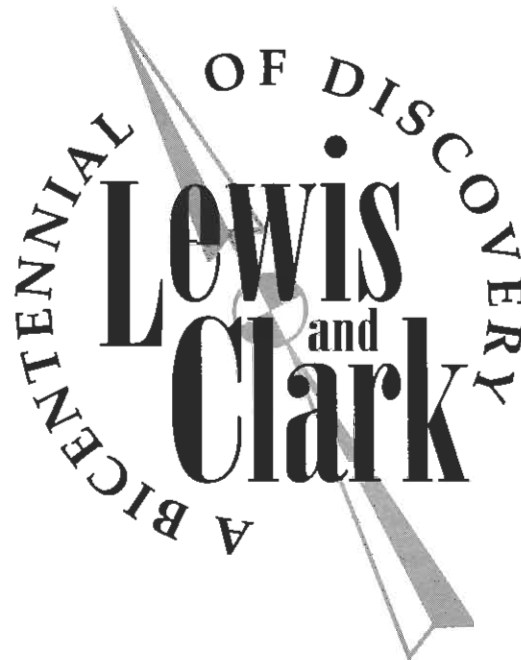


THE REPERTORY THEATRE OF ST. LOUIS

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By Kathryn Schultz Miller
 Directed by Jeffery Matthews

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A Bicentennial of Discovery*
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A BICENTENNIAL OF DISCOVERY
**Lewis
 and
 Clark**

By Kathryn Schultz Miller
 Directed by Jeffery Matthews

Scenic Design

John Roslevich, Jr.

Costume Design

Betsy Krausnick

Sound Design

Bob Wotawa

Stage Manager

Daryl Vaughan

Director of Education

Marsha Coplon

Associate Director of Education

Kim Allen Bozark

Artistic Supervisor

Jeffery Matthews

The Company

(in order of appearance)

Shannon, Sacagawea, Martha, Ellicott, Citizen,
 Bostonian, Old Dorion, Big White, Watkuweis / **Gwendolyn Wotawa**

Captain William Clark, Jefferson, Napoleon,
 Charbonneau, Blackfoot 2 / **Alan Knoll**

Ordway, Paper Boy, York, Arcawechar, Black Buffalo,
 Twisted Hair, Cameahwait, Blackfoot 1 / **Sharon Hunter**

Captain Meriwether Lewis / **Nick Choksi**

Financial assistance for this theatre has been provided by the National Endowment for the Arts, a federal agency; the Missouri Arts Council, a
 stage agency; the Arts and Education Council of Greater St. Louis; and the St. Louis Regional Arts Commission.





SETTING THE SCENE

Lewis and Clark: A Bicentennial of Discovery takes place during the infancy of the newly formed Republic of the United States of America. In the history of the United States, the years from 1800 to 1830 are referred to as the Early National Period. This time was characterized (among other things) by further refining of the government and judicial system, a relationship with Britain that was tenuous at best, and the acquisition of land: in particular, the Louisiana Purchase, which doubled the land of the United States. Although the United States was well established in the east, west of the Mississippi the land was still largely unexplored and considered wild to all but the Native Americans. Many of those Native American tribes were believed to be dangerous and hostile. The young nation was still discovering its identity, and the populace needed American heroes and a sense of great achievement to help establish this identity. Into this environment comes Lewis and Clark and the Corps of Discovery.



WHO'S WHO?

Captain Meriwether Lewis

is the ambitious and intelligent private secretary of President Thomas Jefferson. As a former Captain in the army, he is a proven leader.

Captain William Clark

was Lewis' former Captain in the army, but he is now retired. He has a very strong sense of adventure.

George Shannon

is a young Private—only 18 years old.

Sergeant John Ordway

is a very well-educated man and well versed in administrative duties.

President Thomas Jefferson

is the current President of the United States. He has many ambitious plans for the burgeoning country.

Pierre "Old" Dorion

is a fur trader quite familiar with Native American culture and language, having lived with them for over twenty years.

Arcawechar

is a friendly chief of the Yankton Sioux.

Black Buffalo

is the aggressive and dangerous chief of the Teton Sioux.

Big White

is the chief of the Mandan tribe, and accustomed to dealing with white men.

Toussaint Charbonneau

is a French-Canadian fur trader. He claims Sacagawea as his wife.

Sacagawea

is a fifteen-year-old Indian girl of the Shoshone tribe, and pregnant. She is also a capable and strong young woman.

York

an African American, is Captain Clark's life-long slave companion.

Cameahwait

is Sacagawea's brother and a new chief of the Shoshone.

Twisted Hair

is the chief of the Nez Perce tribe.

Watkuweis

is a compassionate Indian woman of the Nez Perce tribe.



