to Back</th>
<th>Stapled</th>
<th>Overhead Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS #1 (Explorer Bios)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>WS #2 (Land For Sale)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>WS #3 (Postcard)</td>
<td>Index</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Corps Task (TE 74)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Post Test (TE 47)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>WS#4 (Fur Trade Biographies)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>WS#5 (Fur Trade Biography questions)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials:</td>
<td>Teaching Tip</td>
<td>Curriculum Integration</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>Identify several early European explorers and their significance to the exploration of the Oregon Coast. Create a timeline for the European explorers from 1492-1792.</td>
<td>Students create a timeline of European explorers from 1492-1792. Begin by reading the explorer biographies on WS#1 with students. After discussing the biographies, have the students cut out each explorer's biography. Hand out the butcher paper. The following steps can be very confusing. It is best to do each step together, as a class. Have students use a pencil because they may need to erase errors. <strong>Step #1:</strong> Fold the paper in half lengthwise (hot dog) to create the crease that the students will trace over, creating the timeline. <strong>Step #2:</strong> Students use a pencil to trace the crease, creating the timeline.</td>
<td>Explorer Biographies for Time Line (WS#1) Explorer Biographies for Time Line WS#1 OH Butcher paper for each student (approximately 3' by 1.5') Glue stick Colored pencils</td>
<td>This activity can be done with partners working together.</td>
<td>Sequence of events How to read a timeline Write a journal entry telling what could have happened if you were a sailor on one of the ships mentioned in the explorer blurbs.</td>
<td></td>
</tr>
</tbody>
</table>
Step #3: Have the students fold the timeline in half the other way, widthwise (hamburger). Have students hold it above their heads once they are done. Check to make sure everyone folded it correctly.

Step #4: Have the students fold the paper in half again in the same direction and once again hold it over their head once that is done.

Step #5: Have the students fold the paper in half one last time and hold it over their heads when they are done. This insures that they are folding it correctly with the right number of folds (3).

Step #6: Open the paper and show the students how to make a pencil mark on the timeline where each crease is. These are the benchmarks for labeling the timeline.

Step #7: Label each benchmark using the mini-sample timeline on WS#1.
Step #8: Discuss how the timeline shows the events that have happened in the span of 300 years. Show the students how to locate where each explorer blurb should be placed on the timeline. Some of the blurbs happen consecutively so the blurbs need to be staggered on each side of the line. Have the students place each blurb on the timeline before gluing them on to make sure they are correctly spaced.

Step #9: Glue the explorer blurbs down to the timeline.
Step #10: Hand out WS#1, page 3. Have the students cut out the pictures and discuss which pictures could be used with each explorer blurb. Some pictures only match up with certain blurbs. (Columbus, marauders, James Cook, Hawaii, and England’s flag). The other pictures are interchangeable and could work with several blurbs. Each blurb should have a picture. Choose and place each picture with a blurb before gluing down. Another option could be to color the pictures or have the students draw their own pictures.

Step #11: Finish the project by having the students write a title for the timeline: “Early Explorers of the Northwest Coast.” Have students write their name below the title.

Step #12: Discuss the timeline and the events
that happened. Point out how long explorers looked for the Northwest Passage without finding it. Point out the different countries that were exploring. Discuss how these ships were searching for months and they were roughly the size of a semi-truck. Discuss the names of the explorers and how places today are named for them.

Day | Objectives | Lesson Plan | Materials: | Teaching Tip | Curriculum Integration
--- | --- | --- | --- | --- | ---
3 | Lewis and Clark Interact Set up: See Lewis and Clark Interact. The following lesson plans are modified using parts of the Lewis and Clark Interact Simulation. These plans are modified to make it easier on the teacher and students to meet the specific objectives in this curriculum. The curriculum as written takes too much preparation and does not include the support materials needed to run the program efficiently. It is also very hard to manage in the classroom. **Set Up:** Prepare the materials to the left. Break your class into cooperative groups of 4. Have the students sitting in their Corps groups on the first day of the simulation. Introduce the simulation: “Today we will begin learning about the Lewis and Clark expedition. Lewis and Clark formed Make an overhead of Lewis and Clark Map (TE page #53). Use overhead to create a large wall map to use during the simulation. For easier student use, add N for north and W for west on the lines of longitude and latitude. It also helps to add 50, 150, and 250 on the scale of the map. Send to laminating and have it back before beginning Entire simulation takes too long for the time allotted for explorer unit. If you are interested in using the unit as written, read: Overview, Setup Directions, and Unit Time Chart. (Page 3-17 in Teacher Edition).
a group of men that were called the Corps of Discovery. It was their mission to explore the land west of the Mississippi River. This land was purchased by the United States and was basically unexplored land. These explorers were traveling in an unknown world. They had no idea what land, animals, or plants they would find. Do we have explorers today that explore an unknown world? You can only imagine the adventure they were about to embark on.”

“Today, you will create your own Corps of Discovery and join the Lewis and Clark expedition. Your Corps group will face some of the very same problems that Lewis and Clark and the Corps of Discovery had to face. Your group will assess the problem and make a decision that will either help you or hurt you on your race to the Pacific Ocean. It is your goal to be the first Corps to make it to the Pacific Ocean.”

“To play the game, your group will have to work together to earn Expedition Cards. You will do this by working cooperatively, writing journal entries and completing tasks. The better you do, the more cards your Corps will earn, moving you across the same route Lewis and Clark traveled in 1804.”

“Sometimes, your Corps will make the wrong decision or not work cooperatively. At this time your Corps will be given a Penalty Card. A Penalty Card will move your Corps backwards on the map, slowing down your simulation.

Copy the Expedition Cards (TE pages 118-121) on green index paper, cut out. Laminate for durability.

Copy the Penalty Cards (TE pages 123-124) on green index paper, cut out. Laminate for durability.

Make folders for each Corps group. Each group needs to have a different color. Inside each folder you need:

- 3 Captain’s Logs on index (TE page 56)
- **Use white-out to erase Journal Writer, Interpreter, and Privates on the Captain’s Log**
The success of your expedition will depend on how well you complete your tasks and how well you work together, just like the original Corps of Discovery.”

Put up the Corps Jobs overhead. (See note to left) Review and discuss jobs. Show how to use the Captain’s Log using the Captain’s Log overhead when it comes up.

Display the Lewis and Clark Map OH and review how to use scale and lines of latitude and longitude.

Pass out the Corps Folder and go through them together discussing the simulation and answering any questions. Have each Corps choose a name for their group. Have them write the name on and decorate the Pirogue inside their folder.

Display the Pirogues at the front of the classroom where you can award the groups points for working together, coming in quietly, turning in all work for the day, and any other behavior you can reward the group for. At the end of the day, award the group with the most points an E for an extra Expedition Card earned for the next round of play. The group with the least amount of points will be awarded a P for Penalty Card. This will also be calculated into the next day’s Captain’s Log.

Gather background information books to create a library in your class. See Recommended Resources (TE page 25-27)
<table>
<thead>
<tr>
<th>Exploration &amp; Fur Trade</th>
</tr>
</thead>
</table>

This is a great classroom management tool.

Order:
Lewis and Clark
(GeoKit) K00201
at the SOESD
Materials Library.
This kit has many
usable overheads
for this
curriculum.

Teacher Materials
needed for this
lesson:

Captain’s Log OH

Lewis and Clark
Map OH
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Recall the politics involved in the Louisiana Purchase. Identify the purpose of the Lewis and Clark expedition.</td>
<td>There are 2 movies that do an excellent job of filling in the time gap from the Native American Unit to this time in history: Westward Expansion in the U.S. (DJ0119) 23 minutes K-4 United States Expansionism (DJ0204) 22 minutes 3-6 Students complete Land For Sale (WS#2). Today, you will do the first Corps Task. Do not assign a captain because you will not need to record Expedition Cards earned and calculate how far each Corps moves. This will be done in the next class when they have earned the cards from today's lesson. Display Corps Task overhead. Read and discuss the top portion of the overhead. The overhead instructs the students to write an editorial opposing the Louisiana Purchase. You could allow the students to write an editorial for or against the purchase of Louisiana. Have the students write the editorial and turn it in. Read and award each editorial with an Expedition Card before the next lesson. Choose the best editorial to read aloud for the</td>
<td>Order Film needed</td>
<td>Land For Sale (WS#2)</td>
<td>Corps Task OH (TE page 65)</td>
</tr>
<tr>
<td>Day</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials:</td>
<td>Teaching Tip</td>
<td>Curriculum Integration</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 5   | Understand the geography of North America 1803-1806. | This will be the first day assigning a captain and beginning the simulation. This day will take more time because it will take longer to explain, step by step, the captain’s duties. Everyone should follow along so they are prepared to be captain when it is their turn. Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using Captain’s Log overhead. Read the best editorial from the previous lesson. Pass out the editorials and have the captain record each person’s earned Expedition Card on the Captain’s Log. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Read the cards aloud and discuss. This will be the only day you will need to read the cards aloud | Corps Folders  
Captain’s Log OH  
Lewis and Clark Map OH  
Corps Tasks Map of 1803 OH (TE Page 86)  
Blank Map of 1803 (TE page 85)  
**See note to the right**  
Map of the United States TE#2 (Not in Lewis and Clark Simulation. Added because it is a better map to use.)TE #2 is added as a resource to use instead of the Lewis and Clark map on TE page 85. The map provided in the curriculum is very vague. | Map of the United States TE#2 |

Exploration & Fur Trade
Exploration & Fur Trade

| because the same cards are used every day. Have the captains add up the mileage earned. Show them how to measure their miles earned and how to find the latitude and longitude of their location on the Lewis and Clark Map OH. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display the Corps Tasks Map of 1803 Overhead. Read and discuss the Corps Task. Display the overhead of the actual map from 1803. Blank Map of 1803 (TE page 85) **See note to the right**

| is a better map to use. See note to right) Student Reference Map of 1803 (Not in Lewis and Clark Simulation. See note to the right.) Student Reference Map of 1803 OH Colored Pencils and does not show the states to use as a reference point. If you use the Map of the United States TE #2, you will need to finish drawing in some of the rivers with the students. Student Reference Map of 1803 You must make this map by going to: earlyamerica.com enter: Maps of United States 1803 after Louisiana Purchase in the search window. They have 2 good maps, one in color and one in black and white. Another good map can be found in the Lewis and Clark (GeoKit) K00201 at the SOESD Materials Library. It is in the overhead section. This kit has many usable overheads for this curriculum. |

| Map of the United States WS#2 (Not in Lewis and Clark Simulation. Added because it is a better map to use.) If you use this map, you will need to finish drawing in some of the rivers with the students. Find a map to use as a Student Reference Map of 1803. See the notes to the right for two places to find maps. Use this map to locate color and make a legend as the Corps Tasks |
Exploration & Fur Trade

Map of 1803 indicates. This is very difficult and is best done as a class.

Score maps and award Expedition Cards before the next session. Possibly choose the best one to use as the Student Reference Map of 1803 for the following year.

<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Identify the route Lewis and Clark followed to the Pacific Ocean. Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using Captain’s Log overhead. Pass out the maps from the previous lesson and have the captain record each person’s earned Expedition Card on the Captain’s Log. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have Captains draw the earned cards. Have the Captains add up the mileage earned. The Captains measure their miles earned and find the latitude and longitude of their location. Have Captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.</td>
<td>Corps Folders</td>
<td>Daily Dilemma #1 OH (TE page 106)</td>
<td>Dilemmas Answer Key to Dilemma #1 OH (TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #1) Corps Job OH from lesson #3 (Not in Lewis and Clark’s Teacher Edition. Use the one modified and created for this</td>
</tr>
</tbody>
</table>
Display and read the Daily Dilemma #1. Read aloud and discuss.

Captains lead the discussion of the pros and cons of hiring Toussaint Charbonneau, possibly using a T chart. The Corps decides on whether or not to take him and the Captain reports to the class their decision. Discuss why each group made their decision.

Display Daily Dilemmas Answer Key to Dilemma #1 overhead.

Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.

<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Optional lesson about Sacagawea</td>
<td>Handout Corps Folders to each Corps.</td>
<td>Corps Folders</td>
<td>Corps Task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign the Captain and have the Captain write</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exploration & Fur Trade
<table>
<thead>
<tr>
<th>Exploration &amp; Fur Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>in each Corps member’s name. Show how to do this using the Captain’s Log overhead.</td>
</tr>
<tr>
<td>Read the best journal to the class and award and extra Expedition Card.</td>
</tr>
<tr>
<td>Pass out the journals from the previous lesson and have the Captain record each person’s earned Expedition Card on the Captain’s Log.</td>
</tr>
<tr>
<td>Use the Captain’s Log overhead to show the Captains how to total Expedition Cards and Penalty Cards.</td>
</tr>
<tr>
<td>Have Captains draw the earned cards. Have the Captains add up the mileage earned. The Captains measure their miles earned and find the latitude and longitude of their location.</td>
</tr>
<tr>
<td>Have Captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.</td>
</tr>
<tr>
<td>Display and read the Corps Task Sacagawea overhead. Read aloud and discuss.</td>
</tr>
<tr>
<td>Each Corps makes a test as indicated on the Corps Task. Be sure to show the students what the test should look like and how it is to be written. Copy each Corps’ test on the copier and have the Captain from each corps</td>
</tr>
</tbody>
</table>

**White-out #4 Optional at the bottom of the page**

Supplemental materials about Sacagawea.

Print materials about Sacagawea from World Book Encyclopedia or Wikipedia for each group to use.

Lewis and Clark (GeoKit) Overhead #16 of Sacagawea.

---

**Sacagawea OH (TE #67)**
administer the test to another Corps. The Captains returns to their Corps and they correct the test. The Corps with the most correct answers to the test wins four Expedition Cards to be used at the next round of play. The next highest score wins three cards, the next highest wins two cards, and the next highest wins one card.

<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the Captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display and read the Daily Dilemma #2. Read Corps Folders Daily Dilemma #2 OH (TE page 107) Dilemmas Answer Key to Dilemma #2 OH (TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #2) Mandan Village OH#1 (Not in Lewis and Clark Simulation. Added as part of)</td>
<td>Corps Folders</td>
<td></td>
<td>Another Mandan Village overhead can be found in the Lewis and Clark (GeoKit) K00201 at the SOESD Materials Library.</td>
</tr>
</tbody>
</table>
Captains lead the discussion of the pros and cons of going after the Sioux and Arikaras, possibly using a T chart. The Corps decides on whether or not to attack and the captain reports their decision to the class. Discuss why each group made their decision.

Display Daily Dilemmas Answer Key to Dilemma #2 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.

If there is time left, display Mandan Village overhead and have students draw the village for extra Expedition Cards.

<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Identify the obstacles that</td>
<td>Handout Corps Folders to each Corps.</td>
<td>Corps Folders</td>
<td>It is in the overhead section. This kit has many usable overheads for this curriculum. This kit is also mentioned in lesson #5.</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assign the Captain and have the Captain write in each Corps member's name. Show how to do this using the Captain's Log overhead.</td>
<td>Use the Captain's Log overhead to show the Captains how to total Expedition Cards and Penalty Cards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.</td>
<td>Display and read the Daily Dilemma #3. Read aloud and discuss.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Captains lead the discussion of the pros and cons of following the Yellowstone or the Missouri Rivers, possibly using a T chart. The Corps decides on which route to take and the captain reports their decision to the class. Discuss why each group made their decision.</td>
<td>Display Daily Dilemmas Answer Key to Dilemma #3 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Daily Dilemma #3**

OH

(TE page 108)

Dilemmas Answer Key to Dilemma #3 OH

(TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #3)

Lewis and Clark (GeoKit) Overhead #15 of Hidatsa Chief.

Lewis and Clark (GeoKit) Overhead #32 of Lewis and Clark Paddling in a canoe.

Lewis and Clark (GeoKit) Overhead #24 of Lewis and Clark on the upper Missouri.
This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.

Display modified Corps Tasks on Pirogues and Keel Boats overheads. Copy information for each group about Keel Boats and Pirogues from World Book Encyclopedia or Wikipedia. Have each Corps choose and research one of the boats. As a group, each Corps will draw and label their boat choice on a large piece of paper. Display in the classroom and award the best picture with an Expedition Card.

Journal Entry
Paper

Pirogue and Keel Boat Activity:

Corps Task: Pirogue OH and 1 copy per group. (TE page 68 and 69) Cut and paste the first paragraph on page 68 to the picture at the bottom of page 69.

Corps Task: Keel Boat (TE page 70 and 71) Cut and paste the first paragraph on page 70 to the picture at the bottom of page 70.

Information about Keel Boats and Pirogues from World Book or Wikipedia for each group

Large Paper
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 10  | Identify the obstacles that Lewis and Clark faced. | Handout Corps Folders to each Corps.  
Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards.  
Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.  
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Daily Dilemma #4. Read aloud and discuss.  
Captains lead the discussion of the pros and cons of jumping in the river, possibly using a T chart. The Corps decides on what to do and the captain report to the class their decision. | Corps Folders  
Daily Dilemma #4 OH  
(TE page 109)  
Dilemmas Answer Key to Dilemma #4 OH  
(TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #4)  
Journal Entry Paper  
Corps Task: Equip An Expedition OH and 1 per group. (TE page 62)  
White-out “Iron Mill, Plotting Instrument and steels” at the | |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss why each group made their decision.</td>
<td>Discuss why each group made their decision.</td>
<td>Discuss why each group made their decision.</td>
</tr>
<tr>
<td>Display Daily Dilemmas Answer Key to Dilemma #4 overhead.</td>
<td>Display Daily Dilemmas Answer Key to Dilemma #4 overhead.</td>
<td>Display Daily Dilemmas Answer Key to Dilemma #4 overhead.</td>
</tr>
<tr>
<td>Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.</td>
<td>Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.</td>
<td>Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.</td>
</tr>
<tr>
<td>Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.</td>
<td>Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.</td>
<td>Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.</td>
</tr>
<tr>
<td>Score Journals and award Expedition Cards before next lesson.</td>
<td>Score Journals and award Expedition Cards before next lesson.</td>
<td>Score Journals and award Expedition Cards before next lesson.</td>
</tr>
<tr>
<td>Display modified Corps Task: Equip An Expedition overhead. Discuss the importance of possibly losing any of the items on the list. Pass out a Corps Task: Equip An Expedition and copies of information printed from the Internet to each group. Have students research and discuss the equipment from the list on the Corps Task using the information copied from Wikipedia and World Book Encyclopedia. Have each Corps choose the 5 most important items they would not want to lose and explain to the class why.</td>
<td>Display modified Corps Task: Equip An Expedition overhead. Discuss the importance of possibly losing any of the items on the list. Pass out a Corps Task: Equip An Expedition and copies of information printed from the Internet to each group. Have students research and discuss the equipment from the list on the Corps Task using the information copied from Wikipedia and World Book Encyclopedia. Have each Corps choose the 5 most important items they would not want to lose and explain to the class why.</td>
<td>Display modified Corps Task: Equip An Expedition overhead. Discuss the importance of possibly losing any of the items on the list. Pass out a Corps Task: Equip An Expedition and copies of information printed from the Internet to each group. Have students research and discuss the equipment from the list on the Corps Task using the information copied from Wikipedia and World Book Encyclopedia. Have each Corps choose the 5 most important items they would not want to lose and explain to the class why.</td>
</tr>
<tr>
<td>Use World Book to print information on Chronometer, Tourniquet, and Whetstone.</td>
<td>Use World Book to print information on Chronometer, Tourniquet, and Whetstone.</td>
<td>Use World Book to print information on Chronometer, Tourniquet, and Whetstone.</td>
</tr>
<tr>
<td>Day</td>
<td>Objectives</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display and read the Daily Dilemma #5. Read aloud and discuss. Captains lead the discussion of the pros and cons of saving Winsor and which river they will take, possibly using a T chart. The Corps decides on what to do and the captains report their decisions to the class. Discuss why each group made their decision.</td>
</tr>
</tbody>
</table>
Display Daily Dilemmas Answer Key to Dilemma #5 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson

<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.</td>
<td>Corps Folders Daily Dilemma #6 OH (TE page 111) Lewis and Clark (GeoKit) Overhead #26 of Lewis and Clark Portaging around the Great Falls. Dilemmas Answer Key to Dilemma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.

Display and read the Daily Dilemma #6. Read aloud and discuss.

Captains lead the discussion of the pros and cons of which side of the river they will use, possibly using a T chart. The Corps decides on what to do and the captains report their decisions to the class. Discuss why each group made their decision.

Display Daily Dilemmas Answer Key to Dilemma #6 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.

#6 OH
(TE page 115 made into an overhead and cut into sections showing only the Answer: Dilemma #6)

Journal Entry Paper
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 13  | Identify the obstacles that Lewis and Clark faced. | Handout Corps Folders to each Corps.  
Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards.  
Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.  
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Daily Dilemma #7. Read aloud and discuss.  
Captains lead the discussion of the pros and cons of trading with the Shoshone, possibly using a T chart. The Corps decides on what to do and the Captains report their decisions to the class. Discuss why each group made their decision. | Corps Folders  
Daily Dilemma #7 OH  
(TE page 112)  
Lewis and Clark (GeoKit) Overhead #8 of Lewis and Clark using sextant to make celestial observations.  
Dilemmas Answer Key to Dilemma #7 OH  
(TE page 115 made into an overhead and cut into sections showing only the Answer: Dilemma #7)  
Journal Entry Paper | |
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the</td>
<td>Corps Folders Daily Dilemma #8 OH (TE page 113) Lewis and Clark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploration &amp; Fur Trade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display and read the Daily Dilemma #8. Read aloud and discuss. Captains lead the discussion of the pros and cons of stealing the canoe from the Clatsop, possibly using a T chart. The Corps decides on what to do and the captains report their decisions to the class. Discuss why each group made their decision. Display Daily Dilemmas Answer Key to Dilemma #8 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved. Display the overhead from lesson #3, Corps (GeoKit) Overhead #35 of Lewis and Clark’s Fort Clatsop Dilemmas Answer Key to Dilemma #8 OH (TE page 115 made into an overhead and cut into sections showing only the Answer: Dilemma #8) Journal Entry Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials:</td>
<td>Teaching Tip</td>
<td>Curriculum Integration</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>15</td>
<td>Understand the historical significance and contributions of Clark’s journals to U.S. history and biology.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display and read the Corps Task: Plants and Animals.</td>
<td>Corps Folders Corps Task: Plants and Animals (TE page 74) OH and one per student Lewis and Clark (GeoKit) Overhead #19 of Lewis and Clark’s journal sketch of a condor. Lewis and Clark (GeoKit) Overhead #20 of Lewis and Clark’s journal sketch of a bitterroot plant. Drawing paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials:</td>
<td>Teaching Tip</td>
<td>Curriculum Integration</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| 16  | Identify the obstacles that Lewis and Clark faced. | If you have not yet reached the Pacific Ocean, you can choose to end the game here or choose other Corps Tasks to lengthen the simulation. 

**Culminating Activity Options:**

- Use the Pre/Post Test 
- Fort Clatsop Quiz Game (TE page 125-129) 
- Have students organize their activities and journals to make a Corps of Discovery journal of their own. | Pre/Post Test (TE page 47) 
Fort Clatsop Quiz Game (TE page 125-129) 
Brown construction paper for journal Cover 
Yarn or twine to tie the journal together. |  |
| 17  | Understand the role of | Break the class into groups of 5 students. Print a set of Oregon Fur Trade Biographies | 1 set of Oregon Fur Trade |  |  |

Exploration & Fur Trade
Exploration & Fur Trade

<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Recall the economic impact of the beaver on the fur trade</td>
<td>The students will complete and discuss The Fur Trade (WS#6).</td>
<td>The Fur Trade (WS#6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials:</td>
<td>Teaching Tip</td>
<td>Curriculum Integration</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 1 & 2 | Identify several early European explorers and their significance to the exploration of the Oregon Coast. Create a timeline for the European explorers from 1492-1792. | Students create a timeline of European explorers from 1492-1792. Begin by reading the explorer biographies on WS#1 with students. After discussing the biographies, have the students cut out each explorer’s biography. 

