

# Christina School District Assignment Board

Grade Level: 8th

Week 2 of April 13, 2020

		Day 1	Day 2	Day 3	Day 4
<b>ELA</b>	I	<p>Read and annotate the text, <b><i>Hearts and Hands</i></b>, by O. Henry.</p> <p>Circle or highlight characters' names, details that describe the characters' appearances, actions, thoughts, and feelings.</p> <p>Make note of any changes the characters go through.</p>	<p>Answer the <b>text-dependent questions</b>, numbers 1-6.</p>	<p><b>Vocabulary Log.</b> On a separate sheet of paper write the following words; <b>influx, countenance, shrewd, irrelevant, rouse</b> complete the following tasks for each word.</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Antonym</li> <li>- Write a sentence using the word.</li> <li>- Draw a picture to aid in understanding the word.</li> </ul>	<p><b>CSET</b> Mrs. Fairchild's opinion of Easton changes over the course of the story. Describe the change and the factors that contributed to this change?</p>
<b>Math 8</b> (IM1 & 2 can be found on the HS Boards)		<p><i>Finding Unknown Angles in Triangles</i></p> <p>Read pages 152-153. (attached) Use the examples as a guide. Complete p. 153 #1-6.</p>	<p>Complete p. 153 #7-12. Use the examples from pages 152-153 as a guide. (attached)</p>	<p>Complete p. 154 # 13, 14, 15, 16, 19, and 20. Use examples from pages 152-153 as a guide. (attached)</p>	<p>Complete p. 154 #22, 24, 25, 27, and 28. Use the examples from pages 152-153 as a guide. (attached)</p>
<b>Science</b>		<p><b>Wind-Related Weather (part 1):</b> Read article. Highlight, underline and/or annotate</p>	<p><b>Wind-Related Weather (part 2):</b> Reread article as needed. In your own words, write</p>	<p><b>The Jet Stream (part 1):</b> Read article. Highlight, underline and/or annotate for understanding.</p>	<p><b>The Jet Stream (part 2):</b> Reread article as needed. Pretend you need to explain the jet stream and how it</p>

### Christina School District Assignment Board

		for understanding.	a brief description of each of the types of wind storms discussed in the article. Draw a small picture/model of each with arrows demonstrating wind direction(s)		works to someone who doesn't know anything about weather. Write your explanation, using at least 3 paragraphs.
<b>Social Studies</b>		Complete Activity 1 from the document titled, "Lewis & Clark and the Native Americans."	Complete Activity 2 from the document titled, "Lewis & Clark and the Native Americans."	Complete Activity 3 from the document titled, "Lewis & Clark and the Native Americans."	Complete Activity 4 from the document titled, "Lewis & Clark and the Native Americans."

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Hearts and Hands

By O. Henry  
1902

*William Sydney Porter (1862-1910), best known by his pen name O. Henry, was an American short story writer. The following story takes place during a time of American westward expansion, when living out west was seen as adventurous compared to the already established east coast. As you read, take notes on how the author develops the characters of the handcuffed men.*

- [1] At Denver there was an influx<sup>1</sup> of passengers into the coaches on the eastbound B. & M. Express.<sup>2</sup> In one coach there sat a very pretty young woman dressed in elegant taste and surrounded by all the luxurious comforts of an experienced traveler. Among the newcomers were two young men, one of handsome presence with a bold, frank countenance<sup>3</sup> and manner; the other a ruffled, glum-faced person, heavily built and roughly dressed. The two were handcuffed together.



["Coast Guard Yard"](#) by Coast Guard News is licensed under CC BY-NC-ND 2.0.

As they passed down the aisle of the coach the only vacant<sup>4</sup> seat offered was a reversed one facing the attractive young woman. Here the linked couple seated themselves. The young woman's glance fell upon them with a distant, swift disinterest; then with a lovely smile brightening her countenance and a tender pink tingeing her rounded cheeks, she held out a little gray-gloved hand. When she spoke her voice, full, sweet, and deliberate, proclaimed that its owner was accustomed to speak and be heard.

"Well, Mr. Easton, if you will make me speak first, I suppose I must. Don't you ever recognize old friends when you meet them in the West?"

The younger man roused<sup>5</sup> himself sharply at the sound of her voice, seemed to struggle with a slight embarrassment which he threw off instantly, and then clasped her fingers with his left hand.

- [5] "It's Miss Fairchild," he said, with a smile. "I'll ask you to excuse the other hand; it's otherwise engaged just at present."

1. **Influx (noun):** an arrival of a large number of people or things
2. Here, "B. & M. Express" is likely a reference to the Burlington and Missouri River Railroad, an American railroad company in the west from the late 19th century.
3. **Countenance (noun):** a person's face or facial expression
4. **Vacant (adjective):** empty or unoccupied
5. **Rouse (verb):** to cause to be active or excited

He slightly raised his right hand, bound at the wrist by the shining “bracelet” to the left one of his companion. The glad look in the girl’s eyes slowly changed to a bewildered horror. The glow faded from her cheeks. Her lips parted in a vague, relaxing distress. Easton, with a little laugh, as if amused, was about to speak again when the other forestalled him. The glum-faced man had been watching the girl’s countenance with veiled glances from his keen, shrewd<sup>6</sup> eyes.

“You’ll excuse me for speaking, miss, but, I see you’re acquainted with the marshal<sup>7</sup> here. If you’ll ask him to speak a word for me when we get to the pen<sup>8</sup> he’ll do it, and it’ll make things easier for me there. He’s taking me to Leavenworth prison. It’s seven years for counterfeiting.”<sup>9</sup>

“Oh!” said the girl, with a deep breath and returning color. “So that is what you are doing out here? A marshal!”

“My dear Miss Fairchild,” said Easton, calmly, “I had to do something. Money has a way of taking wings unto itself, and you know it takes money to keep step with our crowd in Washington. I saw this opening in the West, and — well, a marshalship isn’t quite as high a position as that of ambassador, but — ”

- [10] “The ambassador,” said the girl, warmly, “doesn’t call any more. He needn’t ever have done so. You ought to know that. And so now you are one of these dashing Western heroes, and you ride and shoot and go into all kinds of dangers. That’s different from the Washington life. You have been missed from the old crowd.”

