

# MLL

middle level learning

## When America Was Young

Supplement to  
National Council for the Social Studies Publications  
Number 19  
January/February 2004  
[www.socialstudies.org](http://www.socialstudies.org)





# Two Words in Need of Redemption

JOHN HERGESHEIMER

It appears that the worst name you can call a person is “politician.” And the worst thing you can accuse someone of doing is “compromising.” Negative attack-ad campaigning, so prevalent in recent years, has made the vocation of politician appear less attractive to young citizens. The difference between campaign promises and the real policy-making that follows an election, usually painfully obvious, has made the art of compromise seem less than respectable.

But honest politicking and honorable compromise are the very stuff of which governing is made in a democracy. To see compromise as unprincipled, or to see politics as essentially filthy and corrupt, is to deny those whom we elect the ability of govern. On the other hand, to refuse ever to yield on one’s principles is, in government, to say, “My way, or no way!” Ultimately, only a dictator can govern like that.

In a democracy, there will be many opinions on almost everything. And in a free society, all those opinions will be expressed. We can only move

forward through accommodation—or by trampling the opposition into the dirt. Pure ideology, however sincerely felt, can rarely be moved forward as policy without deeply polarizing our society.<sup>1</sup>

Such polarization is becoming a fact in California, where the skills of compromise are never quite learned by a term-limited legislature now made up of amateurs, who in the last reapportionment sharply reduced the number of “swing districts”—areas of the state where candidates have to present themselves to the moderate center of a voting population that has mixed political opinions. Running in a “safe” district, there is little incentive for either a Republican or a Democratic candidate to seek the political center through honest debate. Then, as a legislator, there is little incentive to strive for honorable compromise with opponents. In several states, similar polarization of electoral districts is being debated in the legislatures and courts.<sup>2</sup>

As teachers, we need to be more aggressive in helping our students to see politics as an honorable and necessary activity in our democratic society. We need to move just as vigorously to help them see that compromise is an essential skill and strategy in governing.

Students can learn about and ponder historical examples of citizens and politicians who worked to balance principles and policy-making. They need to learn how it is possible for political leaders to disagree without destroying, to bend without breaking, to win without conquering, and to lose the vote but keep on working for a good cause.

## in this issue

- 2 Two Words in Need of Redemption  
JOHN HERGESHEIMER
- 3 Lewis & Clark:  
An Interdisciplinary Expedition  
KRISTY BRUGAR
- 8 The Compromise of 1790:  
A Capital Simulation  
DAVID L. GHERE
- 15 Book Review: *York’s Adventure with  
Lewis and Clark* by Rhoda Blumberg  
PAUL HORTON
- 16 “Furious and Formidable”:  
A Lewis & Clark Bestiary

## On the Cover

Corps of Discovery members John Coulter and Reuben Field on the Columbia River shoreline at Chinook, Washington, in 1805—as played by re-enactors David Cain and Jeremy Gaster, respectively. Both men are volunteers for the Discovery Expedition of St. Charles, Missouri. Each year the Discovery Expedition re-enacts a portion of the original journey. The group sets up camp, sleeps outside, and lives much in the manner of the original expedition. Stops at area schools are a key part of the expedition. Learn more about it at [www.lewisanddark.net](http://www.lewisanddark.net).

Photo by Sea Images Northwest for the Pacific County Friends of Lewis & Clark ([www.lewisanddarkwa.org](http://www.lewisanddarkwa.org)).

## Correction

In MLL of September 2003, the second sentence on page M6 should have read, “Foxwoods Resort now generates gross revenues of \$1 billion per year.” The phrase “gross profits” was erroneously inserted during editing.

## Middle Level Learning

Michael Simpson DIRECTOR OF PUBLICATIONS

Steven S. Lapham ASSOCIATE EDITOR

Gene Cowan ART DIRECTOR

©2004 National Council for the Social Studies

## Notes

1. Lee Hamilton, “Why We Need Compromise,” *Sunburst* 29, no. 1 (October 2003): 8; also at the Center on Congress website, [congress.indiana.edu](http://congress.indiana.edu).
2. David Von Drehle, “Colorado High Court Stops GOP Redistricting Effort,” *Washington Post* (December 2, 2003): A3

John Hergesheimer is editor of *Sunburst*, the newsletter of the California Council for the Social Studies. A version of this article appeared in the October 2003 issue.

Lookout Point is an open forum. For consideration, send a response or an original essay to *Middle Level Learning*, National Council for the Social Studies, 8555 Sixteenth Street, Suite 500, Silver Spring, Maryland, 20910, USA, or e-mail [mll@ncss.org](mailto:mll@ncss.org).

# Lewis & Clark

## An Interdisciplinary Expedition

KRISTY BRUGAR

ON JANUARY 18, 1803, President Thomas Jefferson asked Congress to fund an expedition to the source of the Missouri River. This expedition would become known as the Corps of Discovery, which would spend twenty-eight months exploring, studying, and documenting the wonders of the western frontier. Led by Captains Meriwether Lewis and William Clark, the expedition is a landmark of American history. It exemplifies the challenges of westward expansion (which included issues in international relations, economic competition, cross-cultural communication, and physical endurance) as revealed through the journals of several members of the Corps.

In January of 2003, the celebration to commemorate the bicentennial of the Corps of Discovery's expedition began at Jefferson's Monticello home in Charlottesville, Virginia.<sup>1</sup> Many celebrations and commemorations of the expedition will be held over the next three years. One of them could be held at your middle school.<sup>2</sup>

For the past four years my seventh grade class has participated in an annual "Lewis & Clark Day." This day-long simulation of the expedition, built upon Jefferson's directions to the Corps of Discovery, takes place on the grounds of our preK-12 school in southeastern Michigan. Students travel about, visiting various "settlements" and stations, and performing tasks similar to those carried out by Lewis and Clark. The simulation can be adapted for use in any park or schoolyard (see closing section). Teachers of social studies, science, and math work together to prepare students for Lewis & Clark Day with lessons that are tied to the seventh-grade curriculum and that will have practical application. On Lewis & Clark Day, teachers and students recreate some of the excitement felt by members of the corps.

### History, Anthropology, & American Studies

Two weeks prior to the student expedition, as a class, we begin reading *In Their Own Words: Lewis and Clark* by George Sullivan.<sup>3</sup> This book uses primary sources—including drawings, journal entries, and maps—to explain the history of the Corps of Discovery. Students complete a series of tasks (Handout A) while they read, such as creating and assessing Lewis' resume (a well-educated outdoorsman was needed for the leader), outlining the Corps of Discovery's diet (nothing is refrigerated; food must be carried), or creating a scale model of the unique portable keelboat used to travel up the Missouri River (Lewis' custom invention).<sup>4</sup> Questions also involve the corps' interactions with Native Americans.