Hand out the butcher paper. The following steps can be very confusing. It is best to do each step together, as a class. Have students use a pencil because they made need to erase errors.

**Step #1:** Fold the paper in half lengthwise (hot dog) to create the crease that the students will trace over, creating the timeline.

**Step #2:** Students use a pencil to trace the crease, creating the timeline.

**Step #3:** Have the students fold the timeline in half the other way, widthwise (hamburger). | Explorer Biographies for Time Line (WS#1) 
Explorer Biographies for Time Line WS#1 OH 
Butcher paper for each student (approximately 3' by 1.5') 
Glue stick 
Colored pencils | This activity can be done with partners working together. | Sequence of events 
How to read a timeline 
Write a journal entry telling what could have happened if you were a sailor on one of the ships mentioned in the explorer blurbs. |
Have students hold it above their heads once they are done. Check to make sure everyone folded it correctly.

**Step #4:** Have the students fold the paper in half again in the same direction and once again hold it over their head once that is done.

**Step #5:** Have the students fold the paper in half one last time and hold it over their heads when they are done. This insures that they are folding it correctly with the right number of folds (3).

**Step #6:** Open the paper and show the students how to make a pencil mark on the timeline where each crease is. These are the benchmarks for labeling the timeline.

**Step #7:** Label each benchmark using the mini-sample timeline on WS#1.

**Step #8:** Discuss how the timeline shows the events that have happened in the span of 300
years. Show the students how to locate where each explorer blurb should be placed on the timeline. Some of the blurbs happen consecutively so the blurbs need to be staggered on each side of the line. Have the students place each blurb on the timeline before gluing them on to make sure they are correctly spaced.

**Step #9:** Glue the explorer blurbs down to the timeline.

**Step #10:** Hand out WS#1, page 3. Have the students cut out the pictures and discuss.
which pictures could be used with each explorer blurb. Some pictures only match up with certain blurbs. (Columbus, marauders, James Cook, Hawaii, and England’s flag). The other pictures are interchangeable and could work with several blurbs. Each blurb should have a picture. Choose and place each picture with a blurb before gluing down. Another option could be to color the pictures or have the students draw their own pictures.

**Step #11**: Finish the project by having the students write a title for the timeline: “Early Explorers of the Northwest Coast.” Have students write their name below the title.

**Step #12**: Discuss the timeline and the events that happened. Point out how long explorers looked for the Northwest Passage without
finding it. Point out the different countries that were exploring. Discuss how these ships were searching for months and they were roughly the size of a semi-truck. Discuss the names of the explorers and how places today are named for them.
Bruno Heceta was one of many sea captains sailing for Spain in search of the Northwest Passage. He was also looking for Russians who were already on the Northwest Coast trading with Natives for sea otter skins. Spain was afraid Russia would try to take over the Northwest Coast. During this voyage of 1775, Heceta found no Russians. He did find signs of a great river emptying into the Pacific Ocean. He did not enter the mouth of this river which turned out to be the Columbia. Heceta Head on Oregon’s Coast, is named for this explorer.

Spain, England and Russia hoped to find a way to sail through North America. If such a passage existed, trade with Japan, China and India would be much easier. The English called this passage the Northwest Passage. The Spanish called it the Strait of Anian. The search began around 1540. It took nearly 300 years before European explorers were sure that the Northwest Passage did not exist.

In the fall of 1792, the English sea captain George Vancouver found the Columbia River. He sent his lieutenant William Broughton up the river about 100 miles. Lieutenant Broughton claimed the Columbia River for England. Spanish and English sea captains proved there was no sea-way through North America. The search for the Northwest Passage was over. Explorers still believed there was a great river in the West. They hoped it would connect with the eastern part of North America.

Sir Francis Drake of England became a well-known marauder. After being attacked by the Spanish, Drake and his crew set out to raid Spanish ships for their treasure. In 1579, Drake sailed up the Pacific Coast as far north as Washington. He was searching for the Northwest Passage. If he could find this route back to England, he would avoid the Spanish holdings he had raided along the way. He did not find the passage and had to retrace his route back to England.
Christopher Columbus set sail from Spain in 1492. He sailed west in hopes of reaching Asia. Instead, he bumped into a brand new continent. Historians believe Columbus had landed on the island of San Salvador in the Bahamas. The “New World” Columbus discovered would later be named America.

Many people saw the chance to get rich selling sea otter pelts to the Chinese. Ships from Spain, France, Russia, England and the United States were hunting sea otter off the Northwest Coast. All this trading off the coast led to the discovery of the Columbia River. On a May morning in 1792, Captain Robert Gray sailed into the mouth of a large river. He named that river the Columbia after his ship. He traded with Native Americans before pulling out. Captain Gray did not take possession of the Columbia for the United States. He was not aware that he had discovered the most important river in the Pacific Northwest.

In 1776, Captain James Cook, a famous English world traveler, came to the Oregon Country to find the Northwest Passage. The English government had offered a reward to anyone who could find a passage through North America. When Cook did not find the passage, he chose to sail farther west and discovered the Hawaiian Islands. He named them the Sandwich Islands after his friend the Earl of Sandwich. Cook was killed by Hawaiians.
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 3   | Lewis and Clark Interact Set up: See Lewis and Clark Interact.  
The following lesson plans are modified using parts of the Lewis and Clark Interact Simulation. These plans are modified to make it easier on the teacher and students to meet the specific objectives in this curriculum. The curriculum as written takes too much preparation and does not include the support materials needed to run the program efficiently. It is also very hard to manage in the classroom.  

**Set Up:** Prepare the materials to the left. Break your class into cooperative groups of 4. Have the students sitting in their Corps groups on the first day of the simulation.  

Introduce the simulation: “Today we will begin learning about the Lewis and Clark expedition. Lewis and Clark formed a group of men that were called the Corps of Discovery. It was their mission to explore the land west of the Mississippi River. This land was purchased by the United States and was basically unexplored land. These explorers were traveling in an unknown world. They had no idea what land, animals, or plants they would find. Do we have explorers today that explore an unknown world? You can only | Make an overhead of Lewis and Clark Map (TE page #53). Use overhead to create a large wall map to use during the simulation. For easier student use, add N for north and W for west on the lines of longitude and latitude. It also helps to add 50, 150, and 250 on the scale of the map. Send to laminating and have it back before beginning simulation. Copy the Expedition Cards (TE pages 118-121) on green index paper, cut out. Laminate for durability. | Entire simulation takes too long for the time allotted for explorer unit. If you are interested in using the unit as written, read: Overview, Setup Directions, and Unit Time Chart. (Page 3-17 in Teacher Edition). |
imagine the adventure they were about to embark on."
"Today, you will create your own Corps of Discovery and join the Lewis and Clark expedition. Your Corps group will face some of the very same problems that Lewis and Clark and the Corps of Discovery had to face. Your group will assess the problem and make a decision that will either help you or hurt you on your race to the Pacific Ocean. It is your goal to be the first Corps to make it to the Pacific Ocean."

"To play the game, your group will have to work together to earn Expedition Cards. You will do this by working cooperatively, writing journal entries and completing tasks. The better you do, the more cards your Corps will earn, moving you across the same route Lewis and Clark traveled in 1804."

"Sometimes, your Corps will make the wrong decision or not work cooperatively. At this time your Corps will be given a Penalty Card. A Penalty Card will move your Corps backwards on the map, slowing down your progress. The success of your expedition will depend on how well you complete your tasks and how well you work together, just like the original Corps of Discovery."

Put up the Corps Jobs overhead. (See note to left) Review and discuss jobs. Show how to use the Captain’s Log using the Captain’s Log Copy the Penalty Cards (TE pages 123-124) on green index paper, cut out. Laminate for durability.

Make folders for each Corps group. Each group needs to have a different color. Inside each folder you need:

3 Captain’s Logs on index (TE page 56) **Use white-out to erase Journal Writer, Interpreter, and Privates on the Captain’s Log**

1 Pirogue on index (TE page 54)

1 Lewis and Clark Map on index (TE page 53)

1 Glossary on
overhead when it comes up.

Display the Lewis and Clark Map OH and review how to use scale and lines of latitude and longitude.

Pass out the Corps Folder and go through them together discussing the simulation and answering any questions. Have each Corps choose a name for their group. Have them write the name on and decorate the Pirogue inside their folder.

Display the Pirogues at the front of the classroom where you can award the groups points for working together, coming in quietly, turning in all work for the day, and any other behavior you can reward the group for. At the end of the day, award the group with the most points an E for an extra Expedition Card earned for the next round of play. The group with the least amount of points will be awarded a P for Penalty Card. This will also be calculated into the next day’s Captain’s Log. This is a great classroom management tool.

1 Corps Job on index (TE page 59)

Gather background information books to create a library in your class. See Recommended Resources (TE page 25-27)

Order: Lewis and Clark (GeoKit) K00201 at the SOESD Materials Library. This kit has many usable overheads for this
<table>
<thead>
<tr>
<th>Teacher Materials needed for this lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain’s Log OH</td>
</tr>
<tr>
<td>Lewis and Clark Map OH</td>
</tr>
</tbody>
</table>

**Exploration & Fur Trade**
Corps Jobs

Captain: Each Corps member will have a chance to be the captain. Each day, the job of the captain will rotate to a different member of the Corps. It is the captain’s duty to lead their Corps for the day’s adventure. The captain will:

- Move members down the Captain’s Log and announce the new roles for the day.
- Record the number of Expedition Cards each member earned from the previous day.
- Draw Expedition Cards or Penalty Cards earned the previous day. Read and discuss the cards with the Corps members.
- Calculate the total mileage for all of the cards earned and fill out the Captain’s Log. Using the map in the Corps folder, the captain will locate and record the new position, find the new latitude and longitude and record it on the Captain’s Log.
- Report to the teacher the miles travelled and use the scale on the classroom map to move to the Corps’ new location.
- Lead the discussion of the Daily Dilemma. Resolve any conflicts or problems that may arise in the Corps. The captain makes final decisions if the Corps cannot agree.
- Help other members of the Corps when needed.
- Encourage cooperation.
Corps Jobs

**Journal Writer:** Each Corps member will write a Journal Entry on the Daily Dilemma. A new Daily Dilemma will be read each day. These dilemmas are actual events that Lewis and Clark encountered. After reading the Daily Dilemma, the Corps will discuss the dilemma and make a decision on the action the Corps will take. After all decisions have been made and reported to the class by the captain, the teacher will read the actual choice that Lewis and Clark made when facing the same dilemma.

Depending on your choice, your Corps could be assigned an Expedition Card for a good choice or a Penalty Card for a poor choice.

Each Corps member will then write a journal entry based on the Daily Dilemma. The journal entry will include:

- The date listed on the Daily Dilemma.
- Describe what happened in the Daily Dilemma. Write in the first person as if the dilemma happened to your Corps.
- Tell what your Corps decided to do and list examples of why you made those choices.
- Explain what Lewis and Clark’s decision was.
- Use creative and descriptive writing.
- Use complete sentences.