The girl’s eyes, fascinated, went back, widening a little, to rest upon the glittering handcuffs.

“Don’t you worry about them, miss,” said the other man. “All marshals handcuff themselves to their prisoners to keep them from getting away. Mr. Easton knows his business.”

“Will we see you again soon in Washington?” asked the girl.

“Not soon, I think,” said Easton. “My butterfly days are over, I fear.”

- [15] “I love the West,” said the girl irrelevantly.<sup>10</sup> Her eyes were shining softly. She looked away out the car window. She began to speak truly and simply without the gloss of style and manner: “Mamma and I spent the summer in Denver. She went home a week ago because father was slightly ill. I could live and be happy in the West. I think the air here agrees with me. Money isn’t everything. But people always misunderstand things and remain stupid — ”

“Say, Mr. Marshal,” growled the glum-faced man. “This isn’t quite fair. I’m needing a drink, and haven’t had a smoke all day. Haven’t you talked long enough? Take me in the smoker now, won’t you? I’m half dead for a pipe.”

The bound travelers rose to their feet, Easton with the same slow smile on his face.

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6. Shrewd (**adjective**): sharp or perceptive  
7. A marshal is a federal or municipal law officer.  
8. Slang for a penitentiary jail or prison  
9. Counterfeiting refers to the illegal practice of manufacturing fake money.  
10. Irrelevant (**adjective**): not connected with or related to something

"I can't deny a petition for tobacco," he said, lightly. "It's the one friend of the unfortunate. Good-bye, Miss Fairchild. Duty calls, you know." He held out his hand for a farewell.

"It's too bad you are not going East," she said, reclothing herself with manner and style. "But you must go on to Leavenworth, I suppose?"

[20] "Yes," said Easton, "I must go on to Leavenworth."

The two men sidled<sup>11</sup> down the aisle into the smoker.

The two passengers in a seat nearby had heard most of the conversation. Said one of them: "That marshal's a good sort of chap. Some of these Western fellows are all right."

"Pretty young to hold an office like that, isn't he?" asked the other.

"Young!" exclaimed the first speaker, "why — Oh! Didn't you catch on? Say — did you ever know an officer to handcuff a prisoner to his right hand?"<sup>12</sup>

*"Hearts and Hands" by O. Henry (1902) is in the public domain.*

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11. Sidle (**verb**): to walk in a quiet or cautious way

12. It is implied that he would use his right hand to wield a weapon.

## Text-Dependent Questions

*Directions: For the following questions, choose the best answer or respond in complete sentences.*

1. PART A: What does the word “forestall” mean as used in paragraph 6? [RL.4]
  - A. to distract
  - B. to watch
  - C. to joke
  - D. to interrupt
  
2. PART B: Which of the following quotes from paragraph 6 best supports the answer to Part A? [RL.1]
  - A. “with a little laugh”
  - B. “as if amused”
  - C. “about to speak again”
  - D. “with veiled glances”
  
3. PART A: What can the reader infer about Easton’s character based on the interaction between him and Miss Fairchild? [RL.3]
  - A. He is a charming young man who values the importance of money, which was likely the thing that got him into trouble.
  - B. He is a timid, awkward man who, if he were not interrupted, would have told Miss Fairchild the truth and pleaded for help.
  - C. He is in love with Miss Fairchild and went out west to make money so he could marry her, but became a marshal when he failed.
  - D. He is dishonest and deceptive, as shown by how easily he lies to Miss Fairchild and pulls the unwilling marshal into the lie too.
  
4. PART B: Which of the following quotes from the text best supports the answer to Part A? [RL.1]
  - A. “Among the newcomers were two young men, one of handsome presence with a bold, frank countenance and manner” (Paragraph 1)
  - B. “Easton, with a little laugh, as if amused, was about to speak again when the other forestalled him.” (Paragraph 6)
  - C. “‘My dear Miss Fairchild,’ said Easton, calmly, ‘I had to do something... you know it takes money to keep step with our crowd in Washington.’” (Paragraph 9)
  - D. “‘I saw this opening in the West, and — well, a marshalship isn’t quite as high a position as that of ambassador, but — ’” (Paragraph 9)

5. How does the information provided in paragraph 10 help readers understand Miss Fairchild's perspective on Mr. Easton? [RL.6]
- A. Like the real marshal, she is very observant and seems to have seen through Easton's lie; she hints at this by comparing him to the "Wild West" stories.
  - B. She seems impressed with Easton, partly due to her interest in the West and the new image she has of him as a western hero.
  - C. Like Easton, Miss Fairchild believes that money is the most important thing, but she pretends otherwise to avoid hurting his feelings.
  - D. She seems to have a crush on Easton, though only because he reminds her of many fond memories of their old group in Washington.
6. How does the "glum-faced" man's actions contribute to the development of a theme of the story? [RL.3]

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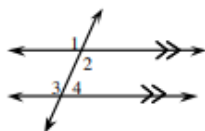
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## Finding Unknown Angles in Triangles

**PROPERTIES OF ANGLES, LINES, AND TRIANGLES**

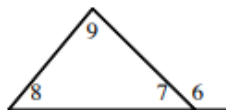
Students learn the relationships created when two parallel lines are intersected by a transversal. They also study angle relationships in triangles.