The class watches Ken Burns' film *The Journey of the Corps of Discovery*, which is based on the journals of several members of the expedition, including Lewis, Clark, and John Ordway.<sup>5</sup> My students also view a PowerPoint presentation based on photographs I took while re-tracing part of the Lewis and Clark National Historic Trail during the summer of 2002. I traveled by car, bike, canoe, and on foot. I share my journal, packing list, and expense report with the class. Students ask myriad questions: "What was the size of your tent?" "How long did your journey take?" "Who did you meet along

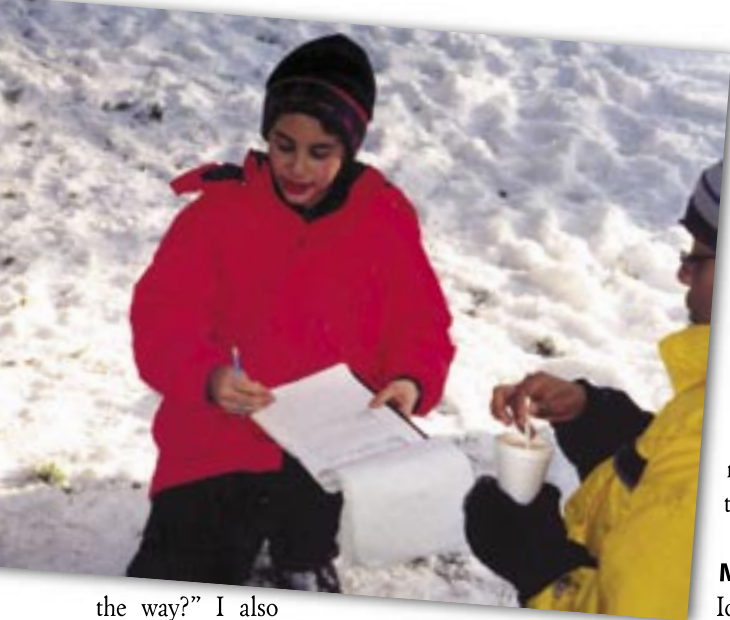
### Sacagawea: Spell It with a "g"

There has been some debate over how to spell and pronounce the name of the interpreter who was about fifteen years old and six months pregnant when she joined the expedition. "Although Sacagawea was a Shoshoni by birth, her name traces its etymology [origin] to the Hidatsa Indian tribe, among whom she lived most of her adult life. The name derives from two Hidatsa Indian words: *sacaga*, meaning bird, and *wea*, meaning woman. It is pronounced with a hard "g". Clark would later explain that in taking Indian vocabularies, his "great object was to make every letter sound." . . . Lewis gave not only his rendition of the spelling of her name but also its meaning. His journal entry for May 20, 1805, reads: "a handsome river of about fifty yards in width discharged itself into the shell [Mussellshell] river...this stream we called Sah-ca-gah-we-ah, or bird woman's River, after our interpreter the Snake woman."

Source: Irving W. Anderson, "Sacajawea?-Sakakawea?-Sacagawea? Spelling-Pronunciation-Meaning," *We Proceeded On* (Summer, 1975), [www.lewisandclark.org/pubart.htm](http://www.lewisandclark.org/pubart.htm).

PBS will air *The Journey of Sacagawea* in March 2004. The program seeks the woman behind the icon and shows how cultures and events may have shaped her. The special goes beyond the sparse comments found in the expedition journals to the rich oral history of the Agaidika Shoshoni (known as the Lemhi Shoshoni), the Mandan/Hidatsa, and the Nez Perce. Dramatic re-enactments and scenes of the wild areas in Idaho, Montana, North Dakota, Wyoming, and Oregon that the youthful Sacagawea knew bring her story to life.





the way?" I also discuss with the class how the landscape and traveler's activities may have changed between 1803 and today.<sup>6</sup>

### Natural Sciences & Geography

Preparation in science class occurs over three days. Students elect two leaders (a Lewis and a Clark) for each of five teams. Students invent a team name and create a sign (the size of a paper plate), which has their team name (an indigenous animal of the western U.S.) and several symbols representing what they hope to accomplish on their expedition. For example, the "Cranes of Discovery" team sign featured a whooping crane surrounded by images of a period flag, shaking hands, and an iron axe. Students write a paragraph explaining their patch design.

Next, the class discussion revolves around preparing a packing list for the expedition. Items have included markers, tissues, lip balm, binoculars, and additional items to trade with "natives." The teacher should check that each team has included five essential personal items on its list: (1) Clothes and shoes appropriate to the landscape; (2) Equipment appropriate to the season, for example, bug spray or sunglasses in May; (3) Ruler or tape measure; (4) writing and drawing implements; and (5) Water bottle and bag lunch. Would the Corps of Discovery have had these items? If not, what would have replaced them in 1803? For example, what would they use to write with on their journey? What would a portable water vessel have been made of in 1803?

Finally, each team member selects an assignment as a scientific specialist and

prepares for his or her work on Lewis & Clark Day. The assignments include a cartographer, botanist, meteorologist, zoologist and anthropologist. (Handout B) All students will log entries in their own journals throughout the day, as well as take notes and make sketches on their scientific log sheets.

### Math

Ideally, Lewis & Clark Day will fall within a unit of study on trigonometry. One or two days prior to the expedition, the math teacher demonstrates the use of a clinometer to calculate the height of various distant objects like mountains (i.e., buildings) and trees that the explorers will encounter on their journey (See insert on Handout B).<sup>7</sup> The teacher then supervises students as they measure the length of their stride (they may take the average of several measurements) and practice using the clinometer with sample problems. Methods for drawing a map "to scale" could also be reviewed here or in social studies class.

### Beginning the Journey

Lewis & Clark Day has taken place in January for the last several years. This has been an interesting challenge in Michigan; in 2001, almost 20 inches of snow and temperatures in the teens greeted

our explorers. Although the Corps waited out most of the winter, our experience in the snow helps students empathize with the members of the Corps, who suffered from fatigue and exposure to the weather during their journey.

After all the preparation, students are ready for their big adventure. Lewis & Clark Day begins with an all-hands meeting to review teacher and student expectations and responsibilities. We review safety precautions, including how to stay hydrated. We point out teacher locations (in case of emergencies) and lavatories on the 315-acre campus of our school. Students write a journal entry about their "expectations, fears, and hopes" for the day.

The explorers pack their backpacks with the day's necessities and dress to leave. Before they get very far, one teacher serves as "rapids" by checking students' packs and "throwing out" non-essential items like candy, calculators, and games—just as the Corps lost some equipment in the churning waters of the river.

Team members must stay together, check-in at lunch hour, and return to the Frontier Trading Post no later than 2:45 pm for 3:00 pm dismissal. The students' responsibilities are to visit all of the stations and complete all of the tasks outlined in Thomas Jefferson's instructions for the Corps of Discovery (Handout 2). Explorers must map the territory they explore, explaining to all people they may encounter that President Jefferson is now in





# Study Guide for *In Their Own Words: Lewis and Clark by George Sullivan*

NAME: \_\_\_\_\_ DUE DATE: \_\_\_\_\_

**As you read this book, complete the following required tasks/questions (A-F) on another sheet of paper.**

A. On a map of the United States, label 15 locations visited by Lewis and Clark as they traveled from east to west. Connect the locations to create a general idea of their route to the Pacific coast.

B. What were the five (5) objectives Jefferson set forth for the explorers? Did they succeed in all their objectives? Explain.

C. On a piece of paper, create a timeline of the expedition, listing 25 events that occurred from 1803 to 1807. The scale must be one inch equals three months.