The historic westward journey of the Corps of Discovery began in Wood River, Illinois and ended in Ft. Clatsop, Oregon. That trip began on May 14, 1804, and, including the journey home, did not end until September 23, 1806. There were many great adventures during Lewis and Clark's epic journey, but the scenes for Lewis and Clark: A Bicentennial of Discovery were chosen for their dramatic value and historical significance.

The Corps of Discovery in the Bitterroot Mountains

Lewis and Clark: A Bicentennial of Discovery begins in a moment of foreshadowing as Lewis, Clark, Ordway and Shannon are braving the passage through the Bitterroot Mountains. The party is losing horses in the cliffs and treacherous terrain, but Lewis exhibits his courage and expresses his confidence that the corps will succeed.

Lewis and Jefferson prepare

In Monticello, the home of President Thomas Jefferson, the President has just received the Mackenzie report, an account of Alexander Mackenzie's journey to the Pacific. He determines that it is time for the United States to explore its own West: the largely uncharted Louisiana country. Lewis begins planning the route, gathering supplies, extending his knowledge of the sciences, and, most importantly, deciding who will accompany him. He chooses his former army Captain and friend, William Clark, to be his joint Captain.

Captains Lewis and Clark embark on their journey and gather knowledge

The expedition departs and passes into the Great Plains. Lewis, excited, begins to discover the new flora and fauna of the unexplored territory.

Meeting the friendly Yankton Sioux

The party meets a guide and interpreter, Old Dorion, who agrees to help them communicate with the western Indian tribes. Lewis imparts the President's message to Arcawechar, the friendly chief of the Yankton Sioux: *the United States seeks friendship, but these lands now belong to the United States of America.*

Confrontation with the Teton Sioux

The corps meets the hostile Teton Sioux and their chief Black Buffalo. The party narrowly avoids disaster by escaping in their canoes.

Wintering at a Mandan Village

The expedition learns much about the geography of the unknown land they will encounter from the friendly Mandan chief,



Blackfoot—Also known as Blackfeet, these Native Americans occupy a large range of territory around the Upper Missouri and North

Saskatchewan rivers west to the Rockies. Their name derives from the fact that they dye their moccasins black. They are unremittingly hostile toward neighboring tribes and usually toward white men.

Yankton Sioux—The Yankton Sioux are one of the tribes in the great Sioux confederation of Native North American tribes. They occupy the Great Plains and are usually friendly.

Teton Sioux—Inhabiting the region to the west of the Yankton, the Teton Sioux are mostly unfamiliar with the white men that have come to their lands.

Mandan—The Mandan are a Native American people living in villages along the Missouri River, in what will become south-central North Dakota.

Shoshone—A large and diverse nation, the Shoshone inhabit what will become

Idaho, Utah, Oregon, Montana, Utah, and Nevada south to Death Valley, California. The western Shoshone subsist largely on nuts and wild vegetation.

Nez Perce—The Nez Perce occupy what will become Idaho, Oregon, and Washington. Although familiar with French explorers, they have not met many white Americans.

Hidatsa—The Hidatsa live along the Missouri River in

Big White. The Mandan meet York, the first African American they have ever seen.

Embarking on the Great Unknown
Charbonneau and Sacagawea join the expedition.

Grizzly attack
Clark spots a grizzly bear and determines he can kill the giant animal with a single shot. After a few harrowing moments and repeated rounds of rifle-fire, the bear finally dies.

Rescued by Sacagawea
A storm strikes the party's boats while sailing the Missouri River. The Captains' vital maps and equipment go overboard, but Sacagawea saves the expedition from disaster by diving into the wild river to retrieve them.

Meeting with the Shoshone
The Captains meet the Shoshone, Sacagawea's tribe, and they discover her brother is now chief.

Crossing the Bitterroot Mountains
The crossing of the mountains is more difficult than the Captains ever planned, and the corps is losing horses, eating candles for sustenance and bogged down by the snowstorms. Clark saves them by taking a small group of men to find food.

Rescued by Watkuweis
The party stays with the Nez Perce, but their welcome is soon worn out. The tribe decides to kill the explorers. They are rescued by Watkuweis, who pleads with the chief for them to be spared. This marks the third time the expedition is saved by a woman.

Reaching the Pacific Ocean
The Corp of Discovery finally reaches the Pacific, and Lewis decides to again split the party. They go in search of the 50th parallel—deep in Blackfoot territory.

Lewis attacked by the Blackfoot
The Blackfoot try to steal the corps' guns during the night. Lewis and Fields are forced to kill two of the Indians in order to protect themselves.

The journey home, honored by Jefferson
The newspapers run the story of the Corps of Discovery's imminent return, and excitement consumes the entire country. Jefferson honors the returning heroes.



what will become North Dakota. They are known to take captives and slaves.

pronghorn—A pronghorn is a small mammal that resembles an antelope and has tiny forked horns.

prairie dogs—Dubbed *petite chien* by French explorers, the prairie dog is a burrowing rodent of the squirrel family. It has light brown fur and lives in large colonies.

prickly pear—The prickly pear is a bristly cactus with flattened joints that often bears edible fruit.

sextant—This navigational instrument contains a graduated 60-degree arc, and is used to determine latitude and longitude by measuring the altitudes of celestial bodies.