Parallel lines



- corresponding angles are equal:  $m\angle 1 = m\angle 3$
- alternate interior angles are equal:  $m\angle 2 = m\angle 4$
- $m\angle 2 + m\angle 3 = 180^\circ$

Triangles

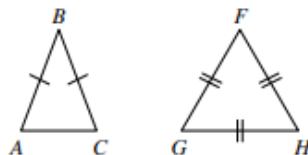


- $m\angle 7 + m\angle 8 + m\angle 9 = 180^\circ$
- $m\angle 6 = m\angle 8 + m\angle 9$   
(exterior angle = sum remote interior angles)

Also shown in the above figures:

- vertical angles are equal:  $m\angle 1 = m\angle 2$
- linear pairs are supplementary:  $m\angle 3 + m\angle 4 = 180^\circ$  and  $m\angle 6 + m\angle 7 = 180^\circ$

In addition, an isosceles triangle,  $\triangle ABC$ , has  $\overline{BA} = \overline{BC}$  and  $m\angle A = m\angle C$ . An equilateral triangle,  $\triangle GFH$ , has  $\overline{GF} = \overline{FH} = \overline{HG}$  and  $m\angle G = m\angle F = m\angle H = 60^\circ$ .



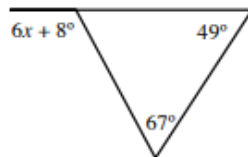
For more information, see the Math Notes boxes in Lessons 9.1.2, 9.1.3, and 9.1.4 of the *Core Connections, Course 3* text.

**Example 1**

Solve for  $x$ .

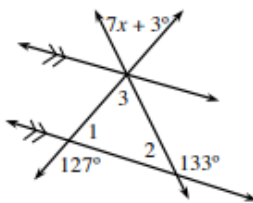
Use the Exterior Angle Theorem:  $6x + 8^\circ = 49^\circ + 67^\circ$

$$6x^\circ = 108^\circ \Rightarrow x = \frac{108^\circ}{6} \Rightarrow x = 18^\circ$$

**Example 2**

Solve for  $x$ .

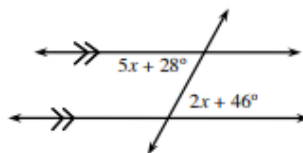
There are a number of relationships in this diagram. First,  $\angle 1$  and the  $127^\circ$  angle are supplementary, so we know that  $m\angle 1 + 127^\circ = 180^\circ$  so  $m\angle 1 = 53^\circ$ . Using the same idea,  $m\angle 2 = 47^\circ$ . Next,  $m\angle 3 + 53^\circ + 47^\circ = 180^\circ$ , so  $m\angle 3 = 80^\circ$ . Because angle 3 forms a vertical pair with the angle marked  $7x + 3^\circ$ ,  $80^\circ = 7x + 3^\circ$ , so  $x = 11^\circ$ .





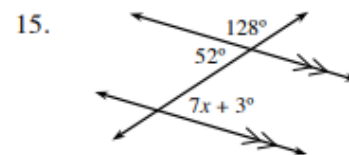
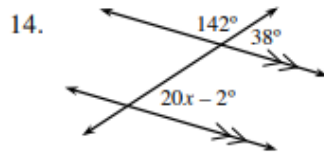
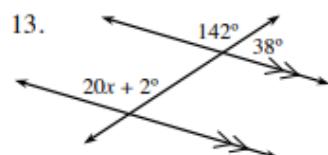
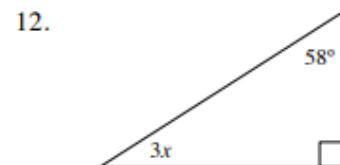
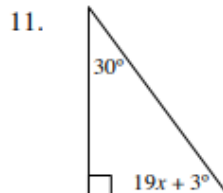
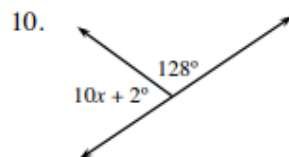
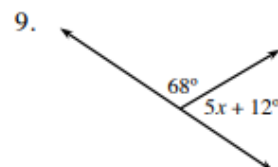
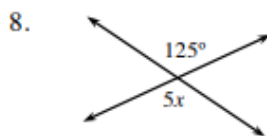
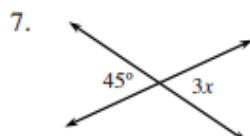
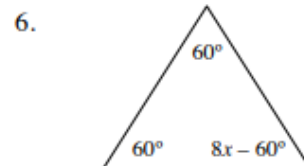
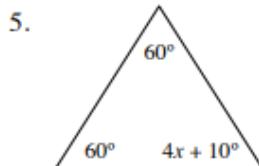
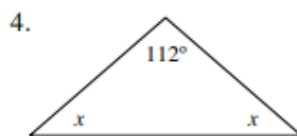
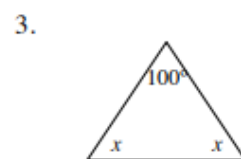
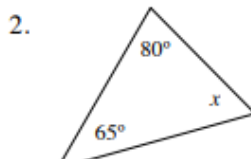
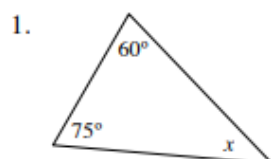
### Example 3