A well written journal entry earns one Expedition Card per journal writer.
Corps Jobs

Private: Everyone will complete the Daily Task when assigned. The Daily Task can earn your Corps extra Expedition Cards. To earn extra Expedition Cards you must:

- Carefully read and follow the directions on the Daily Task.
- Use your class time wisely.
- Do your best work.
- Work cooperatively and help each other when needed.
- Complete the task.
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Recall the politics involved in the Louisiana Purchase.</td>
<td>There are 2 movies that do an excellent job of filling in the time gap from the Native American Unit to this time in history: Westward Expansion in the U.S. (DJ0119) 23 minutes  K-4 United States Expansionism (DJ0204) 22 minutes  3-6 Students complete Land For Sale (WS#2). Today, you will do the first Corps Task. Do not assign a captain because you will not need to record Expedition Cards earned and calculate how far each Corps moves. This will be done in the next class when they have earned the cards from today's lesson. Display Corps Task overhead. Read and discuss the top portion of the overhead. The overhead instructs the students to write an editorial opposing the Louisiana Purchase. You could allow the students to write an editorial for or against the purchase of Louisiana. Have the students write the editorial and turn it in. Read and award each editorial with an Expedition Card before the next lesson. Choose the best editorial to read aloud for the</td>
<td>Order Film needed</td>
<td>Land For Sale (WS#2)&lt;br&gt;Corps Task OH (TE page 65)&lt;br&gt;Lewis and Clark (GeoKit) Overhead #3 of Napoleon Bonaparte and Thomas Jefferson.</td>
<td></td>
</tr>
</tbody>
</table>
next lesson. This is a great motivator. You could even give that editorial an extra Expedition Card.
Land For Sale!

Thomas Jefferson was the third president of the United States. He knew that if Americans could explore the West, they could claim it. Jefferson believed this would make the country safer from foreign invasion, secure trading rights along the Mississippi River and give the nation room to grow for generations to come.

The map above shows which countries claimed different parts of North America in 1801. France and Spain controlled the trading rights along the Mississippi River and the port of New Orleans.

France had been fighting wars around the world under their leader, Napoleon Bonaparte. Jefferson worried that Napoleon would not allow the United States to trade along the Mississippi River or use the port of New Orleans. Jefferson warned Napoleon that the United States would fight if French troops arrived in Louisiana.

President Jefferson wanted to handle this problem peacefully. He got permission from Congress to offer to buy the city of New Orleans from France. He sent James Monroe to Paris, France to bargain with the French. France was in need of money because of all they had lost fighting wars. The French offered the entire Louisiana Territory and agreed to sell it to Monroe for $15 million. In December of 1803, Louisiana was officially transferred to the United States.

The United States bought half of the West, just like that! Jefferson had purchased 800,000 square miles of land for the bargain price of $0.04 per acre. Today we call this deal the Louisiana Purchase. Can you imagine buying land for such a low price today?
**Land For Sale!**

1. Why did President Thomas Jefferson want to claim the West for the United States? Give three reasons.

2. Who represented the United States in bargaining with France for the Louisiana Purchase?

3. Who was the leader of France at the time of the Louisiana Purchase?

4. Why did France agree to sell not only New Orleans, but the entire Louisiana Territory?

BONUS: Write a paragraph describing how the United States might be different today if the Louisiana Purchase had not taken place.
1. Why did President Thomas Jefferson want to claim the West for the United States? Give three reasons.

________________________________________________________________________
...to make the country safer from foreign invasion
________________________________________________________________________
...to secure trading rights along the Mississippi River
________________________________________________________________________
...to give the nation room to grow for generations to come
________________________________________________________________________

2. Who represented the United States in bargaining with France for the Louisiana Purchase?

James Monroe

3. Who was the leader of France at the time of the Louisiana Purchase?

Napoleon Bonaparte

4. Why did France agree to sell not only New Orleans, but the entire Louisiana Territory?

France was in need of money because of all they had lost fighting wars
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 5   | Understand the geography of North America 1803-1806.                        | This will be the first day assigning a captain and beginning the simulation. This day will take more time because it will take longer to explain, step by step, the captain’s duties. Everyone should follow along so they are prepared to be captain when it is their turn. Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using Captain’s Log overhead. Read the best editorial from the previous lesson. Pass out the editorials and have the captain record each person’s earned Expedition Card on the Captain’s Log. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Read the cards aloud and discuss. This will be the only day you will need to read the cards aloud because the same cards are used every day. Have the captains add up the mileage earned. Show them how to measure their miles earned and how to find the latitude and longitude of their location on the Lewis and Clark Map OH. | Corps Folders  
Captain’s Log OH  
Lewis and Clark Map OH  
Corps Tasks Map of 1803 OH (TE Page 86)  
Blank Map of 1803 (TE page 85)  
**See note to the right**  
Map of the United States [TE#2](Not in Lewis and Clark Simulation. Added because it is a better map to use.)TE #2 is added as a resource to use instead of the Lewis and Clark map on TE page 85. The map provided in the curriculum is very vague and does not show the states to use as a reference point. If you use the Map of the United States TE #2, you will need to finish drawing in some of the | Map of the United States [TE#2](Not in Lewis and Clark Simulation. Added because it is a better map to use.)TE #2 is added as a resource to use instead of the Lewis and Clark map on TE page 85. The map provided in the curriculum is very vague and does not show the states to use as a reference point. If you use the Map of the United States TE #2, you will need to finish drawing in some of the |
<table>
<thead>
<tr>
<th>Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.</th>
<th>Clark Simulation. See note to the right.</th>
<th>rivers with the students.</th>
</tr>
</thead>
</table>
| Display the Corps Tasks Map of 1803 Overhead. Read and discuss the Corps Task. Display the overhead of the actual map from 1803. | Student Reference Map of 1803 OH | **Student Reference Map of 1803**  
You must make this map by going to: earlyamerica.com enter: **Maps of United States 1803 after Louisiana Purchase** in the search window. They have 2 good maps, one in color and one in black and white. |
| Blank Map of 1803  
(TE page 85)  
**See note to the right**  
*Map of the United States WS#2*  
*(Not in Lewis and Clark Simulation. Added because it is a better map to use.)*  
If you use this map, you will need to finish drawing in some of the rivers with the students. | Colored Pencils | Another good map can be found in the Lewis and Clark (GeoKit) K00201 at the SOESD Materials Library. It is in the overhead section. This kit has many usable overheads for this curriculum. |
<p>| Find a map to use as a <strong>Student Reference Map of 1803.</strong> See the notes to the right for two places to find maps. Use this map to locate color and make a legend as the Corps Tasks Map of 1803 indicates. This is very difficult and is best done as a class. | Score maps and award Expedition Cards before the next session. Possibly choose the best one to use as the <strong>Student Reference Map of 1803</strong> for the following year. |  |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Identify the route Lewis and Clark followed to the Pacific Ocean.</td>
<td>Handout Corps Folders to each Corps.</td>
<td>Corps Folders</td>
<td>Daily Dilemma #1 OH (TE page 106)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Assign the captain and have the captain write in each Corps member’s name.</td>
<td>Dilemmas Answer Key to Dilemma #1 OH (TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass out the maps from the previous lesson and have the captain record each person’s earned Expedition Card on the Captain’s Log.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have Captains draw the earned cards. Have the Captains add up the mileage earned. The Captains measure their miles earned and find the latitude and longitude of their location.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have Captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Display and read the Daily Dilemma #1. Read aloud and discuss.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Captains lead the discussion of the pros and cons of hiring Toussaint Charbonneau, possibly using a T chart. The Corps decides on</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Corps Job OH from lesson #3 (Not in Lewis and Clark’s Teacher Edition. Use the one modified and created for this curriculum. It is labeled: Corps Jobs TE #1)*

*Journal Entry Paper*
whether or not to take him and the Captain reports to the class their decision. Discuss why each group made their decision.

Display Daily Dilemmas Answer Key to Dilemma #1 overhead.

Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.

Lewis and Clark (GeoKit) Overhead #16 of Sacagawea.
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 7   | Optional lesson about Sacagawea that ties into the previous lesson | Handout Corps Folders to each Corps.  
Assign the Captain and have the Captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Read the best journal to the class and award and extra Expedition Card.  
Pass out the journals from the previous lesson and have the Captain record each person’s earned Expedition Card on the Captain’s Log.  
Use the Captain’s Log overhead to show the Captains how to total Expedition Cards and Penalty Cards.  
Have Captains draw the earned cards. Have the Captains add up the mileage earned. The Captains measure their miles earned and find the latitude and longitude of their location.  
Have Captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Corps Task Sacagawea overhead. Read aloud and discuss. | Corps Folders  
Corps Task Sacagawea OH (TE #67)  
** White-out #4 Optional at the bottom of the page**  
Supplemental materials about Sacagawea.  
Print materials about Sacagawea from World Book Encyclopedia or Wikipedia for each group to use.  
Lewis and Clark (GeoKit) Overhead #16 of Sacagawea. | | | |
<p>| Each Corps makes a test as indicated on the Corps Task. Be sure to show the students what the test should look like and how it is to be written. Copy each Corps’ test on the copier and have the Captain from each corps administer the test to another Corps. The Captains returns to their Corps and they correct the test. The Corps with the most correct answers to the test wins four Expedition Cards to be used at the next round of play. The next highest score wins three cards, the next highest wins two cards, and the next highest wins one card. |   |   |   |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 8   | Identify the obstacles that Lewis and Clark faced. | Handout Corps Folders to each Corps.  
Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Use the Captain’s Log overhead to show the Captains how to total Expedition Cards and Penalty Cards.  
Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.  
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Daily Dilemma #2. Read aloud and discuss.  
Captains lead the discussion of the pros and cons of going after the Sioux and Arikaras, possibly using a T chart. The Corps decides on whether or not to attack and the captain reports their decision to the class. Discuss why each group made their decision. | Corps Folders  
Daily Dilemma #2 OH (TE page 107)  
Dilemmas Answer Key to Dilemma #2 OH (TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #2)  
Mandan Village OH#1 (Not in Lewis and Clark Simulation. Added as part of this curriculum)  
Journal Entry Paper  
Drawing Paper  
Colored Pencils |  
Another Mandan Village overhead can be found in the Lewis and Clark (GeoKit) K00201 at the SOESD Materials Library. It is in the overhead section. This kit has many usable overheads for this curriculum. This kit is also mentioned in lesson #5. |
<table>
<thead>
<tr>
<th>Display Daily Dilemmas Answer Key to Dilemma #2 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry. Score Journals and award Expedition Cards before next lesson.</td>
</tr>
<tr>
<td>If there is time left, display Mandan Village overhead and have students draw the village for extra Expedition Cards.</td>
</tr>
</tbody>
</table>
Mandan Village
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the Captain and have the Captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the Captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display and read the Daily Dilemma #3. Read aloud and discuss. Captains lead the discussion of the pros and cons of following the Yellowstone or the Missouri Rivers, possibly using a T chart. The Corps decides on which route to take and the captain reports their decision to the class. Discuss why each group made their decision.</td>
<td>Corps Folders Daily Dilemma #3 OH (TE page 108) Dilemmas Answer Key to Dilemma #3 OH (TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #3) Lewis and Clark (GeoKit) Overhead #15 of Hidatsa Chief. Lewis and Clark (GeoKit) Overhead #32 of Lewis and Clark Paddling in a canoe. Lewis and Clark (GeoKit) Overhead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploration &amp; Fur Trade</td>
<td>Display Daily Dilemmas Answer Key to Dilemma #3 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved. Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry. Score Journals and award Expedition Cards before next lesson. Display modified Corps Tasks on Pirogues and Keel Boats overheads. Copy information for each group about Keel Boats and Pirogues from World Book Encyclopedia or Wikipedia. Have each Corps choose and research one of the boats. As a group, each Corps will draw and label their boat choice on a large piece of paper. Display in the classroom and award the best picture with an Expedition Card. #24 of Lewis and Clark on the upper Missouri. Journal Entry Paper Pirogue and Keel Boat Activity: Corps Task: Pirogue OH and 1 copy per group. (TE page 68 and 69) Cut and paste the first paragraph on page 68 to the picture at the bottom of page 69. Corps Task: Keel Boat (TE page 70 and 71) Cut and paste the first paragraph on page 70 to the picture at the bottom of page 70. Information about Keel Boats and Pirogues from World Book or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wikipedia for each group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colored Pencils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Objectives</td>
<td>Lesson Plan</td>
<td>Materials:</td>
<td>Teaching Tip</td>
<td>Curriculum Integration</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 10  | Identify the obstacles that Lewis and Clark faced. | Handout Corps Folders to each Corps.  
Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards.  
Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.  
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Daily Dilemma #4. Read aloud and discuss.  
Captains lead the discussion of the pros and cons of jumping in the river, possibly using a T chart. The Corps decides on what to do and the captain report to the class their decision. Discuss why each group made their decision.  
Display Daily Dilemmas Answer Key to Corps Task: Equip An Expedition OH and 1 per group.  
(TE page 62) White-out “Iron Mill, Plotting Instrument and steels” at the bottom of the page. There is no entry in either | Corps Folders  
Daily Dilemma #4 OH  
(TE page 109)  
Dilemmas Answer Key to Dilemma #4 OH  
(TE page 114 made into an overhead and cut into sections showing only the Answer: Dilemma #4)  
Journal Entry Paper  
Corps Task: Equip An Expedition OH and 1 per group. (TE page 62) White-out “Iron Mill, Plotting Instrument and steels” at the bottom of the page. There is no entry in either |
Dilemma #4 overhead.

Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.

Display modified Corps Task: Equip An Expedition overhead. Discuss the importance of possibly losing any of the items on the list. Pass out a Corps Task: Equip An Expedition and copies of information printed from the Internet to each group. Have students research and discuss the equipment from the list on the Corps Task using the information copied from Wikipedia and World Book Encyclopedia. Have each Corps choose the 5 most important items they would not want to lose and explain to the class why.


Use World Book to print information on Chronometer, Tourniquet, and Whetstone.
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 11  | Identify the obstacles that Lewis and Clark faced. | Handout Corps Folders to each Corps.  
Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards.  
Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.  
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Daily Dilemma #5. Read aloud and discuss.  
Captains lead the discussion of the pros and cons of saving Winsor and which river they will take, possibly using a T chart. The Corps decides on what to do and the captains report their decisions to the class. Discuss why each group made their decision. | Corps Folders  
Daily Dilemma #5 OH  
(TE page 110)  
Lewis and Clark (GeoKit) Overhead #4 of a map showing the Great Falls  
Dilemmas Answer Key to Dilemma #5 OH  
(TE page 115 made into an overhead and cut into sections showing only the Answer: Dilemma #5)  
Journal Entry Paper | |
Display Daily Dilemmas Answer Key to Dilemma #5 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display and read the Daily Dilemma #6. Read aloud and discuss. Captains lead the discussion of the pros and cons of which side of the river they will use, possibly using a T chart. The Corps decides on what to do and the captains report their decisions to the class. Discuss why each group made their decision.</td>
<td>Corps Folders Daily Dilemma #6 OH (TE page 111) Lewis and Clark (GeoKit) Overhead #26 of Lewis and Clark Portaging around the Great Falls. Dilemmas Answer Key to Dilemma #6 OH (TE page 115 made into an overhead and cut into sections showing only the Answer: Dilemma #6) Journal Entry Paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Display Daily Dilemmas Answer Key to Dilemma #6 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Identify the obstacles that Lewis and Clark faced.</td>
<td>Handout Corps Folders to each Corps. Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead. Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards. Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location. Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker. Display and read the Daily Dilemma #7. Read aloud and discuss. Captains lead the discussion of the pros and cons of trading with the Shoshone, possibly using a T chart. The Corps decides on what to do and the Captains report their decisions to the class. Discuss why each group made their decision.</td>
<td>Corps Folders</td>
<td>Daily Dilemma #7 OH (TE page 112) Lewis and Clark (GeoKit) Overhead #8 of Lewis and Clark using sextant to make celestial observations. Dilemmas Answer Key to Dilemma #7 OH (TE page 115 made into an overhead and cut into sections showing only the Answer: Dilemma #7) Journal Entry Paper</td>
<td></td>
</tr>
</tbody>
</table>

Exploration & Fur Trade
<table>
<thead>
<tr>
<th>Exploration &amp; Fur Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display Daily Dilemmas Answer Key to Dilemma #7 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved. Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry. Score Journals and award Expedition Cards before next lesson. Review meaning of “ethnography” from the Daily Dilemma. Have students be ethnographers and research and report information about the Shoshone using the World Book Encyclopedia information. Have them report their findings on a postcard to President Jefferson (TE#3).</td>
</tr>
<tr>
<td>Postcard to Jefferson Worksheet OH and one per student (WS#3) (Not in Lewis and Clark Simulation. Added as part of this curriculum) Use World Book Online to print information about the Shoshone for each group.</td>
</tr>
<tr>
<td>Day</td>
</tr>
<tr>
<td>-----</td>
</tr>
</tbody>
</table>
| 14  | Identify the obstacles that Lewis and Clark faced. | Handout Corps Folders to each Corps.  
Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards.  
Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.  
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Daily Dilemma #8. Read aloud and discuss.  
Captains lead the discussion of the pros and cons of stealing the canoe from the Clatsop, possibly using a T chart. The Corps decides on what to do and the captains report their decisions to the class. Discuss why each group made their decision. | Corps Folders  
Daily Dilemma #8 OH (TE page 113)  
Lewis and Clark (GeoKit) Overhead #35 of Lewis and Clark’s Fort Clatsop  
Dilemmas Answer Key to Dilemma #8 OH (TE page 115 made into an overhead and cut into sections showing only the Answer: Dilemma #8)  
Journal Entry Paper | | |
Display Daily Dilemmas Answer Key to Dilemma #8 overhead. Award an Expedition Card to the Corps who made the same decision as Lewis and Clark. This Expedition Card will be used for the next round of play since today’s cards have already been calculated and moved.

Display the overhead from lesson #3, Corps Jobs, Journal Writing. Remind students of what to write in their journal and have each Corps member write a journal entry.

Score Journals and award Expedition Cards before next lesson.
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 15  | Understand the historical significance and contributions of Clark’s journals to U.S. history and biology. | Handout Corps Folders to each Corps.  
Assign the captain and have the captain write in each Corps member’s name. Show how to do this using the Captain’s Log overhead.  
Use the Captain’s Log overhead to show the captains how to total Expedition Cards and Penalty Cards.  
Have captains draw the earned cards. Have the captains add up the mileage earned. The captains measure their miles earned and find the latitude and longitude of their location.  
Have captains report to the teacher at the classroom wall map and use a ruler to measure the distance they earned using the scale. Write in the group name using an overhead marker.  
Display and read the Corps Task: Plants and Animals.  
Show and discuss overhead #19 from the Lewis and Clark Geokit, Condor observed by Lewis and Clark. Also show and discuss overhead #20 from the Lewis and Clark Geokit, showing a drawing of a Bitterroot plant.  
Have students complete the Corps Task on Corps Task: Plants and Animals (TE page 74) OH and one per student  
Lewis and Clark (GeoKit) Overhead #19 of Lewis and Clark’s journal sketch of a condor.  
Lewis and Clark (GeoKit) Overhead #20 of Lewis and Clark’s journal sketch of a bitterroot plant.  
Drawing paper  
Colored pencils  
Resource materials about plants and animals. | Corps Folders  
Corps Task: Plants and Animals (TE page 74) OH and one per student  
Lewis and Clark (GeoKit) Overhead #19 of Lewis and Clark’s journal sketch of a condor.  
Lewis and Clark (GeoKit) Overhead #20 of Lewis and Clark’s journal sketch of a bitterroot plant.  
Drawing paper  
Colored pencils  
Resource materials about plants and animals. |
<p>| Plants and Animals. |  |  |  |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
</table>
| 16  | Identify the obstacles that Lewis and Clark faced. | If you have not yet reached the Pacific Ocean, you can choose to end the game here or choose other Corps Tasks to lengthen the simulation.  

**Culminating Activity Options:**  
Use the Pre/Post Test  
Fort Clatsop Quiz Game (TE page 125-129)  
Have students organize their activities and journals to make a Corps of Discovery journal of their own. | Pre/Post Test (TE page 47)  
Fort Clatsop Quiz Game (TE page 125-129)  
Brown construction paper for journal Cover  
Yarn or twine to tie the journal together. | | |
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Understand the role of different historical figures during the fur trade.</td>
<td>Break the class into groups of 5 students. Print a set of Oregon Fur Trade Biographies (WS#4a-4n) for each group. Hand out Oregon Fur Trade Biography Questions (WS#5a-5c) to each student. Have each student choose a biography to read aloud to their group. There is also a picture to display while reading the biography. While each student reads his or her biography, the rest of the group listens for answers to their Oregon Fur Trade Biography Questions. The biographies should be read in order. The questions for each biography are also in order.</td>
<td>1 set of Oregon Fur Trade Biographies per group (WS#4a-4n)</td>
<td>Oregon Fur Trade Biography Questions (WS#5a-5c)</td>
<td>Oregon Fur Trade Biography Question Answer Key (TE#4)</td>
</tr>
</tbody>
</table>
John Jacob Astor

Routes to Oregon

The overland group

The Tonquin
John Jacob Astor

John Jacob Astor was born in Germany in 1763 and came to the United States when he was 20 years old and lived in New York City. Originally, John Jacob Astor was a baker, but began investing in several different businesses. He sold musical instruments, opened a general store and began a sea-trading business with China. He also invested in the fur trade. He called his fur trading company the American Fur Trade Company. The fur trade was a rapidly growing business because the fur of the sea otter and beaver were in high demand. The pelts of these animals were stripped down and made into felt that was used to make hats. These hats were very fashionable in their day, and they were in very high demand.

By the time Lewis and Clark returned from Oregon, John Jacob Astor was a very wealthy man. Lewis and Clark’s journey gave John Jacob Astor a very good idea. He decided to open trading posts called forts along Lewis and Clark’s trail, all of the way to the Pacific Ocean.

In 1810, John Jacob Astor and nine other men pooled their money together to form the Pacific Fur Trade Company. They decided the best way to start their business was to pay two different groups of men to explore and set up their fur company forts. One group was to retrace Lewis and Clark’s land route to the Pacific Ocean. Along the way they were to pick the best spots for future forts to be built. These forts would trade fur pelts with the Native Americans and fur trappers.

Meanwhile, the second group was ordered to sail around Cape Horn. To do this, the Pacific Fur Company hired Captain Jonathan Thorn. He was the captain of the Tonquin. This group was to sail around Cape Horn with the supplies to build the fort and some trading goods. It was their mission to set up a fort and begin trading with the area’s Native American Tribes. Both groups were to meet at this fort.

The Tonquin reached the mouth of the Columbia River in 1811. The sea was very rough and Captain Thorn ordered eight men into a boat to explore the opening of the mouth of the Columbia. Those
eight men perished under the waves. Since the ship could not make it into the channel, Captain Thorn ordered Duncan McDougall and some supplies on shore to begin building the fort. The Tonquin set sail heading north to begin trading with some of the local Native American tribes.

Apparently, Captain Thorn insulted the chief of the tribe he was trading with. It is said that the tribe attacked the ship killing all on board. During the attack, a sailor set the gun powder in the ship on fire, blowing up the entire ship, all of the supplies and all who were on it, sailors and Native Americans.

The overland group did not fair much better. They were joining Duncan McDougall at the mouth of the Columbia River in small groups of exhausted, starving men. They had such a hard time making it overland that they had split up into smaller groups.

The group of men who survived the overland trip and the sea route built Astor’s fur trading fort at the mouth of the Columbia River and named it Fort Astoria. The Pacific Fur Company was up and running.

Once the fort was established, a small group of men left the fort and headed back across the land route to let Astor know that the ship and its supplies had been lost and that they needed more to be sent right away.

In 1812, the United States and England went to war. The Americans of the Pacific Fur Company were afraid they would be attacked and the fort would be taken from them. Rather than let that happen, Duncan McDougall sold the fort to the Northwest Fur Company and they renamed it Fort George. After the war, in 1818, both England and the United States agreed to share the land and settle it jointly. Many of the men from Fort Astoria settled in the area and became trappers and farmers. They were the first Americans to settle in the Oregon Country.