D. Create a chart describing ten of the Corps of Discovery members and their skills.

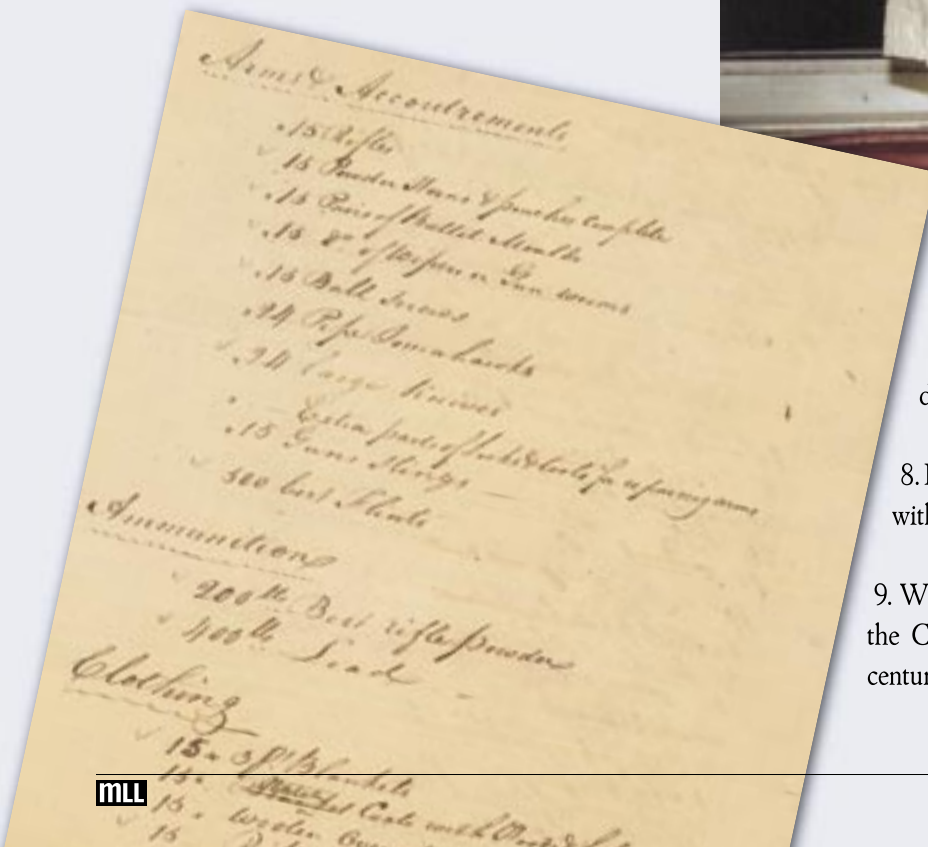
E. Choose for study one Native American nation with which the Corps of Discovery came into contact. Where did they live at that time? What was their lifestyle? What was their relationship with the Corps of Discovery? Explain.

F. Answer in complete sentences (or perform) any six of the following nine questions (or tasks):

1. Describe the diet of the men during the Corps of Discovery.
2. Describe five hardships the explorers encountered.
3. Create a resume for Meriwether Lewis. Using the resume, describe what made Lewis a good choice to lead the expedition.
4. Study a primary source document or artifact and explain it in one paragraph. Note the page number on which a copy of the document or artifact is found in this book.
5. Make a scale model of the keelboat Lewis created (see photo) using easy-to-obtain materials (like cardboard and paper).



6. Why was seeking an all-water route to the Pacific important to the United States?
7. How did members of the Corps occupy themselves during the winter camps?
8. Describe in one paragraph Lewis and Clark's meeting with the Shoshone.
9. What do you think is the best way to commemorate the Corps of Discovery expedition in the twenty-first century?



## Letter of Instructions to “Explorers”

*TO MERIWETHER LEWIS ESQUIRE, CAPTAIN OF THE CORPS OF DISCOVERY:  
WHAT FOLLOWS WILL GUIDE YOUR PROCEEDINGS ON THIS OCCASION AFTER YOU DEPART FROM THE UNITED STATES.  
SIGNED BY MY HAND IN THE CITY OF WASHINGTON, D.C., JUNE 20, 1803  
— THOS. JEFFERSON, PR. U.S. OF AMERICA*

Team Name \_\_\_\_\_ begins at point \_\_\_\_\_ on the map.

### Scientific Specialties

### Explorer’s (student’s) Name

- |                   |       |
|-------------------|-------|
| 1. Anthropologist | _____ |
| 2. Botanist       | _____ |
| 3. Cartographer   | _____ |
| 4. Meteorologist  | _____ |
| 5. Zoologist      | _____ |

### Responsibilities of the Explorers

At the trading post, each explorer must drop off a letter home describing his or her feelings as the party leaves on this great adventure. Each explorer is responsible for five entries in the journal during the day. In addition, each explorer is a specialist, and must complete his or her duties as herein described:

1. The anthropologist will describe Native people and cultures, and will trade tools or present gifts when appropriate.
2. The botanist will sketch, measure, and describe plant life encountered.
3. The cartographer will complete the map of the territory (using all parts of a complete map), showing the route taken, measuring distances, and measuring the height of objects and landmarks.
4. The meteorologist will measure temperature, precipitation, and wind direction at least three times.
5. The zoologist will sketch and describe animal life encountered on the journey, including insects, which may be measured exactly.

### Contents of Packet Supplied by Government

- |   |   |
|---|---|
| 1. A letter of credit signed by Pres. Thos. Jefferson   | 5. Clinometer and instructions for its use  |
| 2. Journal page for each explorer, on which you can describe your thoughts and feelings.              | 6. Compass and instructions for its use   |
| 3. Map of the “Louisiana Purchase” landscape, which is incomplete because much is unknown.            | 7. Thermometer  |
| 4. Five scientific log sheets, one each for the five scientific specialists, with space for sketches. | 8. Ruler  |
|   | 9. Small gifts (magnifying glasses, scissors, or colorful thread) for Native peoples who may be encountered |
|   | 10. Small American flag with 14 stars.  |

### Locations Known & Unknown (and likely challenges at each)

- A. Ohio Frontier Trading Post (journal entries before & after; using a compass)
- B. Along the Missouri River (recording weather; measuring one’s stride)
- C. On the Great Plains (exchanging gifts; documenting flora & fauna)
- D. In the Rocky Mountains (physical endurance; Indian guidance; using a clinometer)
- E. Winter Quarters & the Coast (Trading goods; enduring winter with indoor games)
- F. Grizzly Bear attack (Where & when an incident may occur is unknown)

### Using a Clinometer

**Step 1:** Cartographer sights the top of an object through the tube along the side of the clinometer.

**Step 2:** Another explorer measures the angle of inclination from the clinometer as it is being held.

**Step 3:** Cartographer finds the value of the tangent for that angle using a chart (calculators are not invented yet). Show all work on paper.

**Step 4:** Cartographer strides from where he or she is standing to the base of the object. Convert the number of strides to feet.

**Step 5:** Multiply this distance by the tangent value to obtain the estimated height of the object.

charge of the land. They record flora and fauna, measure distances, describe human encounters, and map the landscape.

Teams are given clue cards that direct them to move through the campus using cardinal directions, physical features, and/or cultural clues. For example, one clue card reads “Head southwest from Kingswood Lake to the place of many cheers.” Teams will end up in the football field bleachers. In determining the movements of the teams, the string of twelve clues serves as the “Missouri River.” The path of each team is unique on this campus, so the whole class is not moving in a coordinated way at any one time.

### A Smaller-scale Adventure

Few school campuses are as large as 315 acres, but a public park could be used for this activity. On the other hand, the adventure could be adapted to fit onto a football field or school playground, and the simulation could be limited to a few hours rather than a whole day. For example, teachers and parent (or high school student) volunteers can set up five stations in a large loop. Teams of students move from station to station. Each adult should be prepared to guide students through all five activities in the sequence (Handout B, parts A through E).

For example, when teams arrive at their first station, they should all review, perform, and record Frontier Trading Post activities (Handout B, part A) for half an hour. A trumpet blast can signal when it is time to move to the next station, where explorers would all perform Missouri River activities (Handout B, part B), and so on. This setup would require six adults, one to staff each of the five stations (plus a roving grizzly bear), and it could keep 25 students busy for two or three of hours (which includes time to travel between stations). Make sure that the last ten minutes at each station are reserved for students to write in their journals.