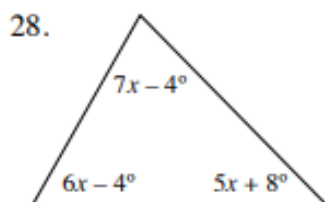
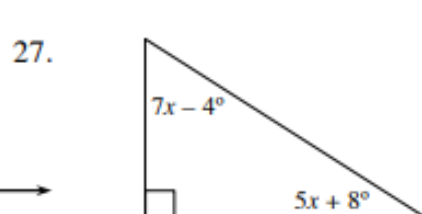
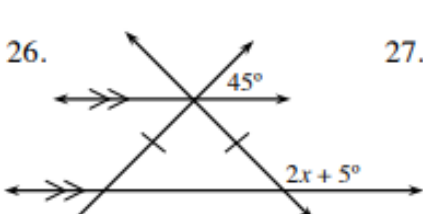
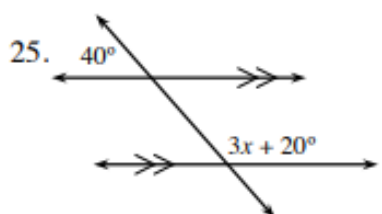
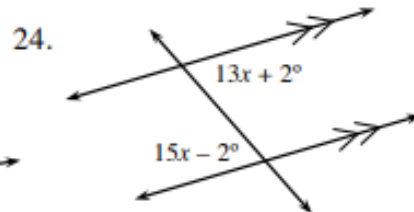
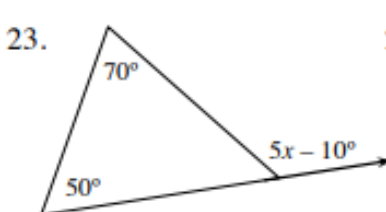
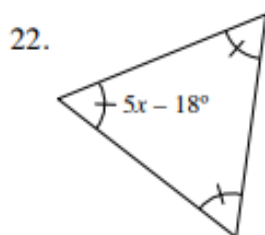
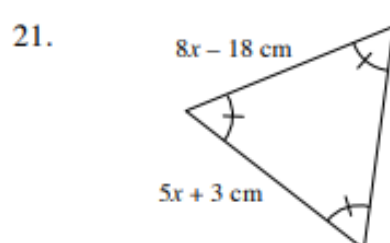
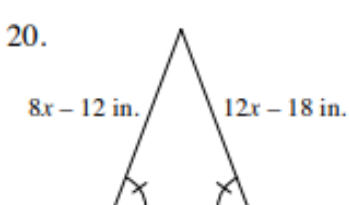
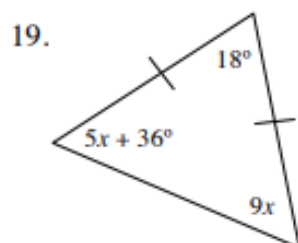
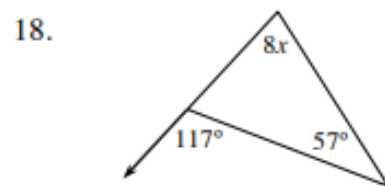
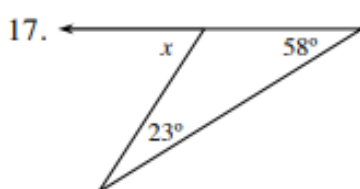
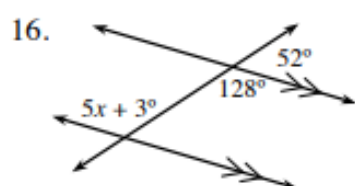
Find the measure of the acute alternate interior angles.  
 Parallel lines mean that alternate interior angles are equal, so  
 $5x + 28^\circ = 2x + 46^\circ \Rightarrow 3x = 18^\circ \Rightarrow x = 6^\circ$ . Use either algebraic  
 angle measure:  $2(6^\circ) + 46^\circ = 58^\circ$  for the measure of the acute  
 angle.



### Problems

Use the geometric properties you have learned to solve for  $x$  in each diagram and write the property you use in each case.





## **WIND-RELATED WEATHER:**

*This text is from the U.S. National Oceanic and Atmospheric Administration: National Weather Service.*

. . . [T]here are significant types of weather that are related to wind. These other forms of weather include:



### **Well-Developed Dust/Sand Whirls**

An ensemble of particles of dust or sand, sometimes accompanied by small litter, raised from the ground in the form of a whirling column of varying height with a small diameter and an approximately vertical axis. [This is commonly] called a “dust devil.”



### **Squall**

A strong wind characterized by a sudden onset in which the wind speed increases at least 18 mph (16 knots, 30 km/h) and is sustained at 25 mph (22 knots, 41 km/h) or more for at least one minute. [Squalls often] occur from thunderstorms, where the term “squall line” originates. But the term 'squall' only refers to the wind speed increase and not any other associated weather. In the image, the low arcing clouds are not the squall line but mark the approximate location of the squall.

## Tornado

A violent, rotating column of air touching the ground.



## Funnel Cloud

A violent, rotating column of air which **does not** touch the surface.



## Waterspout

A violent, rotating column of air that forms over a body of water, and touches the water surface. If it does not touch the water surface, then it is called a funnel cloud.

## Sand Storm

Particles of sand carried aloft by a strong wind. The sand particles are mostly confined to the lowest ten feet, and rarely rise more than fifty feet above the ground.

## Dust Storm

A severe weather condition characterized by strong winds and dust-filled air over an extensive area.



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## THE JET STREAM:

*This text is from the U.S. National Oceanic and Atmospheric Administration: National Weather Service.*

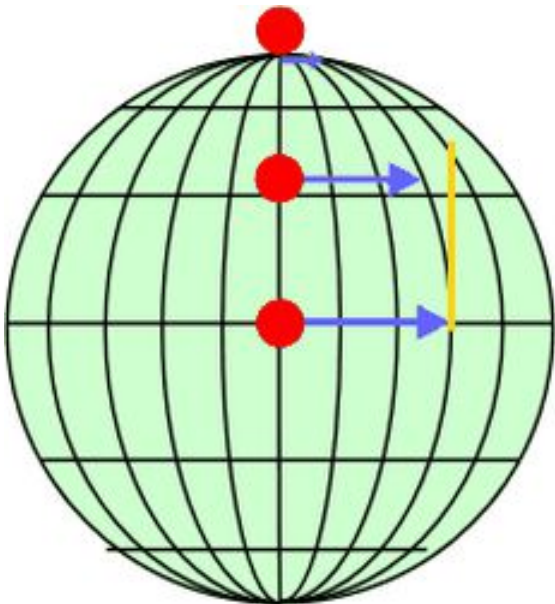
Jet streams are relatively narrow bands of strong wind in the upper levels of the atmosphere. The winds blow from west to east in jet streams, but the flow often shifts to the north and south. Jet streams follow the boundaries between hot and cold air.

Since these hot and cold air boundaries are most pronounced in winter, jet streams are the strongest for both the northern and southern hemisphere winters.

Why does the jet stream wind blow from west to east? . . . The warm air rising at the equator will move toward both poles.)

. . . [T]he earth's rotation [divides] this circulation into three cells. The earth's rotation is responsible for the jet stream as well.