John Jacob Astor was very upset when he found out that his fort had been sold. He did not know that the Tonquin and its supplies had been lost. Even though the Pacific Fur Company failed as a business, it did begin the process of settling the Oregon Country with Americans.
John McLoughlin's House
John McLoughlin

In 1821, two rival fur companies merged into one. These rival fur companies were the Northwest Company (which bought Fort Astoria from McDougall and renamed it Fort George) and the Hudson Bay Company. The new company they formed would keep the name of the Hudson Bay Company. Dr. John McLoughlin was soon put in charge of the new Hudson Bay Company. Fort George was no longer the best spot for the Hudson Bay Company headquarters, so John McLoughlin built a new fort, Fort Vancouver. This fort was located on the Columbia River where the Willamette River joins the Columbia. This fort is located at modern-day Oregon City.

John McLoughlin was the Chief Factor for the British owned Hudson Bay Company for twenty years. He developed the land around the fort into farms that supplied much of the fort’s food. He planted gardens and orchards. He also brought in cattle and sheep from California to help feed the growing community.

He was a very fair man and was respected by the white trappers and the Native Americans. He paid both groups of men the same price for their prime pelts. The Native Americans respected him so much that they called him the “White Headed Eagle”. Dr. McLoughlin often settled many disputes among men of all colors. He was looked to as the leader of the area by many men.

During his many years at Fort Vancouver, Dr. McLoughlin built up the fort. He built a tall stockade wall that kept it safe. He also built a Big House where he and his wife lived. The house was very fancy for its day. Around the house were many store houses full of food, blacksmith
shops, barns, saw mills, granary mills, and stables.

By the 1830s, many Americans began to arrive in Oregon. Dr. John McLoughlin was there to help them settle in and begin a farm. He sold them everything they would need at a fair price.

Dr. McLoughlin also kept the peace between the new Americans, fur trappers and Native Americans alike. The Hudson Bay Company, which was British, did not like Dr. McLoughlin helping the Americans settle a territory that they were supposed to share with America. They wanted more British to settle and claim the land, not Americans. Dr. McLoughlin grew tired of all of the fighting and soon resigned as Chief Factor. He was credited for helping the Americans settle and claim the land of Oregon.
Jason Lee

Library of Congress
Jason Lee

Jason Lee was the first missionary to come to the Oregon Country. He came to Oregon in 1832 with his nephew Daniel Lee. The minister was sent by the Methodist church to set up a mission to bring Christianity to the Native Americans in Oregon. When Jason Lee first arrived in Oregon, he stayed at Fort Vancouver with Dr. John McLoughlin. After recovering from his long trip, he chose to build his mission in the Willamette Valley. By the time Jason Lee had his mission up and running, the Native Americans in the area had already lost most of their tribe to sickness and death. The few remaining members did not understand the white man’s religion or like the mission school that they attended. Jason Lee began to open his mission to the fur trappers and white settlers.

Jason Lee is credited with opening the first college in Oregon, Willamette University. This university is still open today in Salem, which is also the state’s capitol.

In 1838, Jason Lee traveled back East to encourage more Americans to settle in Oregon. When he returned in 1840, he brought many Americans back with him, including his new wife, Anna Maria Pittman. Upon his return, he was a key member in creating our first provisional government.

In 1843, the Methodist Mission Board fired Jason Lee from his post. They felt he was spending too much time helping the white people and forming a new government when he was supposed to be educating the Native Americans. Jason Lee left Oregon to return to his birthplace of Quebec, Canada. He died there in 1845.
Dr. Marcus Whitman brought the first wagon train across the continent to the Oregon Country.
Marcus and Narcissa Whitman

In 1831, several Nez Perce Native Americans went back East to visit their friend, William Clark. While there, William Clark helped them put an ad in the St. Louis newspaper. The ad asked for missionaries to come to Oregon to set up a mission to teach the Nez Perce about the white man’s religion. The Methodists were the first to answer the ad and they sent Marcus and Narcissa Whitman and Henry and Eliza Spalding on the long overland journey. Narcissa and Eliza were the first white women to make this long, dangerous trip. They would have never made the journey without the help of the trappers along the way. They arrived in Oregon two years after Jason Lee first arrived and settled in the Willamette Valley.

The Spaldings built their mission near the Clearwater River. They called their mission Lapwai. They chose to live among the more friendly Nez Perce. The Spaldings were very successful in learning the Nez Perce language. They were able to teach and preach to the Nez Perce in their very own language. They also taught the Nez Perce how to farm, read and write. The Spaldings had a good life and went on to have three daughters.

The Whitmans chose to settle in the Walla Walla area among the more war-like Cayuse Native Americans. They named their mission Waiilatpu. That winter, the Whitmans had a baby girl; her name was Alice Clarissa, and she was the first white settler born in the Oregon Country. Unfortunately, Alice Clarissa fell in the river and drowned at the age of two.

The Whitman’s built a mission house, barns, store houses, blacksmith shop, and a grist mill (a mill that grinds grain into flour) in the beautiful valley. They set up a separate room for the Cayuse children to come and go to school. They also tried to teach the Cayuse how to farm and grow their own food. The Cayuse did not take to farming or learning the white man’s religion. It was very different from what they had learned growing up.

Even though the mission was very successful in creating a small
farming community, the Methodist Board wanted to close the mission. Dr. Whitman traveled all of the way back to Missouri to talk the board into keeping the mission open. When he returned with the good news that they would get to stay open, he also brought the very first wagon train across the continent to Oregon.

Over the next four years, many wagon trains followed. The Whitman Mission was often the first stop for many settlers coming over the Oregon Trail. They were often starving and in need of medical attention and help. The Whitmans never turned anyone away.

With a wagon train in 1847 came measles. Many of the Cayuse caught the measles and died. They had never been introduced to the disease and their bodies couldn’t fight off the illness. The Cayuse believed when a person was sick, they should sit in a sweat lodge and then run and jump in the freezing water. This was the worst treatment for measles. Dr. Whitman tried to tell the Cayuse not to do this and he tried to treat them with white man’s remedies, but they did not work. The Cayuse were becoming suspicious because all of the Native Americans were dying from the measles, but the white people were not. Lastly, the Cayuse believed that if the medicine man of their tribe could not cure them, they had the right to kill the medicine man. They did this because they believed he had lost his healing power.

In 1847, a band of Cayuse came to the Whitman Mission and killed Dr. Marcus Whitman, Narcissa Whitman and twelve other people. Thirty-two children and ten adults were not killed but they were held captive for one month before the Hudson Bay Company sent Peter Skene Ogden with a ransom of several blankets and supplies to give to the Cayuse to free the settlers.
Mountain Men
Mountain Men

Mountain men were trappers who roamed the Oregon Country to trap beaver. They adopted a life like the Native Americans. They were very strong and tough and took care of themselves. They lived off of the land, battled bad weather conditions, wild animals, and rival traders. They also had problems with unfriendly Native Americans. This was a very rough life. They lived in the wild, trapping beavers from rugged streams and prepared and sold their pelts to trading posts. In a year, a mountain man could collect as much as 400 pounds of beaver pelts. For these pelts, he was paid $4-6 a pound.

By the 1830s, the mountain man’s way of life ended. Beaver hats went out of style, causing the price of beavers to drop. The eager mountain men had also over-trapped the animals, leaving very few to trap and sell. The mountain men had to find a new way of life. Many went on to build farms and settle the wild land. Others became guides and scouts that lead more Americans to Oregon.
Oregon Fur Trade Scavenger Hunt

Name____________________________

Answer the following questions using the Fur Trade Biographies.

**John Jacob Astor**

1. In what year did John Jacob Astor come to America? _____________

2. Who gave John Jacob Astor the idea to open trading posts? ________________________________

3. What was John Jacob Astor’s and his partners’ fur trading company’s name? ________________________________

4. What was the name of the ship that Captain Jonathan Thorne sailed? ________________________________

5. What happened to Captain Jonathan Thorne’s ship? ________________________________

6. What was the name of the fort that John Jacob Astor’s men built? ________________________________

7. Why did Duncan McDougall sell the fort? ________________________________

8. What happened to the men who built the fort after it was sold? ________________________________

**John McLoughlin**

1. What was Fort Astoria’s new name? ________________________________

2. Where was Fort Vancouver located? ________________________________

3. What did the Native Americans call John McLoughlin? ________________________________
4. What did John McLoughlin build around his fancy house?

5. Why didn’t the British like John McLoughlin helping the Americans settle the territory?

Jason Lee

1. Who came to Oregon with Jason Lee?

2. Why did Jason Lee come to Oregon?

3. Where did Jason Lee set up his mission?

4. What was the name of Oregon’s first college?

5. Why was Jason Lee fired?

Marcus and Narcissa Whitman

1. Who sent the Whitmans to Oregon?

2. Who helped the Whitmans get to Oregon?

3. Why were the Spaldings successful in helping the Nez Perce?

4. What was the name of the Whitmans’ mission?

5. Who was the first white person born in the Oregon Country?
6. What did Dr. Whitman bring back with him after he traveled back East to the Methodist Board?

7. What did the wagon train of 1847 bring?

8. What did the Cayuse Native Americans do to a medicine man who had lost his powers to heal?

9. Who did the Hudson Bay Company send to save the captives?

Mountain Men

1. Who were the mountain men?

2. What did the mountain men do for a living?

3. How many pounds of beaver pelts did they trap in a year?

4. What ended the mountain men’s way of life?

5. What did the mountain men do once they were finished trapping beaver?
Oregon Fur Trade Scavenger Hunt
Name____________________________________

Answer the following questions using the Fur Trade Biographies.

**John Jacob Astor**

1. In what year did John Jacob Astor come to America? 1783
2. Who gave John Jacob Astor the idea to open trading posts? Lewis and Clark
3. What was John Jacob Astor’s and his partners’ fur trading company’s name? American Fur Trade Company
4. What was the name of the ship that Captain Jonathan Thorne sailed? The Tonquin
5. What happened to Captain Jonathan Thorne’s ship? It was blown up after being attacked by Native Americans
6. What was the name of the fort that John Jacob Astor’s men built? Fort Astoria
7. Why did Duncan McDougall sell the fort? He was afraid the fort would be attacked by England after the War of 1812
8. What happened to the men who built the fort after it was sold? They settled the area becoming trappers and farmers.

**John McLoughlin**

1. What was Fort Astoria’s new name? Fort George
2. Where was Fort Vancouver located? On the Columbia River where the Willamette River joins it
3. What did the Native Americans call John McLoughlin? White-Headed Eagle
4. What did John McLoughlin build around his fancy house?

_______________________________________________________________

Store houses, blacksmith shops, barns, saw mills, granary mills and stables.

5. Why didn’t the British like John McLoughlin helping the Americans settle the territory?

_______________________________________________________________

They wanted more British to settle and claim the land, not Americans.

**Jason Lee**

1. Who came to Oregon with Jason Lee? Daniel Lee

2. Why did Jason Lee come to Oregon? To set up a mission to bring Christianity to the Native Americans

3. Where did Jason Lee set up his mission? Willamette Valley

4. What was the name of Oregon’s first college? Willamette University

5. Why was Jason Lee fired? The Methodist Mission Board felt he was spending more time forming a new government than educating the Native Americans

**Marcus and Narcissa Whitman**

1. Who sent the Whitmans to Oregon? The Methodist

2. Who helped the Whitmans get to Oregon? Trappers

3. Why were the Spaldings successful in helping the Nez Perce? They learned the Nez Perce language and taught them to read and write.