### Grizzly Bears, Teachers, & Other Hardships

Teachers on a large campus or public park should expect to come in contact with each team at least one time during the course of the day. The teachers have varied responsibilities throughout the day. Before school starts, we place the clues in waterproof

envelopes and distribute them throughout the campus for the boys. After the all-hands meeting, as students are passing through the “rapids,” the teachers report to their posts around campus. In addition to supervising the required tasks at each post, teachers are invited to create unique experiences for the students who arrive at their station. Our science teacher serves hot chocolate and discusses “brotherhood” with students who are (like him) wearing the school colors. Another teacher plays the role of unexpected trouble (a bear, mosquitoes, or a disease such as malaria), plaguing students at random who cross his path.<sup>8</sup>

The journey ends with an all-hands meeting and a statement, read by a teacher, that all people might share in enjoying the wealth of this great land. Explorers are invited to share a tradition or ritual from their own cultures such as a holiday song or a game like “duck-duck-goose.” They write a final journal entry that recaps their experiences, return all borrowed materials and completed assignments, and then step into the present day.

### Back to Civilization

The next day in social studies class, students describe their experiences, make suggestions for improving the simulation, and compare their trials and tribulations to those experienced by the Corps of Discovery. Each year, some students complain about walking up to six miles with very few comforts of home, until they recall members of the Corps of Discovery pulling the keelboat upriver or carrying all their belongings around the Great Falls. Many students discuss the conflicts that arose and the friendship that developed between the members of the Corps of Discovery. Their imaginations eagerly reach back to the expedition of 1804-1806 and all that occurred, because they too have had an adventure.

Jeremy Schmidt, co-author of *The Saga of Lewis and Clark*, wrote that the Corps of Discovery undertook its journey “with gritty determination but also eager enthusiasm. They loved the place. They had a ball. The work was hard and sometimes dangerous, but they were men of the frontier, and they welcomed the difficulties as inherent parts of the great adventure they knew they

were living. For despite all its exploratory achievements and political significance, the journey was above all else an adventure.”<sup>9</sup> Lewis & Clark Day at our middle school is a culmination of two weeks of interdisciplinary study.<sup>10</sup> We not only challenge ourselves academically and physically, we also have a ball—students and teachers alike.

### Notes

1. “Jefferson’s West” ([www.monticello.org/jefferson/lewisandclark](http://www.monticello.org/jefferson/lewisandclark)) Thomas Jefferson Foundation, Monticello Education Department, P.O. Box 316, Charlottesville, VA 22902. 434-984-9853.
2. The National Council of the Lewis & Clark Bicentennial provides a calendar of upcoming events (and various agencies) in about twenty states. ([www.lewisandclark200.org/calendar/state\\_calendar.html](http://www.lewisandclark200.org/calendar/state_calendar.html)).
3. George Sullivan, *In Their Own Words: Lewis and Clark* (New York: Scholastic, 1999).
4. Lewis and Clark National Historic Trail ([www.lewisandclark.org](http://www.lewisandclark.org)). This organization publishes a middle school curriculum resource guide on the expedition. \$50.00, 888-701-3434.
5. Burns, Ken. *Lewis & Clark: The Journey of the Corps of Discovery*. New York: PBS, 310 minutes, \$29.99 (1997) PBS airs this documentary occasionally.
6. A clinometer template and lesson plan can be found at [media.nasaexplorers.com/lessons/02-029/9-12\\_2.pdf](http://media.nasaexplorers.com/lessons/02-029/9-12_2.pdf). Another lesson plan for seventh grade: [dnr.state.il.us/entice/woodlands/dinometer\\_6to8.htm](http://dnr.state.il.us/entice/woodlands/dinometer_6to8.htm). A tangent chart can be copied from the back of many secondary math textbooks.
7. Although encounters with Native Americans can be discussed at various stations, it is not recommended that teachers who are not American Indians “dress up” and “role play” Native Americans for this simulation. See Arlene Hirschfelder and Yvonne Beamer, *Native Americans Today: Resources and Activities for Educators Grades 4-8*. Englewood, CO: Teacher Ideas Press, 2000, xvi. Current contacts (with addresses and phone numbers) for Indian tribes affiliated with the Lewis and Clark National Historic Trail are listed at [www.lewisandclark200.gov/edu/tribes.cfm](http://www.lewisandclark200.gov/edu/tribes.cfm).
8. Other activities (mostly crafts) can be found in Janis Herbert, *Lewis and Clark for Kids: Their Journey of discovery with 21 Activities* (Chicago, IL: Chicago Review Press, 2000).
9. Thomas Schmidt and Jeremy Schmidt, *The Saga of Lewis and Clark: Into the Uncharted West* (New York: Tehabi/DK, 1999): 21.
10. I would like to thank science teacher Mike Reynolds, math teacher Gordon Powell, and English teacher Curtis Williams, for their planning and participation in Lewis & Clark Day, and principal Larry Ivens for his support.

**Kristy Brugar teaches seventh grade American Studies and is the Social Science Subject Coordinator at Cranbrook Kingswood Boys Middle School in Bloomfield Hills, Michigan. She is also a lecturer in Social Studies education at Oakland University in Rochester, Michigan. In 2001, Kristy received the NCSS Christa McAuliffe Reach for the Stars Award for her project “Following Lewis and Clark.”**

# The Compromise of 1790

## A Capital Simulation

DAVID L. GHERE

THE GREATEST THREAT to the future of the United States following the American Revolution consisted of regional loyalties and interests. The first U.S. Congress hotly debated two controversial issues: the location of the national capital and the federal assumption of the thirteen states' Revolutionary War debts. Differences in interests and opinions between northern and southern states threatened the unity of this congress, just as they had earlier been a problem for the Constitutional Convention. The north-south division now threatened the unity of the new nation.

A few key political leaders advocated what came to be known as the Compromise of 1790: the national capital would be built on the banks of the Potomac River (which would please the South) if the federal government assumed war debts (which would please the North). The Compromise of 1790 was workable in that it preserved unity at that time, but it did not mend fundamental contradictions in the foundations of the young nation.<sup>1</sup> Compromises over the next two generations—in 1820 (the Missouri Compromise on the spread of slavery) and 1850 (which included the Fugitive Slave Act)—also failed to mend the fissures that would lead, finally, to the Civil War.

### Recreating Conflict

Research has shown that simulations can enhance students' retention of knowledge, foster interest in the subject matter, and develop student communication skills and self-awareness.<sup>2</sup> The historical simulation described below aims to place students in the position of decision-makers in 1790, so that students become familiar with the interests and political positions of the various states and get a sense of what it might have been like to engage in the debate. The format of the simulation provides numerous opportunities for cooperative learning as students struggle to reach a compromise decision that

will maximize benefit to their states while also preserving the union. The lesson teaches history and can spark class discussion, promote critical thinking, and serve as the inspiration for a variety of research projects.

### The Simulation (Two Fifty-minute Classes)

#### First Day

1. Distribute Handout A "Historical Background of a Bargain" as a reading assignment, or provide the information in a short lecture, or both.<sup>3</sup>

2. Distribute Handout B. Read aloud the first passage, "Business Travel in 1785," or if you have a theatrical student, he or she can read it with dramatic flair.

3. Ask students for several reasons why Congressmen in 1790 might be so concerned about the distance from their home states to the nation's new capital. Start conversation with a few leading questions:

- "How would you feel if someone woke you up at 2:30 AM and then asked you to step into the cold mud and put your shoulder to a stagecoach to help get it unstuck?"
- "The word 'expedition' can mean 'speed.' Josiah Quincy reports hearing the passengers happily 'wondering at the ease as well as the expedition of the journey.' What do you think he actually heard?"

4. Read aloud Handout B, the second passage, "Dinner with Jefferson." It is a selection from Jefferson's memoir about his efforts to get the Compromise of 1790 passed in Congress.