The motion of the air is not directly north and south but is affected by the momentum the air has as it moves away from the equator. The reason has to do with momentum and how fast a location on or above the Earth moves relative to the Earth's axis.

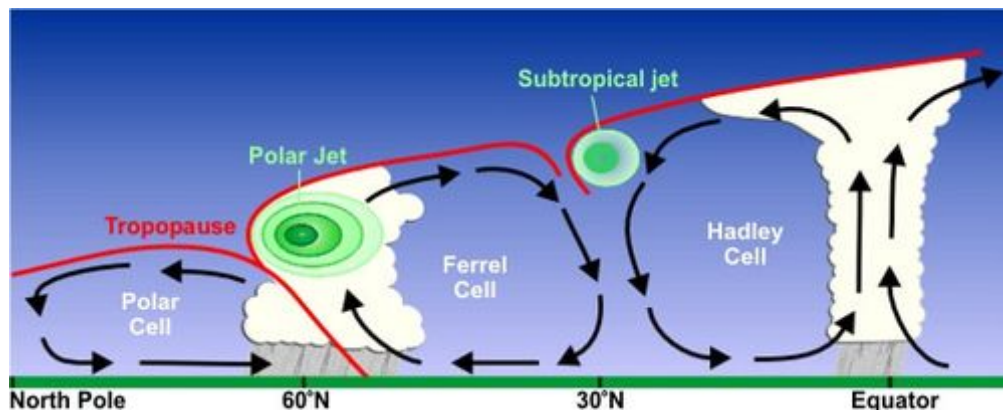


*How the earth's rotation [affects] the west to east direction of the jet stream*

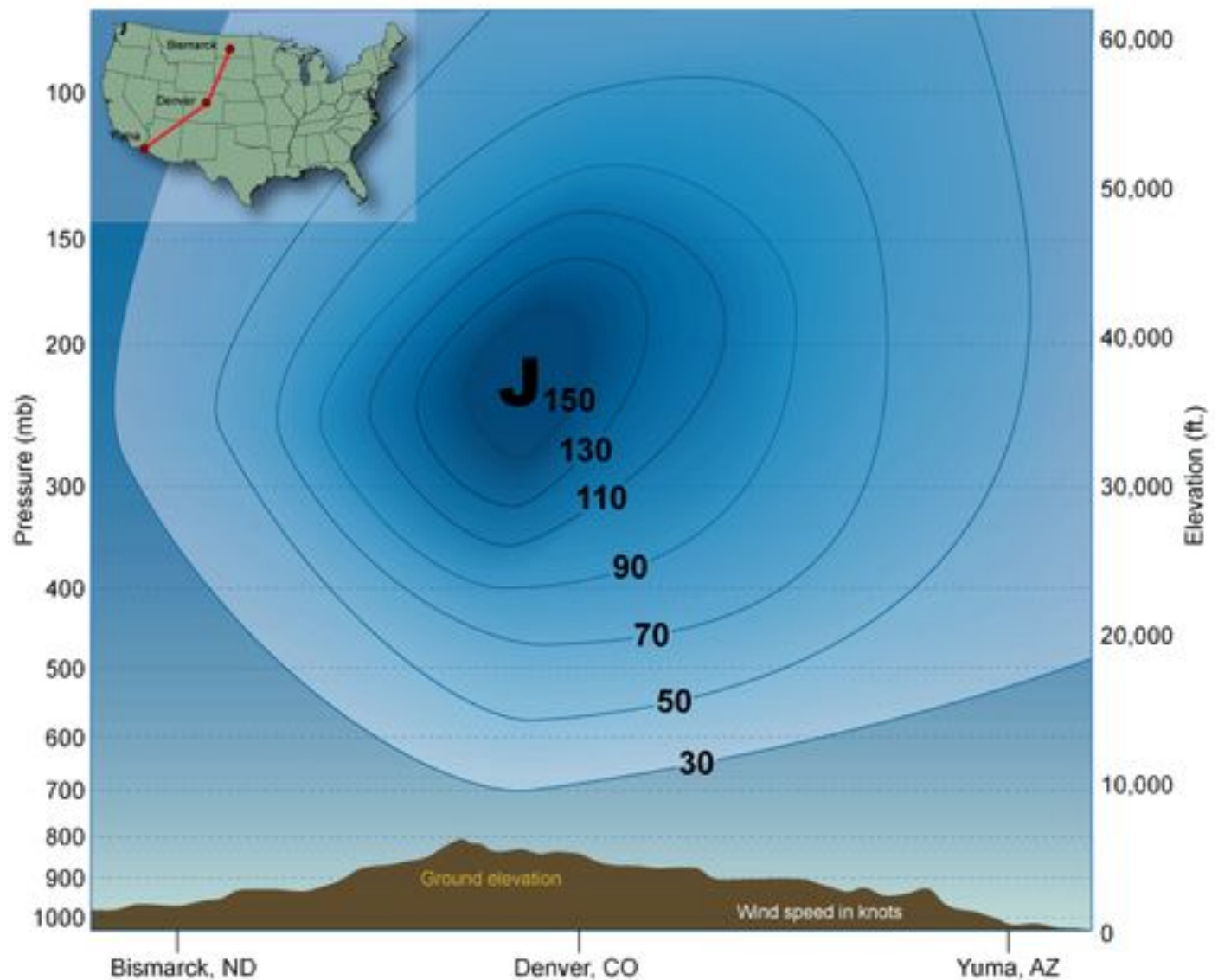
Your speed relative to the Earth's axis depends on your location. Someone standing on the equator is moving much faster than someone standing on a 45° latitude line. In the graphic [below] the person at the position on the equator arrives at the yellow line sooner than the other two.

Someone standing on a pole is not moving at all (except that he or she would be slowly spinning). The speed of the rotation is great enough to cause you to weigh one pound less at the equator than you would at the north or south poles.

The momentum the air has as it travels around the earth is conserved, which means as the air that's over the equator starts moving toward one of the poles, it keeps its eastward motion constant. The Earth below the air, however, moves slower as that air travels toward the poles. The result is that the air moves faster and faster in an easterly direction (relative to the Earth's surface below) the farther it moves from the equator.