4. What was the name of the Whitmans’ mission? Waiilatpu

5. Who was the first white person born in the Oregon Country? Alice Clarissa Whitman
6. What did Dr. Whitman bring back with him after he traveled back East to the Methodist Board? The First Wagon train to cross the continent

7. What did the wagon train of 1847 bring? The Measles

8. What did the Cayuse Native Americans do to a medicine man who had lost his powers to heal? They killed them

9. Who did the Hudson Bay Company send to save the captives? Peter Skene Ogden

Mountain Men

1. Who were the mountain men? Trappers

2. What did the mountain men do for a living? Trapped beaver

3. How many pounds of beaver pelts did they trap in a year? 400 pounds

4. What ended the mountain men’s way of life? Beaver hats went out of style and the beavers were over trapped

5. What did the mountain men do once they were finished trapping beaver? They built farms, settled the land, and became guides and scouts
<table>
<thead>
<tr>
<th>Day</th>
<th>Objectives</th>
<th>Lesson Plan</th>
<th>Materials:</th>
<th>Teaching Tip</th>
<th>Curriculum Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Recall the economic impact of the beaver on the fur trade</td>
<td>The students will complete and discuss <em>The Fur Trade (WS#6).</em></td>
<td>The Fur Trade (WS#6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Fur Trade

Long ago during the fur trade, trappers could go to a trading post to trade the furs they trapped for the dried goods they needed. Use the table below to answer the following questions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hatchet</td>
<td>1</td>
</tr>
<tr>
<td>Cow</td>
<td>4</td>
</tr>
<tr>
<td>Pig</td>
<td>2</td>
</tr>
<tr>
<td>Chicken</td>
<td>3</td>
</tr>
<tr>
<td>Cloth</td>
<td>4</td>
</tr>
<tr>
<td>Wheat</td>
<td>6</td>
</tr>
<tr>
<td>Seed</td>
<td>6</td>
</tr>
</tbody>
</table>

1. You need two cows, a pig and some seed to start a farm. How many furs do you need? ________________

2. You would like to buy a new pot, some cloth and a hatchet. How many furs would you need? ________________

3. How many furs would you need to buy six chickens and two pigs? ________________

4. How many furs would you need to buy a bag of wheat, two cows, three pigs and two pots? ________________

5. How many cows could you buy with 36 furs? ________________

6. How many pigs could you buy with 26 furs? ________________
7. You need six pigs and six chickens. Do you have enough with 64 furs?

8. You need to buy 3 bags of wheat and 4 bags of seed. Could you buy this with 42 furs? If so, what else could you purchase with the left over furs?

9. You need two cows, six chickens, two pots and a bag of seed. You have 37 furs, how many more do you need to make this purchase?

10. You need three pigs, a hatchet and two bags of wheat. You have 31 furs. Do you have enough furs to purchase two bolts of cloth too?

11. You have 56 furs. How many pigs can you buy?

12. You need to plant wheat for the new growing season. How many bags of wheat can you buy with 44 furs?

13. You have 45 furs. You need to buy a hatchet, ten chickens, three new pots, and a bolt of cloth. What else could you buy with the left over furs?

14. You are ready to settle down and start a farm. You have 90 furs to purchase supplies. What would you buy? Explain your thinking.

---

WS#6
The Fur Trade

Long ago during the fur trade, trappers could go to a trading post to trade the furs they trapped for the dried goods they needed. Use the table below to answer the following questions.

1. You need two cows, a pig and some seed to start a farm. How many furs do you need? **38 Furs**

2. You would like to buy a new pot, some cloth and a hatchet. How many furs would you need? **8 furs**

3. How many furs would you need to buy six chickens and two pigs? **28 furs**

4. How many furs would it cost to buy a bag of wheat, two cows, three pigs and two pots? **61 furs**

5. How many cows could you buy with 36 furs? **3 Cows**
6. How many pigs could you buy with 26 furs? 3 pigs (with 2 furs left over)

7. You need six pigs and six chickens. Do you have enough with 64 furs? Yes, the total is only 60 furs

8. You need to buy 3 bags of wheat and 4 bags of seed. Could you buy this with 42 furs? If so, what else could you purchase with the left over furs? Yes you have enough furs to purchase the wheat and seed using 39 furs. You could use the left over 3 furs to buy a hatchet (1 fur), Chickens (2 furs), or cloth (3 furs)

9. You need two cows, six chickens, two pots and a bag of seed. You have 37 furs, how many more do you need to make this purchase? No, 37 furs is not enough, it totals 50 furs all together. You would need 13 more furs to make the purchase.

10. You need three pigs, a hatchet and two bags of wheat. You have 31 furs. Do you have enough furs to purchase two bolts of cloth too? No, you don’t even have enough to purchase everything before the cloth. It totaled 35 furs. The cloth would make it 41 furs.

11. You have 56 furs. How many pigs can you buy? You could buy 7 pigs.

12. You need to plant wheat for the new growing season. How many bags of wheat can you buy with 44 furs? You could buy 8 bags of wheat and have 4 furs left over.

13. You have 45 furs. You need to buy a hatchet, ten chickens, three new pots, and a bolt of cloth. What else could you buy with the left over furs? Accept any answer that totals 19 furs

14. You are ready to settle down and start a farm. You have 90 furs to purchase supplies. What would you buy? Explain your thinking.

Answers will vary
Bruno Heceta was one of many sea captains sailing for Spain in search of the Northwest Passage. He was also looking for Russians who were already on the Northwest Coast trading with Natives for sea otter skins. Spain was afraid Russia would try to take over the Northwest Coast. During this voyage of 1775, Heceta found no Russians. He did find signs of a great river emptying into the Pacific Ocean. He did not enter the mouth of this river which turned out to be the Columbia. Heceta Head on Oregon’s Coast, is named for this explorer.

Spain, England and Russia hoped to find a way to sail through North America. If such a passage existed, trade with Japan, China and India would be much easier. The English called this passage the Northwest Passage. The Spanish called it the Strait of Anian. The search began around 1540. It took nearly 300 years before European explorers were sure that the Northwest Passage did not exist.

In the fall of 1792, the English sea captain George Vancouver found the Columbia River. He sent his lieutenant William Broughton up the river about 100 miles. Lieutenant Broughton claimed the Columbia River for England. Spanish and English sea captains proved there was no sea-way through North America. The search for the Northwest Passage was over. Explorers still believed there was a great river in the West. They hoped it would connect with the eastern part of North America.

Sir Francis Drake of England became a well-known marauder. After being attacked by the Spanish, Drake and his crew set out to raid Spanish ships for their treasure. In 1579, Drake sailed up the Pacific Coast as far north as Washington. He was searching for the Northwest Passage. If he could find this route back to England, he would avoid the Spanish holdings he had raided along the way. He did not find the passage and had to retrace his route back to England.
Christopher Columbus set sail from Spain in 1492. He sailed west in hopes of reaching Asia. Instead, he bumped into a brand new continent. Historians believe Columbus had landed on the island of San Salvador in the Bahamas. The “New World” Columbus discovered would later be named America.

Many people saw the chance to get rich selling sea otter pelts to the Chinese. Ships from Spain, France, Russia, England and the United States were hunting sea otter off the Northwest Coast. All this trading off the coast led to the discovery of the Columbia River. On a May morning in 1792, Captain Robert Gray sailed into the mouth of a large river. He named that river the Columbia after his ship. He traded with Native Americans before pulling out. Captain Gray did not take possession of the Columbia for the United States. He was not aware that he had discovered the most important river in the Pacific Northwest.

In 1776, Captain James Cook, a famous English world traveler, came to the Oregon Country to find the Northwest Passage. The English government had offered a reward to anyone who could find a passage through North America. When Cook did not find the passage, he chose to sail farther west and discovered the Hawaiian Islands. He named them the Sandwich Islands after his friend the Earl of Sandwich. Cook was killed by Hawaiians.
Land For Sale!

Thomas Jefferson was the third president of the United States. He knew that if Americans could explore the West, they could claim it. Jefferson believed this would make the country safer from foreign invasion, secure trading rights along the Mississippi River and give the nation room to grow for generations to come.

The map above shows which countries claimed different parts of North America in 1801. France and Spain controlled the trading rights along the Mississippi River and the port of New Orleans.

France had been fighting wars around the world under their leader, Napoleon Bonaparte. Jefferson worried that Napoleon would not allow the United States to trade along the Mississippi River or use the port of New Orleans. Jefferson warned Napoleon that the United States would fight if French troops arrived in Louisiana.

President Jefferson wanted to handle this problem peacefully. He got permission from Congress to offer to buy the city of New Orleans from France. He sent James Monroe to Paris, France to bargain with the French. France was in need of money because of all they had lost fighting wars. The French offered the entire Louisiana Territory and agreed to sell it to Monroe for $15 million. In December of 1803, Louisiana was officially transferred to the United States.

The United States bought half of the West, just like that! Jefferson had purchased 800,000 square miles of land for the bargain price of $0.04 per acre. Today we call this deal the Louisiana Purchase. Can you imagine buying land for such a low price today?
Land For Sale!

1. Why did President Thomas Jefferson want to claim the West for the United States? Give three reasons.

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

2. Who represented the United States in bargaining with France for the Louisiana Purchase?

_______________________________________________________________

3. Who was the leader of France at the time of the Louisiana Purchase?

_______________________________________________________________

4. Why did France agree to sell not only New Orleans, but the entire Louisiana Territory?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

BONUS: Write a paragraph describing how the United States might be different today if the Louisiana Purchase had not taken place.
John Jacob Astor

Routes to Oregon

The overland group

The Tonquin
John Jacob Astor

John Jacob Astor was born in Germany in 1763 and came to the United States when he was 20 years old and lived in New York City. Originally, John Jacob Astor was a baker, but began investing in several different businesses. He sold musical instruments, opened a general store and began a sea-trading business with China. He also invested in the fur trade. He called his fur trading company the American Fur Trade Company. The fur trade was a rapidly growing business because the fur of the sea otter and beaver were in high demand. The pelts of these animals were stripped down and made into felt that was used to make hats. These hats were very fashionable in their day, and they were in very high demand.

By the time Lewis and Clark returned from Oregon, John Jacob Astor was a very wealthy man. Lewis and Clark's journey gave John Jacob Astor a very good idea. He decided to open trading posts called forts along Lewis and Clark's trail, all the way to the Pacific Ocean.

In 1810, John Jacob Astor and nine other men pooled their money together to form the Pacific Fur Trade Company. They decided the best way to start their business was to pay two different groups of men to explore and set up their fur company forts. One group was to retrace Lewis and Clark's land route to the Pacific Ocean. Along the way they were to pick the best spots for future forts to be built. These forts would trade fur pelts with the Native Americans and fur trappers.

Meanwhile, the second group was ordered to sail around Cape Horn. To do this, the Pacific Fur Company hired Captain Jonathan Thorn. He was the captain of the Tonquin. This group was to sail around Cape Horn with the supplies to build the fort and some trading goods. It was their mission to set up a fort and begin trading with the area's Native American Tribes. Both groups were to meet at this fort.

The Tonquin reached the mouth of the Columbia River in 1811. The sea was very rough and Captain Thorn ordered eight men into a boat to explore the opening of the mouth of the Columbia. Those
eight men perished under the waves. Since the ship could not make it into the channel, Captain Thorn ordered Duncan McDougall and some supplies on shore to begin building the fort. The Tonquin set sail heading north to begin trading with some of the local Native American tribes.

Apparently, Captain Thorn insulted the chief of the tribe he was trading with. It is said that the tribe attacked the ship killing all on board. During the attack, a sailor set the gun powder in the ship on fire, blowing up the entire ship, all of the supplies and all who were on it, sailors and Native Americans.

The overland group did not fair much better. They were joining Duncan McDougall at the mouth of the Columbia River in small groups of exhausted, starving men. They had such a hard time making it overland that they had split up into smaller groups.

The group of men who survived the overland trip and the sea route built Astor’s fur trading fort at the mouth of the Columbia River and named it Fort Astoria. The Pacific Fur Company was up and running.

Once the fort was established, a small group of men left the fort and headed back across the land route to let Astor know that the ship and its supplies had been lost and that they needed more to be sent right away.

In 1812, the United States and England went to war. The Americans of the Pacific Fur Company were afraid they would be attacked and the fort would be taken from them. Rather than let that happen, Duncan McDougall sold the fort to the Northwest Fur Company and they renamed it Fort George. After the war, in 1818, both England and the United States agreed to share the land and settle it jointly. Many of the men from Fort Astoria settled in the area and became trappers and farmers. They were the first Americans to settle in the Oregon Country.

John Jacob Astor was very upset when he found out that his fort had been sold. He did not know that the Tonquin and its supplies had been lost. Even though the Pacific Fur Company failed as a business, it did begin the process of settling the Oregon Country with Americans.