5. Ask students why a Congressman from Virginia might suffer "a revulsion of stomach almost convulsive," as the Secretary of State, Thomas Jefferson, was speaking to him, at his elbow, about how he ought to change his position and vote in favor of the bill for a federal assumption of debt.

6. Distribute Handout C, "Profile of the

Thirteen States in 1790." Allow the class to study the chart and map for a minute.

7. Ask questions to test whether students can locate data on the chart and compare data across rows and down columns, such as

- "How far is it from Dover, the state capital of Delaware, to Georgetown?"
- "Which southern state was strongly in favor of federal assumption of state debts?"
- "In 1790, which state had a smaller population: New Jersey or North Carolina?"

8. For homework, ask students to read over Handouts A, B, and C and be ready to participate as a senator from any one of the thirteen states in a simulation of the congressional debates of 1790.

#### That Evening

9. Use the Score Sheet (on page M14) to prepare thirteen sheets of Handout D, "Instructions to Congressmen." Fill in the seven blanks on the handout for each state with the appropriate points for that state from the score sheet. Do not give students a copy of the score sheet itself. The points listed on it represent, on a scale of 0 to 3, the desires of the citizens of a given state on an issue under debate. During the simulation, knowing the points that could be awarded to their state will serve to motivate students (that is, the "senators") to espouse the interests of their assigned state. (Point totals at the end of the simulation should not affect students' grade in any way).

10. Make thirteen signs, one for each of the thirteen states.

#### Second Day

11. Group twenty-six students into thirteen pairs. Inform the groups that they will play the role of senators in a forty-minute simulation. Any extra students can act as journalists who listen in on the debates and then provide summaries or critiques of the proceedings. The



teacher or a student could serve as a moderator (i.e., President of the Senate, John Adams, who was also, of course, vice president of the United States at that time).

12. Give each pair of students their state's copy of Handout D, "Instructions to Congressmen" and a state sign. Tell them to "identify common interests and develop legislative coalitions." They should each "be prepared to vote on the two great questions of 1790 and to explain the reasons for their vote."

13. Allow about ten minutes for all of the senators to read this final handout, to mix and mingle, and to confer quietly in small groups. Roam among the congressmen and listen to their conversations.

14. During this time, any journalists can meet among themselves to decide what editorial position their newspapers should take on these issues. (In most instances in 1790, the press urged Americans to support the compromise.) Tell the journalists that they should be prepared to explain their editorial position on the issues.

15. Signal John Adams to call the senate into session. He facilitates an open discussion and formal debate of the alternatives. Only one senator may speak at a time, and speeches are limited to one minute.

16. After a period of at least 15 minutes, any senator may call for a vote (show of hands). Each of the Senators votes individually. A majority (fourteen votes) is required for passage of any resolution.

17. After resolutions have been passed on the two issues, ask students to consult their instructions to determine how many points their state is awarded.

18. If any senator is disappointed with the results and wishes to rise and threaten secession, he or she should do so now.

19. Ask any journalists to summarize the simulation and (jumping back to the present day) to compare what just happened with the historical outcome of the debate in 1790.

20. At the end of the simulation, congressmen from the north and south must shake hands.

### Final Homework & Assessment

Assuming the persona of a senator in 1790, each student writes a letter for publication in a state newspaper to convince the senator's voting constituents that they were well served by

the Compromise of 1790. The letter should discuss the two main issues at stake and emphasize the benefits of keeping the union together. Student performance can be graded according to active and informed participation in the debate, the written homework, and a brief quiz covering the basic issues and personalities of the Compromise of 1790.

### Discussions, Activities, and Extension

A discussion about tensions of rural vs. urban interests and agricultural vs. commercial economies could lead to a Jefferson-Hamilton debate over contending visions of America's future. The teacher could initiate a discussion about the emergence of the first political parties or the economic, social, and political implications of available modes of transportation in 1790.

The simulation could serve as a springboard for a variety of related activities.<sup>4</sup> Before the simulation, students could research the positions of particular members of congress and then play their roles accordingly. Drawing from *Founding Brothers* by Joseph Ellis, a few selected students could extemporize a reenactment of the dinner party at which Jefferson supposedly first proposed the compromise to Madison and Hamilton.<sup>5</sup>

Students could examine the arguments in support of other sites proposed for the capital and create maps showing population density, economic interests, or transportation routes ca. 1790. They could investigate the impact of commercial rivalries between the major cities on the development of transportation routes in the early 1800s, as well as how state and national governments supported and promoted transportation projects. Students could identify other examples of tension between slave and non-slave areas or between citizens who looked west over the Appalachians for opportunity and those whose livelihood were tied to Europe in the east.

### Repercussions

Today, residents of the District of Columbia are represented only by a nonvoting congressperson. They have no state government. License plates in D.C. read, "Taxation Without Representation." Is this situation fair? Is it constitutional? What are various proposals for such reform? (For example,

the District of Columbia could become part of the state of Maryland, or it could become a new, 51st state). Should the status quo, the special situation of this city, be preserved? Students could research the current debate over this long-standing issue.<sup>6</sup>

Finally, there are the difficult questions: When is the right moment to compromise, and when should one sustain a conflict, even if violence might ensue? Was it useful for the new nation to postpone a resolution to difficult problems? Could these problems have been solved in 1790? Or was the Civil War unavoidable in any case?

### Notes

1. Kenneth R. Bowling, *The Creation of Washington, D.C.: The Idea and Location of The American Capital* (Fairfax, VA: George Mason University Press, 1991), 2-7.
2. Daniel Druckman, "The Educational Effectiveness of Interactive Games," in David Crookall and Kiyoshi Arai, eds. *Simulation and Gaming Across Disciplines and Cultures* (London: Sage, 1995), 178-187.
3. Sources for handouts: Handout A: Population data are from the U.S. Federal Census, 1790; William McMurry, "The U. S. According to the Definitive Treaty of Peace Signed in Paris, Sept. 3d 1783" [1785], map and endpaper in *Historical Atlas of the United States*, William Graves, ed. (Washington, DC: National Geographic Society, 1993); Handout B "Business Travel in 1785": Josiah Quincy, 1785, as quoted in Stewart H. Holbrook, *The Old Post Road: The Story of the Boston Post Road* (New York: McGraw-Hill, 1962), 43-44; Handout B "Dinner with Jefferson": In 1818, Thomas Jefferson wrote down his memory of discussions that led to the Compromise of 1790, available at George Washington University, [www.gwu.edu](http://www.gwu.edu); Handout C "Revolutionary War Debts": Paul B. Truscott, "Federal-State Financial Relations, 1790-1860," *Journal of Economic History* 15 (1955): 229; Distances are based on *Rand McNally Road Atlas*, (Skokie, IL: Rand McNally, 2000).
4. Suggestions for a detailed, two-hour (second-day) simulation is available from the author at [ghere001@tcumn.edu](mailto:ghere001@tcumn.edu).
5. Joseph Ellis, 48-52.
6. See, for example, "Norton Gives Senate Testimony in Support of No Taxation Without Representation Act" (press release, May 23, 2002), [www.norton.house.gov](http://www.norton.house.gov); Republican National Committee, "2000 Platform: The Nation's Capital" ([www.mc.org/GOPInfo/Platform/2000platform7.htm](http://www.mc.org/GOPInfo/Platform/2000platform7.htm)).

**David L. Ghere teaches American History at the General College of the University of Minnesota in Minneapolis.**

# Historical Background of a Bargain

## Where to Put the Capital?

The location of the national capital was an important decision that generated strong emotion among the country's early leaders. Many white Southerners thought that locating the capital in a slave state would be an important protection for **the institution of slavery**. They opposed various locations in Pennsylvania because of the antislavery attitudes of influential Quakers living there. Conversely, many Northerners were concerned about a southern location for the capital, fearing that slavery in the capital city would be an embarrassment to the nation and only strengthen the institution of slavery.