*North hemisphere cross section showing jet streams and tropopause elevations.*



### *Cross section of the jet stream*

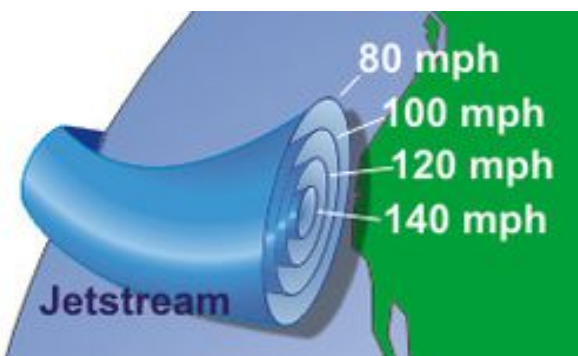
In addition, with the three-cell circulations mentioned previously, the regions around 30° N/S and 50°-60° N/S are areas where temperature changes are the greatest. As the difference in temperature between the two locations increase, the strength of the wind increases. Therefore, the regions around 30° N/S and 50°-60° N/S are also regions where the wind, in the upper atmosphere, is the strongest.



The 50°-60° N/S region is where the polar jet is located with the subtropical jet located around 30°N. Jet streams vary in height of four to eight miles and can reach speeds of more than 275 mph (239 kts / 442 km/h).

The actual appearance of jet streams result from the complex interaction between many variables - such as the location of high and low pressure systems, warm and cold air, and seasonal changes. They meander around the globe, dipping and rising in altitude/latitude, splitting at times and forming eddies, and even disappearing altogether to appear somewhere else.

Jet streams also "follow the sun" in that as the sun's elevation increases each day in the spring, the average latitude of the jet stream shifts poleward. (By Summer in the Northern Hemisphere, it is typically found near the U.S. Canadian border.) As autumn approaches and the sun's elevation decreases, the jet stream's average latitude moves toward the equator.



Also, the jet stream is often indicated by a line on maps and by television meteorologist. The line generally points to the location of the strongest wind. Jet streams are typically wider and not as distinct but a region where the wind increases toward a core of strongest wind.

One way of visualizing this is to consider a river. The river's current is generally the strongest in the center with decreasing strength as one approaches the river's bank. It can be said that jet streams are "rivers of air."



## LEWIS & CLARK AND THE NATIVE AMERICANS

Benchmark Standard	History 3a: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.
Grade Band	8
Vocabulary / Key Concepts	See "Vocabulary" for each document Ceded – to formally give up (usually by a Treaty) Indigenous – first people who lived in any region

This is from the Stanford History Education Group (SHEG) – Modified by CSD for Home

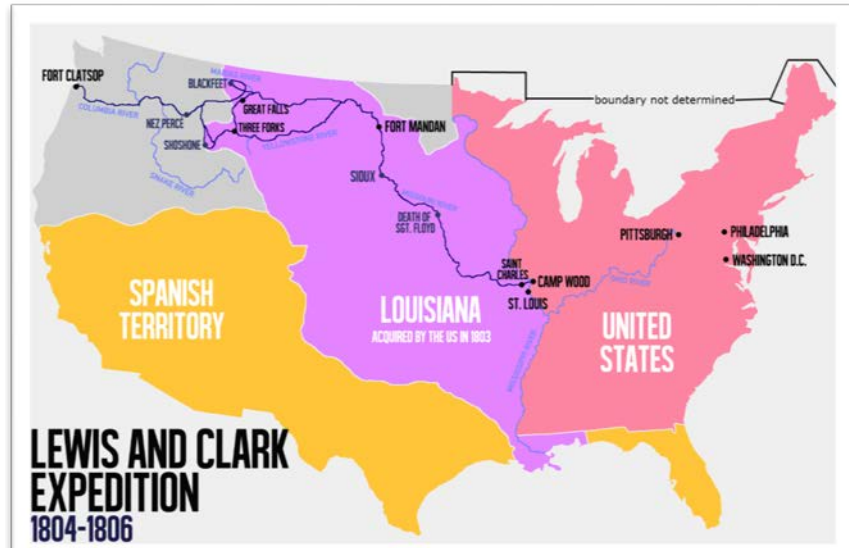
You will need this packet for 1 week, 2 days. (Do not throw away after 1<sup>st</sup> week)

Central Historical Question: Were Lewis and Clark respectful to the Native Americans they met on their journey?

**ACTIVITY 1:** Read the following information and answer the questions:

QUESTIONS FOR ACTIVITY 1:

1. Explain why was the territory of "La Louisiane" so important?
2. La Louisiane went from a French territory to a Spanish territory back to a French territory and finally an American territory. How did it become a part of the U.S?
3. Why did President Jefferson send thirty Army volunteers, led by Lewis and Clark to explore the territory?
4. How long did the expedition last?
5. Were Lewis and Clark (and the Army volunteers) the first to see the West? If not, who was and what happened to many of them by 1800?
6. Describe the Native American tribes.



At the start of the 19th century, the newly independent United States consisted of the original thirteen colonies plus most of the former British land claims east of the Mississippi River.

France claimed a large expanse of land in the middle of the continent, which they named La Louisiane, from 1699-1762. In 1763 France ceded the land to their ally Spain as part of the treaty ending the Seven Years' War with Britain. Louisiana included the Mississippi and Missouri Rivers, which became more and more important as trade in the West grew. It also included the port of New Orleans, a huge commercial center at the mouth of the Mississippi River. Through a treaty with Spain in 1795, the United States was allowed to export goods through New Orleans and to navigate the rest of the Mississippi. However, in 1798 Spain revoked the treaty, upsetting American merchants.

In 1800, Napoleon Bonaparte took Louisiana back from Spain. The next year, Jefferson sent diplomats to Paris to negotiate the purchase of New Orleans and the surrounding areas in order to secure American control of trade on the Mississippi. Though Napoleon had reclaimed Louisiana in the hopes of establishing a French empire in North America, he soon abandoned his plans as France failed to defeat the Haitian Revolution and war with Britain continued.

