

LEWIS & CLARK IN COLUMBIA RIVER COUNTRY



STUDENT WORKSHEET: THE MYSTERIOUS DEATH OF MERIWETHER LEWIS

Read the “Mysterious Death of Meriwether Lewis” handout and answer the following questions.

1. Who was Meriwether Lewis?	2. What was the purpose of the Corps of Discovery?	
	3. What were the beginning and ending dates of his “great western adventure?”	
	Beginning:	Ending:
	4. What city did Lewis call home?	
5. Lewis was named Governor of what area?		
6. For one year and eight days after Lewis was appointed Governor, what questionable situation surrounded Lewis?	7. During this time, who was in charge of the office in St. Louis?	
8. President Jefferson and other friends’ letters suggest Lewis was having what problems?	9. After James Madison became president in 1809, what problem did Lewis have with the War Department?	
10. In the fall of 1809, Lewis decided he had to go back to Washington to do what two tasks?		
Task #1	Task #2	
11. What was his travel itinerary?	12. What happened by the time Lewis reached Fort Pickering (near Memphis, Tennessee)?	

13. What did crew members of the boat on which he was traveling report that Lewis had twice attempted?	14. Who traveled with Lewis after Fort Pickering?
15. What event(s) took place on October 10?	16. What event(s) took place on October 11?
17. What did Major Neelly find when he arrived?	18. Who told him had happened?
19. What little is known about the events of that night comes mainly from what sources?	20. Was there any evidence for suicide?
21. List at least three possible suspects and their motives for killing Lewis.	Suspect #1
	Suspect #2
	Suspect #3

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EXPLORE: TESTIMONY WORKSHEET

Scroll down below the *Prologue and Summary* to read letters and statements from people who were associated with Lewis during his final days. Answer the following questions:

TESTIMONY ITEM #1 (of 3)

In what form was this testimony recorded?		Who wrote it?	
When was it written?		Who was the recipient?	
What is the purpose or intent of the writing?		What is stated as the cause of the event described?	
When the author arrived at the Chickasaw Bluffs [Fort Pickering on the Mississippi River] in what condition did he find the governor?		When the author and Lewis arrived at the Chickasaw nation, how did Lewis appear?	
After the author left Lewis, where did Lewis stay?		Who were all the people at this location?	
What did the woman report?	What did Lewis' servant do?	What did the author do?	
What possessions did Lewis leave behind?			
What are your thoughts based on reading this letter?			

TESTIMONY ITEM #2 (of 3)

In what form was this testimony recorded?		Who wrote it?
When was it written?	How long after Lewis' death was this written?	Who was the recipient?
What was the writer's profession? Define the term.		How was the writer related to the case?
How did the author come about to write the letter?		What is the benefit of this letter?
Describe the behaviors of Lewis.		
Where were his wounds?		What was exposed?
What did Lewis ask for?		What became of the body?
What are your thoughts based on reading this letter?		

TESTIMONY ITEM #3 (of 3)

In what form was this testimony recorded?		Who wrote it?
When was it written?	How long after Lewis' death was this written?	Who was the recipient?
In the Editor's note, how is the Jan 4, 1810 letter described?		In the Editor's note, how is the Jan 31, 1810 letter described? Who is implicated?
In the actual item to read, how does the author explain Lewis' bullet wounds?		
In the actual item to read, what does the author say happened after Lewis asked Mrs. Grinder for water?		
In the actual item to read, what does the author say that Lewis declared to his servant before dying?		
What are your thoughts based on reading this letter?		

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EXPLORE: EXHIBITS STUDENT WORKSHEET

View three exhibits related to Lewis' death. Answer the following questions:



EXHIBIT #1		EXHIBIT #2		EXHIBIT #3		EXHIBIT #4	
What is it?	What insight can be gained from having looked at this exhibited item?	What is it?	What insight can be gained from having looked at this exhibited item?	What is it?	What insight can be gained from having looked at this exhibited item?	What is it?	What insight can be gained from having looked at this exhibited item?
What else would you want to see or learn about this exhibit?		What else would you want to see or learn about this exhibit?		What else would you want to see or learn about this exhibit?		What else would you want to see or learn about this exhibit?	