There were also many practical considerations. In the late eighteenth century, the fastest **land travel** was by horse. The people's ability to monitor and communicate with their representatives in congress was severely handicapped by distance. Lobbying government officials and tracking their activities, participating in political planning, attending special sessions, and hobnobbing with ambassadors would all be easier if the trip to the capital was short.

The new capital was destined to become the major political center of the United States, and its residents would enjoy considerable **social and economic benefits** as well. The nation's leaders hoped that the new capital could become a model city in every way. Commercial rivalries readily transformed into political ones as civic leaders in the major cities sought these advantages. **New York City** (with a population of 33,000) was the nation's capital at the time of the Constitutional Convention (1787), but it was not centrally located. **Philadelphia** (population 42,500) had served as the capital during the Revolutionary War, but Southerners objected to the strong anti-slavery sentiment there. **Baltimore** (population 13,500) was the city nearest the geographic center of the thirteen states, but its location in a slave state generated northern opposition. Charleston and Boston were also proposed as sites for the new capital (by congressmen from South Carolina and Massachusetts, respectively), but such proposals found little support from other congressmen.

Many leaders and citizens had all sorts of objections to each of the five cities. Regional splits in public opinion readily became apparent. Some people were concerned that the selection of any city, but particularly New York and Philadelphia, would promote urban interests (**those of merchants and manufacturers**) over rural issues (**those of landowners and farmers**). Others predicted that any of these east-coast cities would be socially and economically oriented towards Europe, while the country's future seemed to lie west of the Appalachian Mountains.

Many nationalists thought that the capital should be located in a federal district, which would be controlled by the federal government, not by any state or local authority. Such a capital would be less vulnerable to riots or other mob violence that might be possible in a large urban area. These concerns prompted a variety of proposals for creating a new capital city (a "**District of Columbia**") that would be located midway along a north-south axis, with access to the growing Western Frontier. The areas generating the most support among legislators were along the Potomac River (such as **Georgetown**) or the Susquehanna River (such as **Harrisburg**). Both areas had access to routes across the Appalachian Mountains to the western frontier.

## How to Pay for War?

A second problem that confronted the first congress was how to deal with the Revolutionary War debts of the various states. President George Washington and Secretary of the Treasury Alexander Hamilton wanted the federal government to assume these debts and to raise the funds needed to pay them off through a federal tax. Secretary of State Thomas Jefferson and Speaker of the House James Madison opposed such a move, as they feared the increase in federal power that would result from such centralized taxation.

Most congressmen were concerned about the economic implications of the debt question for their own state. Their perception of fairness followed a north-south split. **Southern states were against federal assumption**. Since northern states generally had larger war debts than southern states (except South Carolina), a federal assumption of those debts would ultimately result in southern tax dollars paying for northern debts. Furthermore, some southern states had already paid large portions of their debts, so federal assumption would, in effect, punish those southern states for having been fiscally responsible, while rewarding northern states' apparent negligence. And the idea of a federal tax was generally disliked. Northerners responded that their greater debt resulted from their greater sacrifices in men, material, and money during the war. **Northern states favored federal assumption**. As the debates evolved, tempers flared. Some New Englanders even threatened **secession** over this issue.

By mid-June, 1790, Northerners were upset because the discussion over federal assumption of state debts seemed deadlocked. Southerners were alarmed at the growing support for several proposed sites in Pennsylvania for the capital. Washington, Jefferson, and Madison considered the Potomac River as the most promising route for the future development of water transportation to the west, and advocated locating the capital there. For Hamilton, New York City was the obvious location for the capital city, but federal assumption of the war debt was far more important to him. These four men engineered the **Compromise of 1790** by linking the two issues: the federal government could assume the state war debts, and the capital would be located on the Potomac. In this way, people of all persuasions on these two issues would have to sacrifice some hoped-for benefits in order to enjoy others. It was a trade off, but would it be convincing to all parties concerned? Madison and Hamilton lobbied congressmen while Washington and Jefferson utilized their influence through letters and conversations.

## How to Strike a Bargain?

The Compromise actually consisted of two laws: the **Residence Act** (locating the capital on the Potomac, which passed in July of 1790) and the **Funding Act** (by which the federal government assumed war debts, which passed in August). Several southerners agreed to **change their votes** on the Funding Act and support it if congress would first pass a bill locating the capital city of the United States on the Potomac River (after the capital's ten-year temporary residence at Philadelphia). The bargain carried the strong implication that the North would not raise serious objections to the institution of slavery, since the new District of Columbia would be apportioned from Maryland and Virginia, which were slave states. Although political leaders knew that North-South differences would continue to cause friction, they hoped they had established a tradition of compromise for the nation that would **lead to prosperity** and **avoid severe discord** in congress and possibly civil war.

# Business Travel in 1785

“The journey [from Boston to New York] took up a week, which in that day was considered a record of wonderful expedition. The carriages were old and worn. The harness was made of ropes. One pair of horses carried the stage 18 miles. We generally reached our resting place for the night, if no accident intervened, at 10 o’clock; and, after a frugal supper went to bed with a notice that we should be called at 3 next morning, which generally proved to be half-past two. Then, whether it snowed or rained, the traveler must rise and make ready by the help of a horn-lantern and a farthing candle, and proceed on his way over bad roads, . . . Thus we traveled 10 miles a stage, sometimes obliged to get out and help the coachman lift the coach out of a quagmire or rut, wondering at the ease as well as the expedition of the journey.”

*Source: Josiah Quincy, 1785, as quoted in Stewart H. Holbrook, The Old Post Road: The Story of the Boston Post Road (New York: McGraw-Hill, 1962), 43-44.*

## DINNER WITH JEFFERSON

(From the memoirs of Thomas Jefferson)

I proposed to [Hamilton] to dine with me the next day, and I would invite another friend or two, bring them into conference together, and I thought it impossible ... that reasonable men, consulting together coolly, could fail, by some mutual sacrifices, of opinion, to form a compromise which was to save the union ... It was finally agreed that, whatever importance had been attached to the rejection of this proposition, the preservation of the union, & of concord among the states was more important, and that therefore it would be better that the vote of rejection should be rescinded, to effect which some members should change their votes ... This pill would be peculiarly bitter to the Southern states, and that some concomitant measure should be adopted to sweeten it a little to them.

There had before been propositions to fix the seat of government either at Philadelphia, or at Georgetown on the Potomac; and it was thought that by giving it to Philadelphia for ten years, and to Georgetown permanently afterwards, this might, as an anodyne, calm in some degree the ferment which might be excited by the other measure alone. So two of the Potomac members (White & Lee, but White with a revulsion of stomach almost convulsive) agreed to change their votes, & Hamilton undertook to carry the other point. . .

### Notes

1. Georgetown was part of the land that would become Washington, D.C.
2. The two congressmen that Jefferson refers to were Representatives Richard Bland Lee and Alexander White of Virginia.
3. In 1818, Thomas Jefferson wrote down his memory of discussions that led to the Compromise of 1790. This excerpt is from a document at George Washington University; [www.gwu.edu](http://www.gwu.edu).