The American diplomats were authorized to pay up to \$10 million for New Orleans and the surrounding area. They were shocked when the French offered the enormously larger territory of Louisiana for \$15 million. Convinced that the United States would approve, the American representatives accepted the offer on April 30, 1803. Though there were some doubts over the constitutionality of the deal, Congress quickly ratified the treaty.

**Note:** If you are familiar with the Federalists and Anti-Federalists remember that President Thomas Jefferson was an Anti-Federalist. He favored a national economy based on agriculture rather than industry and as such was eager to acquire more land for the country's growing population.

**The Lewis and Clark Expedition.** Though on paper Louisiana belonged to the United States, Americans had no established command and little knowledge of the purchased land. So, President Jefferson ordered an expedition of thirty U.S. Army volunteers, led by his aide Meriwether Lewis and soldier William Clark, to explore the territory.





*Detail of the mural "Lewis & Clark at Three Forks" created in the 1910s*

The objectives of the expedition included:

- i. Exploring resources and mapping territory
- ii. Finding a route across the continent for commerce
- iii. Establishing an American presence to preempt European powers from claiming it
- iv. Establishing trade with Native American tribes
- v. Emphasizing the United States' sovereignty to Native Americans

The expedition lasted from May 1804 to September 1806. They departed from St. Louis and reached the Pacific coast.

**Native Americans in the West.** While the members of Lewis and Clark's expedition were the first Americans to see the western half of the continent, dozens of Native American nations had lived in the region for millennia. While there were possibly millions of indigenous people living in the present-day American West before European contact, by 1800, the population was reduced to hundreds of thousands, mostly by diseases brought by Europeans.



#### NATIVE AMERICANS IN THE WEST

*Clockwise from top left: Wishrams in a canoe on the Columbia River in 1910/ Painting of a Mandan village from 1833/ 1858 painting of Blackfoot chiefs/ A Shoshone camp in 1870*

Lewis and Clark's team came into contact with nearly fifty Native American tribes during their expedition. These nations had very diverse societies and cultures. To give a very few examples:

1. The Mandans farmed corn, beans, and squash. They lived in earth lodges and were open to trade with the United States.
2. Breeding and herding horses was important to the Lakota, who used the animals to hunt buffalo and protect their lands from foreigners.
3. Chinookan tribes were coastal peoples whose staple was salmon. They made large canoes, lived in long houses, and had little conflict with their neighbors.
4. The land of the Nez Perce covered millions of acres, where they lived in over 100 villages.

5. By contrast, the Clatsop were a small tribe, composing just three villages.

Some of these tribes had been in contact with English and French traders for decades before Lewis and Clark arrived. Others may not have seen white or black people before the Corps of Discovery but had indirectly been in contact with the relative newcomers through trade, the introduction of horses, and disease.

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**ACTIVITY 2:** Read Document A and answer the Guiding Questions that correspond to Document A.

**DOCUMENT A: JEFFERSON'S LETTER TO MERIWETHER LEWIS (Modified)**

*The passage below is from a letter written by Thomas Jefferson to Meriwether Lewis on June 20, 1803*

Considering the interest which every nation has in extending and strengthening the authority of reason and justice among the people around them, it will be useful to acquire what knowledge you can of the state of morality, religion, and information among them; as it may better enable those who may **endeavor** to civilize and instruct them. . . .

In all your interactions with the natives, treat them in the most friendly and **conciliatory** manner. . . . Assure them that the purpose of your journey is innocent. Make them acquainted with . . . our wish to be neighborly, friendly, and useful to them, and to trade with them. Find out what articles would be most desirable for both of us to trade.

If a few of their influential chiefs . . . wish to visit us, arrange such a visit for them. . . . If any of them wish to have some of their young people raised by us and taught things that may be useful to them, we will receive, instruct and take care of them. Such a mission, whether of influential chiefs or of young people, would give some security to your own party.

Carry with you some smallpox medicine . . . and instruct and encourage them to use it. This may be done wherever you spend the winter.

Source: Thomas Jefferson to Meriwether Lewis, June 20, 1803.

**Vocabulary:**

**Endeavor:** to try hard to do something

**Conciliatory:** trying to avoid conflict

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**ACTIVITY 3:** Read Document B and answer the Guiding Questions that correspond to Document B.

**DOCUMENT B: DIARY ENTRY OF MERIWETHER LEWIS (Modified)**

This morning at daylight the Indians got up and crowded around the fire. J. Fields, who was on post, had carelessly laid his gun down behind him. . . . One of the Indians, the fellow to whom I had given the medal last evening, slipped behind J. Fields and took his gun and his brother's gun. At the same instant, two other Indians advanced and seized the guns of Drewyer and myself. J. Fields seeing this turned about to look for his gun and saw the fellow just running off with it and his brother's. He called to his brother, who instantly jumped up and pursued the Indian with him. They overtook him. . . . R. Fields, as he seized his gun, stabbed the Indian to the heart with his knife. The fellow ran about 15 steps and fell dead.

Drewyer, who was awake, saw the Indian take hold of his gun and instantly jumped up and seized it. . . . His jumping up and crying "Damn you, let go of my gun" awakened me. . . . I saw Drewyer in a scuffle with the Indian for his gun. . . . Drewyer asked me if he might not kill the fellow, which I also forbid as the Indian did not appear to wish to kill us. As soon as they found us all in possession of our arms, the Indians ran. . . .

We left one of our horses and took four of the best of those of the Indians. While the men were preparing the horses, I put four shields and two bows and **quivers** of arrows which had been left [by the Indians] on the fire. . . . I also retook the flag but left the medal about the neck of the dead man that they might be informed who we were.

Source: Diary of Meriwether Lewis, July 27, 1806.

**Vocabulary:**

**Quiver:** a case for holding arrows

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**ACTIVITY 4:** Read Document C and answer the Guiding Questions that correspond to Document C

**DOCUMENT C: TIME MAGAZINE ARTICLE (Modified)**

For more than a century, the history of Lewis and Clark's encounters with the 58 tribes along the trail has been defined by the white men's journals. . . .

