

TOPIC 2 – DIPLOMACY, TRADE, and WAR

Topic Overview

Topic 2 highlights efforts of U.S. Government representatives to establish peaceful relationships and set up trade with the Indian tribes of the northern Great Plains. It includes primary sources that will help you understand some of the successes and failures of the Lewis and Clark Expedition.

Topic Objectives

- As a result of the study of Topic 2, you will be able to
 - Analyze and interpret primary documents.
 - Understand how explorers and the U.S. Government dealt with the complexity of establishing relationships with Indians of the northern Great Plains.

ND Content Standards

- 8.1.2
- 8.2.11
- 8.3.4

Common Core Standards

- RH 2
- RH 7
- WHST 2
- WHST 9

Topic Activities

- Learning from Historical Documents
- Organizing Data



Learning from Historical Documents

To access a photo/document/map, refer to the topic reading assignment or use the SEARCH feature to enter its name or number.

(This activity may be done individually, with a classmate, or in a small group.)

Read the material in the text; **Document 2 *Lewis and Clark meet the Brulé Tetons***; **Document 3 *Lewis and Clark on the Brulé Dakotas***; **Document 4 *Lewis and Clark Journals at Fort Mandan***; and **Document 5 *President Jefferson’s Letter to the Arikaras***.

Answer the following. Compare your responses with those of classmates. Discuss.

1. Explain why it was wise of Clark to tell the young Brulés that the horse they had taken had been meant as a gift to their chief.
2. In your own words, summarize the Lewis and Clark’s description of the Brulé Tetons.
3. Explain how Lewis and Clark were mistaken about the intelligence and wealth of the Dakotas.



Learning from Historical Documents (continued)

4. Lewis and Clark were conscientious about journaling; however, spelling was not their strong suit. Use the context to figure out what these words and names are. Write the correct spellings.
- a. ankered
 - b. meadels
 - c. Inds.
 - d. speak
 - e. Pembenar
 - f. Ricaras
 - g. windey
 - h. Seoux
 - i. Ricarras
 - j. murding
 - k. Recara
 - l. St. Liwis



Organizing Data

To access a photo/document/map, refer to the topic reading assignment or use the SEARCH feature to enter its name or number.

(Individual, partnered, or small group)

Using the information in **Document 1**, create a timeline mural illustrating each point in the table. Write a caption for each illustration to clarify what is shown.