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STUDENT PRE-WRITING ORGANIZER I: EXHIBIT AND PRIMARY SOURCE EXAMINATION

Historical Time Period/Event(s):		
Historical Question:		
Thesis:		
Primary Source/ Artifact #1:	Brief description, including data and source.	How Primary Source/ Artifact Supports Thesis:
Primary Source/ Artifact #2:	Brief description, including data and source.	How Primary Source/ Artifact Supports Thesis:
Primary Source/ Artifact #3:	Brief description, including data and source.	How Primary Source/ Artifact Supports Thesis:
Exhibit #1:	Brief description, including data and source.	How Primary Source/ Artifact Supports Thesis:
Exhibit #2:	Brief description, including data and source.	How Primary Source/ Artifact Supports Thesis:
Exhibit #3:	Brief description, including data and source.	How Primary Source/ Artifact Supports Thesis:

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STUDENT WORKSHEET: THEORIES

After you have read the Theories handout, use the information you have found to answer the following questions:

What are the two possible categories of theories as to the cause of death for Meriwether Lewis?

CATEGORY 1:	CATEGORY 2:
Theory #1.a. Overwhelmed by:	Theory #2.a. Carried out by a:
Evidence to support this theory	Evidence to support this theory
Theory #1.b. (1) Overcome by:	Theory #2.b. Carried out by a:
Evidence to support this theory	Evidence to support this theory
Theory #1.b. (2) Overcome by:	Theory #2.c. Carried out by a:
Evidence to support this theory	Evidence to support this theory

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STUDENT PRE-WRITING ORGANIZER II: EVALUATING HISTORICAL ANALYSIS

Historical Question:	
Thesis:	
Published Interpretation #1 on Historical Question:	Relevance to Your Thesis:
Citation for source of interpretation	
Published Interpretation #2 on Historical Question:	Relevance to Your Thesis:
Citation for source of interpretation	
Published Interpretation #3 on Historical Question:	Relevance to Your Thesis:
Citation for source of interpretation	
Differences between Published Interpretations:	

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STUDENT WORKSHEET: THESIS ORGANIZER

HISTORICAL QUESTION:	
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What event is being investigated?			
WHO (Victim)?	WHAT HAPPENED?	WHEN?	WHERE?
What do you believe are the theories for:	WHO DID IT (Suspect)?		
	HOW (Which theory?)		
	WHY (Motive)?		

THESIS:	
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What is the support for your argument?		
Support #1	Support #2	Support #3
Because...	Because...	Because...
What is the source of this evidence?	What is the source of this evidence?	What is the source of this evidence?

How did geographical factors affect the following Aspects of the Historical Question?			
Social	Economic	Cultural	Political

How do three published interpretations of the event relate to your thesis?		
SOURCE #1: Brief Description	SOURCE #2: Brief Description	SOURCE #3: Brief Description
SOURCE #1: How does it relate?	SOURCE #2: How does it relate?	SOURCE #3: How does it relate?

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FORENSIC EXAMINATION OF ARTIFACTS STUDENT CHECKLIST

Learning about History, Artifacts, and the Environment

- I examined artifacts* in class.
- I learned about a historical time period or event in class.
- I learned how these artifacts reveal how people lived in that era.
- I learned how to categorize artifacts relevant to a topic and/or time period and determine what artifacts say about a time period.
- I studied the reasons for why people lived the way they did.
- I studied maps of various time periods and events in class.
- I studied how social, cultural, and economic influences relate to a map's physical features.
- I learned how different historians interpret history differently (secondary sources).

**For this assignment, artifacts are defined as identifiable objects from past human activities. They include, but are not limited to, clothing, photos, diaries, newspaper clippings, tools, and written documents.*

Researching the Time Period or Event

- I chose a particular time period or event.
- I collected background information from a variety of sources, such as textbook, Internet, videos, articles, newspapers, etc. Background information should include key social, economic, political, and geographic issues.
- I collected pictures of artifacts related to the time period using a wide range of primary sources.
- I identified central issues and formulated appropriate questions regarding artifacts.
- I analyzed how the artifacts relate to the time period or event.
- I used artifacts and background information to determine what caused particular events.
- I completed a graphic organizer containing background information and knowledge gained from the artifacts.
- I read at least two historians' accounts of this event or time period.

Geographic Analysis of Time Period/Event

- I studied a map of the time period or event.
- I analyzed the interaction between social influences of the time period and the map's physical features.
- I analyzed the interaction between cultural influences of the time period and the map's physical features.
- I analyzed the interaction between economic influences of the time period and the map's physical features.

Writing

- I stated a thesis on a historical question that is supported by the analysis of specific artifacts and/or primary sources.
- I described three differing published interpretations (on the historical question) that are relevant to my thesis.
- I described the interaction between geographic factors and the social, economic, and cultural aspects of the historical question.