Today Indians are looking to their own oral histories, as well as reading between the lines of the journals, to re-interpret what happened.

Says Ben Sherman, president of the Western American Indian Chamber in Denver: "The upcoming events [for the Lewis and Clark Expedition bicentennial] portray Clark as the **benevolent** protector of Indians — that's **propagandist** baloney." The tragic aftermath: as Governor of the Missouri Territory and Superintendent of Indian Affairs, Clark presided over President Thomas Jefferson's land-grab policy, which some historians characterize as a direct cause of "**cultural genocide**" and "**ethnic cleansing**."

In his journal, Lewis called the Blackfeet "a vicious, lawless and rather an abandoned set of wretches." . . .

Whites brought diseases that killed as many as 90% of some tribes' members. Most of the tribes Lewis and Clark encountered were forced off the rivers that sustained their commerce and culture and herded onto reservations with poor soil.

Source: Margot Roosevelt, "Tribal Culture Clash," Time Magazine, July 8, 2002.

#### Vocabulary:

**Benevolent:** well-meaning

**Cultural genocide:** the deliberate destruction of a group of people's way of life

**Propagandist:** promoting misleading information for a political cause

**Ethnic cleansing:** the killing of members of a specific ethnic group

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**ACTIVITY 5:** Read Document D and answer the Guiding Questions that correspond to Document D.

#### DOCUMENT D: DIARY ENTRIES OF WILLIAM CLARK (Modified)

*Many people have heard the name of Sacagawea, the Native American woman who with her husband Shabono and newborn baby accompanied Lewis and Clark on their journey and served as an interpreter. Below are Clark's diary entries about Sacagawea and Shabono.*

May 11, 1806

We were crowded in the lodge with Indians who in great numbers were around us. The one-eyed chief Yoom-park-kar-tim arrived, and we gave him a medal of the small size and spoke to the Indians through a Shoshone boy Shabono and his wife. We informed them who we were, where we came from, and our intentions towards them, which pleased them very much.

August 17, 1806

We . . . took our leave of Shabono, his Shoshone wife and their . . . child, who had accompanied us on our route to the Pacific Ocean in the capacity of interpreter. . . . We offered to **convey** him down to the Illinois if he chose to go. He declined **proceeding** . . . observing that he had no acquaintance or prospects of making a living below, and must continue to live in the way that he had done. I offered to take his little son, a beautiful promising child, who is 19 months old, to which they both, himself and wife, were willing, provided his the child had been **weaned**. They observed that in one year the boy would be sufficiently old to leave his mother and he would then take him to me if I would be so friendly as to raise the child for him in such a manner as I thought proper, to which I agreed etc.

Source: Diary of William Clark, 1806

#### Vocabulary:

**Convey:** take to a place

**proceeding:** moving forward

**weaned:** made used to eating solid food

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**ACTIVITY 6:** Read Document E and answer the Guiding Questions that correspond to Document E

#### DOCUMENT E: MERIWETHER LEWIS'S SPEECH TO THE OTOE

*Captain Meriwether Lewis gave the following speech to a band of Otoe during the council of Camp Calumet Bluff on August 4, 1804.*

Children . . . we have come to inform you, as we go also to inform all the nations of red men who inhabit the borders of the Missouri, that a great council was held between this great chief of the Seventeen great nations of America [the United States], and your old fathers the French and Spaniards; and that in this great council it was agreed that all the white men of Louisiana . . . should obey the commands of this great chief. . . .

Children . . . you are to live in peace with all the white men, for they are [the great chief's] children; neither wage war against the red men your neighbors, for they are equally his children and he is bound to protect them. . . .

Children. Do these things which your great father advises and be happy . . . lest by one false step you should bring upon your nation the displeasure of your great father, the great chief of the seventeen great nations of America, who could consume you as the fire consumes the grass of the plains . . . The mouths of all the rivers through which the traders bring goods to you are in his possession, and if you displease him he could at pleasure shut them up and prevent his traders from coming among you; but it is not the wish of your great father to injure you. On the contrary, he is now pursuing the measures best calculated to insure your happiness. . . .

Children. We hope that the Great Spirit will open your ears to our councils, and dispose your minds to their observance. Follow these councils and you will have nothing to fear, because the Great Spirit will smile upon your nation, and in future ages will make you outnumber the trees of the forest.

Source: Lewis and Clark to the Otoe Indians, August 4, 1804.

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**GUIDING QUESTIONS:** Use a separate sheet of paper to answer the following questions that correspond to each document. Then answer the Central Historical Question.

Document A:

1. According to Thomas Jefferson, how were Lewis and Clark supposed to treat the Native Americans they met? Explain.

Document B:

2. According to the diary entry, why did one of Lewis and Clark's men kill a Native American?
3. Why do you think Lewis left the medal around the dead Native American's neck?

Document C:

4. According to this article, why has the history of Lewis and Clark been one-sided?
5. According to this article, what were some of the long-term outcomes of Lewis and Clark's journey on Native Americans?

Document D:

6. Based on these two passages, how would you describe the relationship between Sacagawea's family and Lewis and Clark?

Document E:

7. What term did Lewis use to address the Otoe? What does that suggest about how he viewed them?
8. In the speech, Lewis referred to a "great father" and "great chief." Who was this? Why do you think Lewis used these terms?
9. What did Lewis say would happen if the Otoe disobeyed the "great father"? Why do you think Lewis said this?

**ACTIVITY 7:** Answer the "Central Historical Question," then answer the "Opposing View"

**Central Historical Question:** Were Lewis and Clark respectful to the Native Americans they met on their journey? Use evidence from the documents to explain why or why not.

It is important to be able to use resources to see both sides of the story, because everything is written with bias. Now try the "Opposing View"

**Opposing View:** If you thought they were respectful, now explain how they were not respectful. If you thought they were not respectful, now explain how they were respectful. Remember to use evidence from the documents.