# Profile of the Thirteen States in 1790

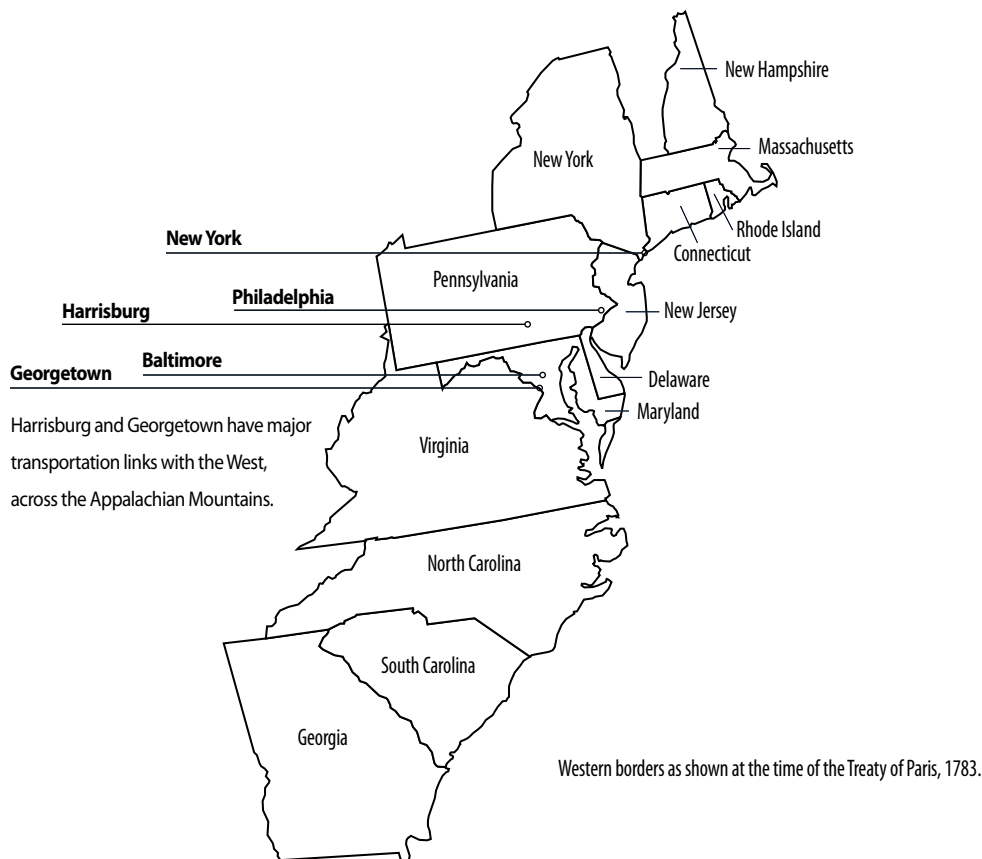
(Selected Data)

State (north to south)	Congressional Representa- tives (U.S. House)	Federal Assumption of State Debts*	Distance from State Capitals to Proposed National Capital (in miles)				
			Georgetown**	Baltimore	Harrisburg	Philadelphia	New York
New Hampshire	3	Pro +	508	473	494	380	271
Massachusetts	8	Pro +	442	407	428	314	205
Rhode Island	1	Con	392	357	378	264	155
Connecticut	5	Pro +	342	307	328	214	105
New York	6	Pro	237	202	223	109	0
New Jersey	4	Pro	167	132	153	39	70
Pennsylvania	8	Pro	139	104	114	0	109
Delaware	1	Pro	133	98	118	82	191
Maryland	6	Con	28	35	100	132	241
Virginia	10	Con +	189	224	289	328	437
North Carolina	5	Con	365	400	465	504	613
South Carolina	5	Pro +	525	560	627	665	774
Georgia	3	Con	568	603	690	708	817

**Notes**

\* A “+” sign means that public opinion was very strong in this state.

\*\* Georgetown became part of the site chosen for the new capital, Washington, the District of Columbia (DC).



# Instructions to Congressmen

You represent the great and honorable state of \_\_\_\_\_. There are two hotly debated issues before you: (1) The location of the national capital, and (2) The federal assumption of Revolutionary War debts.

The points listed below represent the relative importance to the citizens of your state of those two issues. Your role in the simulation is to negotiate successfully with the other states. You want to get the most points for your state that you can. But you also have to compromise. You don't want to see the congress fall apart, with any congressman leaving the discussion disappointed and ready to quit. You want to espouse the interests of your state, but you are also willing to give in a little to keep the United States together.

## 1: Location of the New National Capital?

Prepare for debating and negotiating with other congressmen by thinking about these questions:

- Does your state wish to strengthen the institution of slavery or weaken it?
- Is your state more likely to benefit if the new capital has access to the western frontier, or primarily to the Atlantic Ocean? (Handout A)
- How difficult is land travel in America in 1790? (Handout B). How long does it take to ride in a horse-drawn carriage from the border of your state to various sites for the proposed capital? A horse-drawn carriage can travel at about 10 miles per hour on a well-kept dirt road. (Handout C).

Your state will enjoy the following points based on which location congress selects in this simulation:

If Congress Chooses this Location	Then Your State is Awarded These Points
Georgetown	_____
Baltimore	_____
Harrisburg	_____
Philadelphia	_____
New York City	_____

## 2: Federal Assumption of War Debt?

Prepare for the debate by considering these questions:

- What is the public opinion in your state concerning federal assumption of debts from the Revolutionary War? (Handout C, third column)
- How does public opinion in your state compare with that in neighboring states?
- How do the people of your state feel about federal taxation and a powerful federal government?

Your state will enjoy the following points based on how congress decides:

If Congress Chooses this Outcome	Then Your State is Awarded These Points
Law for Federal assumption is passed	_____
Federal assumption of debt is defeated	_____

Your ultimate point scores will have no effect on your grade or evaluation in the course. The scores are just useful in this simulation. They reflect, roughly, the benefits of certain outcomes to your state. You will, however, be graded partly on the quality of your discussion and arguments in class. You are trying to promote the interests of you state.

Prepare for negotiation and debate by reading the handouts and by discussing this issue with congressmen from other states who may share some of your interests.

## The Compromise of 1790 Score Sheet

The teacher uses the points on this page to complete thirteen variations of Handout D the evening before running the simulation (see page M8). Fill in the blanks in the columns labeled “Then Your State is Awarded These Points.” For example, label the first Handout D “New Hampshire.” If Congress votes in favor of federal assumption of the debt (3 points to NH) and chooses Georgetown as the location for the new capital (0 points to NH), then New Hampshire would be awarded a total of 3 points at the end of the simulation. Fill in the seven blank spaces to account for the possible outcomes.

These point scores represent the desirability for each state of the possible outcomes of the debate of 1790. They are not for use when grading student performance.

State (north to south)	Federal Assumption of Debt		Location of National Capital				
	Yes	No	Georgetown*	Baltimore	Harrisburg	Philadelphia	New York
<b>New Hampshire</b>	3	0	0	0	0	2	2
<b>Massachusetts</b>	3	0	0	0	0	2	2
<b>Rhode Island</b>	0	2	0	0	0	2	3
<b>Connecticut</b>	3	0	0	1	1	2	3
<b>New York</b>	2	1	1	1	2	2	4
<b>New Jersey</b>	2	1	1	2	2	3	3
<b>Pennsylvania</b>	2	1	2	2	3	4	2
<b>Delaware</b>	2	0	2	2	1	3	1
<b>Maryland</b>	0	2	4	4	2	1	1
<b>Virginia</b>	0	3	4	3	1	1	0
<b>North Carolina</b>	0	2	3	2	0	0	0
<b>South Carolina</b>	3	0	3	2	0	0	0
<b>Georgia</b>	0	2	3	2	0	0	0

\*Note: Georgetown was included within the site of the new capital, Washington, DC.