WS #4c
John McLoughlin's House

[Image of John McLoughlin's House]
John McLoughlin

In 1821, two rival fur companies merged into one. These rival fur companies were the Northwest Company (which bought Fort Astoria from McDougall and renamed it Fort George) and the Hudson Bay Company. The new company they formed would keep the name of the Hudson Bay Company. Dr. John McLoughlin was soon put in charge of the new Hudson Bay Company. Fort George was no longer the best spot for the Hudson Bay Company headquarters, so John McLoughlin built a new fort, Fort Vancouver. This fort was located on the Columbia River where the Willamette River joins the Columbia. This fort is located at modern-day Oregon City.

John McLoughlin was the Chief Factor for the British owned Hudson Bay Company for twenty years. He developed the land around the fort into farms that supplied much of the fort’s food. He planted gardens and orchards. He also brought in cattle and sheep from California to help feed the growing community.

He was a very fair man and was respected by the white trappers and the Native Americans. He paid both groups of men the same price for their prime pelts. The Native Americans respected him so much that they called him the “White Headed Eagle”. Dr. McLoughlin often settled many disputes among men of all colors. He was looked to as the leader of the area by many men.

During his many years at Fort Vancouver, Dr. McLoughlin built up the fort. He built a tall stockade wall that kept it safe. He also built a Big House where he and his wife lived. The house was very fancy for its day. Around the house were many store houses full of food, blacksmith
shops, barns, saw mills, granary mills, and stables.

By the 1830s, many Americans began to arrive in Oregon. Dr. John McLoughlin was there to help them settle in and begin a farm. He sold them everything they would need at a fair price.

Dr. McLoughlin also kept the peace between the new Americans, fur trappers and Native Americans alike. The Hudson Bay Company, which was British, did not like Dr. McLoughlin helping the Americans settle a territory that they were supposed to share with America. They wanted more British to settle and claim the land, not Americans. Dr. McLoughlin grew tired of all of the fighting and soon resigned as Chief Factor. He was credited for helping the Americans settle and claim the land of Oregon.
Jason Lee
Jason Lee

Jason Lee was the first missionary to come to the Oregon Country. He came to Oregon in 1832 with his nephew Daniel Lee. The minister was sent by the Methodist church to set up a mission to bring Christianity to the Native Americans in Oregon. When Jason Lee first arrived in Oregon, he stayed at Fort Vancouver with Dr. John McLoughlin. After recovering from his long trip, he chose to build his mission in the Willamette Valley. By the time Jason Lee had his mission up and running, the Native Americans in the area had already lost most of their tribe to sickness and death. The few remaining members did not understand the white man’s religion or like the mission school that they attended. Jason Lee began to open his mission to the fur trappers and white settlers.

Jason Lee is credited with opening the first college in Oregon, Willamette University. This university is still open today in Salem, which is also the state’s capitol.

In 1838, Jason Lee traveled back East to encourage more Americans to settle in Oregon. When he returned in 1840, he brought many Americans back with him, including his new wife, Anna Maria Pittman. Upon his return, he was a key member in creating our first provisional government.

In 1843, the Methodist Mission Board fired Jason Lee from his post. They felt he was spending too much time helping the white people and forming a new government when he was supposed to be educating the Native Americans. Jason Lee left Oregon to return to his birthplace of Quebec, Canada. He died there in 1845.
Dr. Marcus Whitman brought the first wagon train across the continent to the Oregon Country.
Marcus and Narcissa Whitman

In 1831, several Nez Perce Native Americans went back East to visit their friend, William Clark. While there, William Clark helped them put an ad in the St. Louis newspaper. The ad asked for missionaries to come to Oregon to set up a mission to teach the Nez Perce about the white man’s religion. The Methodists were the first to answer the ad and they sent Marcus and Narcissa Whitman and Henry and Eliza Spalding on the long overland journey. Narcissa and Eliza were the first white women to make this long, dangerous trip. They would have never made the journey without the help of the trappers along the way. They arrived in Oregon two years after Jason Lee first arrived and settled in the Willamette Valley.

The Spaldings built their mission near the Clearwater River. They called their mission Lapwai. They chose to live among the more friendly Nez Perce. The Spaldings were very successful in learning the Nez Perce language. They were able to teach and preach to the Nez Perce in their very own language. They also taught the Nez Perce how to farm, read and write. The Spaldings had a good life and went on to have three daughters.

The Whitmans chose to settle in the Walla Walla area among the more war-like Cayuse Native Americans. They named their mission Waiilatpu. That winter, the Whitmans had a baby girl; her name was Alice Clarissa, and she was the first white settler born in the Oregon Country. Unfortunately, Alice Clarissa fell in the river and drowned at the age of two.

The Whitman’s built a mission house, barns, store houses, blacksmith shop, and a grist mill (a mill that grinds grain into flour) in the beautiful valley. They set up a separate room for the Cayuse children to come and go to school. They also tried to teach the Cayuse how to farm and grow their own food. The Cayuse did not take to farming or learning the white man’s religion. It was very different from what they had learned growing up.

Even though the mission was very successful in creating a small
farming community, the Methodist Board wanted to close the mission. Dr. Whitman traveled all of the way back to Missouri to talk the board into keeping the mission open. When he returned with the good news that they would get to stay open, he also brought the very first wagon train across the continent to Oregon.

Over the next four years, many wagon trains followed. The Whitman Mission was often the first stop for many settlers coming over the Oregon Trail. They were often starving and in need of medical attention and help. The Whitmans never turned anyone away.

With a wagon train in 1847 came measles. Many of the Cayuse caught the measles and died. They had never been introduced to the disease and their bodies couldn’t fight off the illness. The Cayuse believed when a person was sick, they should sit in a sweat lodge and then run and jump in the freezing water. This was the worst treatment for measles. Dr. Whitman tried to tell the Cayuse not to do this and he tried to treat them with white man’s remedies, but they did not work. The Cayuse were becoming suspicious because all of the Native Americans were dying from the measles, but the white people were not. Lastly, the Cayuse believed that if the medicine man of their tribe could not cure them, they had the right to kill the medicine man. They did this because they believed he had lost his healing power.

In 1847, a band of Cayuse came to the Whitman Mission and killed Dr. Marcus Whitman, Narcissa Whitman and twelve other people. Thirty-two children and ten adults were not killed but they were held captive for one month before the Hudson Bay Company sent Peter Skene Ogden with a ransom of several blankets and supplies to give to the Cayuse to free the settlers.
Mountain Men
Mountain Men

Mountain men were trappers who roamed the Oregon Country to trap beaver. They adopted a life like the Native Americans. They were very strong and tough and took care of themselves. They lived off of the land, battled bad weather conditions, wild animals, and rival traders. They also had problems with unfriendly Native Americans. This was a very rough life. They lived in the wild, trapping beavers from rugged streams and prepared and sold their pelts to trading posts. In a year, a mountain man could collect as much as 400 pounds of beaver pelts. For these pelts, he was paid $4-6 a pound.

By the 1830s, the mountain man’s way of life ended. Beaver hats went out of style, causing the price of beavers to drop. The eager mountain men had also over-trapped the animals, leaving very few to trap and sell. The mountain men had to find a new way of life. Many went on to build farms and settle the wild land. Others became guides and scouts that lead more Americans to Oregon.
Oregon Fur Trade Scavenger Hunt
Name____________________________

Answer the following questions using the Fur Trade Biographies.

**John Jacob Astor**

1. In what year did John Jacob Astor come to America? ____________
2. Who gave John Jacob Astor the idea to open trading posts?

_______________________________________________________________

3. What was John Jacob Astor’s and his partners’ fur trading company’s name?

_______________________________________________________________

4. What was the name of the ship that Captain Jonathan Thorne sailed?

_______________________________________________________________

5. What happened to Captain Jonathan Thorne’s ship?

_______________________________________________________________

6. What was the name of the fort that John Jacob Astor’s men built?

_______________________________________________________________

7. Why did Duncan McDougall sell the fort?

_______________________________________________________________

8. What happened to the men who built the fort after it was sold?

_______________________________________________________________

**John McLoughlin**

1. What was Fort Astoria’s new name?

_______________________________________________________________

2. Where was Fort Vancouver located?

_______________________________________________________________

3. What did the Native Americans call John McLoughlin?

_______________________________________________________________
4. What did John McLoughlin build around his fancy house?
_______________________________________________________________
_______________________________________________________________

5. Why didn’t the British like John McLoughlin helping the Americans settle the territory?
_______________________________________________________________
_______________________________________________________________

Jason Lee

1. Who came to Oregon with Jason Lee?
_______________________________________________________________

2. Why did Jason Lee come to Oregon?
_______________________________________________________________

3. Where did Jason Lee set up his mission?
_______________________________________________________________

4. What was the name of Oregon’s first college?
_______________________________________________________________

5. Why was Jason Lee fired?
_______________________________________________________________

Marcus and Narcissa Whitman

1. Who sent the Whitmans to Oregon?
_______________________________________________________________

2. Who helped the Whitmans get to Oregon?
_______________________________________________________________

3. Why were the Spaldings successful in helping the Nez Perce?
_______________________________________________________________

4. What was the name of the Whitmans’ mission?
_______________________________________________________________

5. Who was the first white person born in the Oregon Country?
6. What did Dr. Whitman bring back with him after he traveled back East to the Methodist Board?

7. What did the wagon train of 1847 bring?

8. What did the Cayuse Native Americans do to a medicine man who had lost his powers to heal?

9. Who did the Hudson Bay Company send to save the captives?

Mountain Men

1. Who were the mountain men?

2. What did the mountain men do for a living?

3. How many pounds of beaver pelts did they trap in a year?

4. What ended the mountain men’s way of life?

5. What did the mountain men do once they were finished trapping beaver?
The Fur Trade

Long ago during the fur trade, trappers could go to a trading post to trade the furs they trapped for the dried goods they needed. Use the table below to answer the following questions.

<table>
<thead>
<tr>
<th>Object</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hatchet</td>
<td>10 furs</td>
</tr>
<tr>
<td>Wheat</td>
<td>5 furs</td>
</tr>
<tr>
<td>Cow</td>
<td>15 furs</td>
</tr>
<tr>
<td>Pig</td>
<td>8 furs</td>
</tr>
<tr>
<td>Chicken</td>
<td>3 furs</td>
</tr>
<tr>
<td>Cloth</td>
<td>2 furs</td>
</tr>
<tr>
<td>Pot</td>
<td>4 furs</td>
</tr>
<tr>
<td>Seed</td>
<td>2 furs</td>
</tr>
</tbody>
</table>

1. You need two cows, a pig and some seed to start a farm. How many furs do you need?  
2. You would like to buy a new pot, some cloth and a hatchet. How many furs would you need?  
3. How many furs would you need to buy six chickens and two pigs?  
4. How many furs would you need to buy a bag of wheat, two cows, three pigs and two pots?  
5. How many cows could you buy with 36 furs?  
6. How many pigs could you buy with 26 furs?
7. You need six pigs and six chickens. Do you have enough with 64 furs? __________________________________________________________

8. You need to buy 3 bags of wheat and 4 bags of seed. Could you buy this with 42 furs? If so, what else could you purchase with the leftover furs? __________________________________________________________

9. You need two cows, six chickens, two pots and a bag of seed. You have 37 furs, how many more do you need to make this purchase? __________________________________________________________

10. You need three pigs, a hatchet and two bags of wheat. You have 31 furs. Do you have enough furs to purchase two bolts of cloth too? __________________________________________________________

11. You have 56 furs. How many pigs can you buy? ________________

12. You need to plant wheat for the new growing season. How many bags of wheat can you buy with 44 furs? __________________________

13. You have 45 furs. You need to buy a hatchet, ten chickens, three new pots, and a bolt of cloth. What else could you buy with the leftover furs? __________________________

14. You are ready to settle down and start a farm. You have 90 furs to purchase supplies. What would you buy? Explain your thinking. __________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________