Sources: The “point scores” for each state are based on the author’s interpretation of Kenneth R. Bowling, *The Creation of Washington, D.C.: The Idea and Location of The American Capital* (Fairfax, VA: George Mason University Press, 1991) and Joseph Ellis, *Founding Brothers: The Revolutionary Generation* (New York: Alfred A. Knopf, 2000), 48-52.



# York's Adventures with Lewis and Clark: An African American's Part in the Great Expedition

BY RHODA BLUMBERG. NEW YORK: HARPERCOLLINS, 2004. 87 PP. \$17.99 PAPERBACK, \$18.89 HARDCOVER.

REVIEWED BY PAUL HORTON

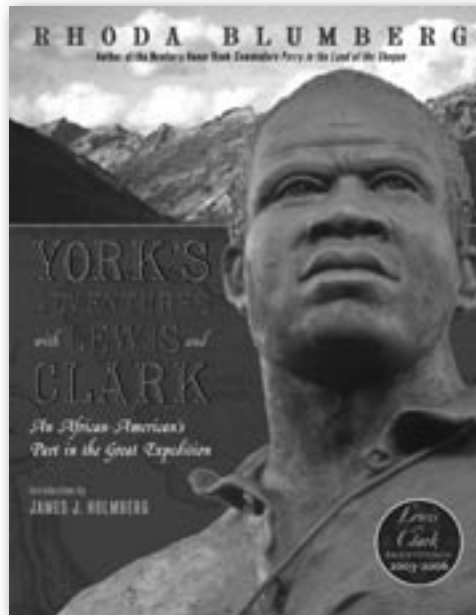
WITH ALL THE ATTENTION that the 200th anniversary of the Lewis and Clark Expedition has received during the past year, one would think that nothing more could be said about the event. However, Newberry Award-winner<sup>1</sup> Rhoda Blumberg has just added a new stepping stone on the path-breaking trek with *York's Adventures with Lewis and Clark: An African American's Part in the Great Expedition*. Blumberg vividly captures, for middle school readers, the importance of York, the slave of William Clark, to the success of the journey.<sup>2</sup>

New light has been shed on York's exploits on the expedition by the recently published letters of William Clark to his brother.<sup>3</sup> These letters have given scholars a better, if still somewhat sketchy, picture of York. Because so little is known of York's youth, Blumberg opens with a composite description of slavery. A childhood playmate of William Clark, York was forced to adjust to being commanded as a servant to the same man, now his adult master. Young readers might find it difficult to understand how York could progress from a childhood friend to a servant treated as a valuable piece of property, but Blumberg does a wonderful job of describing the emotional boundaries that slave owners constructed to deny the humanity of their slaves.

All evidence indicates that York was given responsibilities not typically given to slaves in the Kentucky backcountry where the Clark family moved in the 1780s. Under constant threat of Indian attack in the early years, York was permitted to have a gun to hunt and to help the Clark family defend itself. When President Jefferson commissioned Lewis and Clark for the expedition, Clark insisted on bringing York because of his hunting and tracking skills.

York's services on the expedition proved to be invaluable. He often led hunting parties to shoot game when the expedition faced starvation. And, at several important points in the journey, Native Americans were so impressed by York's strength as a warrior that they were willing to assist the expedition. Most significantly, the Shoshoni desired to see the commanding presence of "the black warrior." York's dignified and unique appearance inspired them to provide horses for Lewis's trek across the Bitterroot Mountains.

Once the Corps of Discovery expedition was completed, Clark was given a federal commission as a brigadier general and Indian agent for the West, but York's life took a turn for the worse. Clark forced York to move with him to St. Louis. York thus had to leave his wife, who was a slave on a farm in Kentucky. This predicament created a



great deal of tension between the two men. York repeatedly insisted that he be sold to a master nearer his wife. Clark finally consented to hire York out to a master who lived near his wife, but that master treated him brutally. Eventually, Clark gave York his freedom and set him up in a business that apparently failed due to discrimination against African American entrepreneurs. York died in obscurity, without being recognized for the vital service that he gave to his country.

The writing in this book is compelling enough that students could read excerpts aloud. Or it

could be used in conjunction with a study of primary documents such as slave narratives.<sup>4</sup> An astute group of students could be challenged to compose a series of letters (historical fiction) between York and his wife that describe their lives during and after the Lewis and Clark expedition.

York's story is a valuable reminder of the extent to which important personal contributions are so easily obscured in the historian's enterprise. Blumberg has done a tremendous service for young readers by calling attention to the significance of the life of York and to the contradictions within a culture that could that could compel such a vital effort, and then so easily overlook its significance.

## Notes

1. Rhoda Blumberg, *The Incredible Journey of Lewis and Clark* (New York: Lothrop, Lee and Shepard, 1987).
2. For a larger work, see Robert Betts, *In Search of York* (Boulder, CO: Colorado Associated University Press, 1985).
3. James J. Holmberg, ed., *Dear Brother: Letters of William Clark to Jonathan Clark* (New Haven, CT: Yale University Press, 2002).
4. Paul Horton, "The WPA Slave Narratives: Teaching with Oral Histories," *Middle Level Learning* 13 (January/February 2002): 3-8.

Paul Horton teaches social studies at Holy Innocents' Episcopal School in Atlanta, Georgia.

## Answers (from The Back Page)

- 1) The white pelican, which has an expandable beak pouch
- 2) The grizzly bear, *Ursus hirsibilis*
- 3) The pronghorn, which is not closely related to sheep or goats
- 4) The buffalo, which rode from New York to Oklahoma on a train in 1907
- 5) The candlefish, also called the eulachon (YOU-leh-kon)

# “Furious and Formidable” *A Lewis & Clark Bestiary*

**TO PRESIDENT THOMAS JEFFERSON**, who sent Lewis and Clark on their adventure, the fauna (the animals) of the West were interesting for several reasons: They might have economic value, like the beaver, which provided luxurious pelts. They might be hazardous, like bears and wolves, which could attack livestock. Knowledge of the animals might be useful in establishing peaceful relations with Indians. (For example, at just one location, Clark calculated that Indians had stored about ten thousand pounds of dried salmon for the winter). All of these animals were of scientific interest—beautiful and curious creatures, many of which were unknown to biologists of the day.

Can you guess what animal is described in each paragraph below? Answers are on page 15.

**1** On the Missouri River, near the beginning of their adventure, the Corps of Discovery encountered hundreds of these animals. Lewis, the chief scientist, found that he could pour five gallons of water into this animal’s pouch.

**2** Lewis described this animal as “white,” although it just had a lighter coat than did its eastern cousins. He wrote that it was a “furious and formidable animal and will frequently pursue the hunter when [it is] wounded [with bullets].” Clark wrote that its tracks were “three times as large as a man’s.”<sup>1</sup>

**3** This fleet animal, the fastest runner in America, has been clocked in modern times at 60 miles per hour. It has branching hollow horns that are shed every year. Lewis and Clark puzzled over how to describe this animal. It resembled illustrations of an animal in Africa more than anything known in America or Europe.

**4** Overlooking the Great Plains, the explorers could see 20,000 of these animals at a glance. Within a generation, frontiersmen would shoot this animal almost to extinction. Specimens from the Bronx zoo were reintroduced into the West in 1907, and today there are healthy populations in many states and in Canada.<sup>2</sup>

**5** Before migrating, these animals held so much fat in their tissues that after they were killed and “dried and a wick drawn through the body, they may be [propped up and] used as candles,” wrote Lewis.

## Notes

1. The main source for this page and all quotes are from *Animals on the Trail with Lewis and Clark* by Dorothy Hinshaw Patent, with photographs by William Muñoz (New York: Clarion Books, 2002).
2. Neil Waldman, *They Came from the Bronx: How the Buffalo were Saved from Extinction* (Honesdale, PA: Boyds Mills Press, 2001).