Bitterroot Mountains—The Bitterroots are a range

of forbidding peaks in the Rocky Mountains along what will become the Idaho-Montana border.

Continental Divide—A series of mountain ridges extending from Alaska to Mexico, most of which runs along the peaks of the Rocky Mountains. It is also referred to as the Great Divide.

The Mackenzie—This refers to the report of Alexander Mackenzie, the

Scottish-Canadian explorer who was the first to explore across North America to the Pacific Ocean.

50th parallel—This is a line of latitude. It is significant in that from this location, and extending many miles to the south, the territory is unexplored in the West. It is therefore possible that in this territory a valuable water route to the Pacific Ocean may exist.

READ MORE ABOUT IT

We encourage you to examine these topics in-depth by exploring the following books and Web sites.

The Journals of Lewis and Clark, by Bernard DeVoto (editor). Mariner Books, 1997 (revised). This is a paperback version of the journals that sparked the imagination of the United States and changed the direction of the West forever. You can also view the journals free online at <http://xroads.virginia.edu/~HYPER/JOURNALS/journals.html>.

Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West, by Stephen E. Ambrose. Simon & Schuster, 1997 (reprint). This is the popular historical storyteller/biographer's account of the famous journey of the Corps of Discovery.

Lewis & Clark: The Journey of the Corps of Discovery, by Ken Burns is a four hour PBS documentary on the corps' famous expedition. It is available on VHS or DVD at a discount to educators. The PBS website for Lewis and Clark, www.pbs.org/lewisandclark, contains interactive pages (such as a trail map), interviews with experts, journal entries from other members of the Corp of Discovery, and classroom resources.

From the Playwright

On a recent trip to Montana, my husband and I had the opportunity to follow Lewis and Clark's famous trek across the Lolo Trail in the northern Rocky Mountains. It was a moving experience for me, having spent a great deal of time recently writing *A Bicentennial of Discovery* and imagining the corps enduring the most harrowing part of their trip. That ridge, so high and so sharp, is where everything teetered—our heroes' fates and our country's dreams.

But like every piece of history this story has many facets. One of the challenges of writing this play was to present the thrill and pride of Lewis and Clark's very real achievement while never forgetting what it meant to all our countrymen. Lewis and Clark were not, of course, the first to brave this awesome journey. Many Americans came before them and knew the trail so well they showed Lewis and Clark the way. Though Sacagawea was integral to the mission's success, its achievement brought suffering to

her people. Though York was a full-fledged member of the corps, when he returned he was still a slave. It is vital that we remember this when we remember the expedition. Recognition of the flaws in the glory of the dream does not diminish its value and importance. Instead it unites us under an umbrella of determination for change. Seeing our ancestors and ourselves through clear eyes, having the courage to re-shape and redefine our dream, is what makes us strong.

I have tried to present Lewis and Clark in a way that is assessable to young people today. They were real men who did an extraordinary thing. Like all Americans they had their faults, their doubts and their weaknesses. Recognizing their very human qualities helps us understand a deeper meaning of the word 'hero' and encourages us to strive for that quality in ourselves.

Kathryn Schultz Miller
Playwright



When I design costumes for a show where the actors need to play multiple roles, I like to use pieces for each character and let the actor use their talents to portray the character. In a

play such as *Lewis and Clark: A Bicentennial of Discovery* where the changes are so quick that some need to be done on stage, I think it adds to the learning experience of theatregoers to see what is involved. This play also needed to have historically correct costumes because of the subject matter, and I realized I would need to research to get the correct look for the costumes.

A few things the audience may find unbelievable are the hats

these explorers wore, and even some of their clothes. They dressed in their military uniforms, not really taking into account the rough passage they would have. The leaders felt that by dressing the same and keeping to a strict regime, the corps would be stronger as a unit. As they reached the West, their clothes totally in shreds, they would adopt the Indian style of dress. However, from the first they wore their military uniforms and headgear, none of which included a tricorn

From the Director's Chair



It is a daunting task to present, in a short play with only four actors, the vast size and scope of the stunning adventure that was the Lewis and Clark expedition. Obviously much needs to be left to the imagination. In Shakespeare's *Henry V* he asks us to: "Think when we talk of horses that we see them printing their proud hoofs in the receiving earth. For 'tis your thoughts that now must deck our kings, carry them here and there, jumping o'er times, turning the accomplishment of many years into an hourglass." The theatre asks us to imagine this magnitude, grandeur and scope through the words of the playwright, the look of the design, and the eyes of the actor.

We cannot bring the real Missouri River or the Bitterroot Mountains to your school. We can't bring the entire expedition or the many Indian nations they encountered along the way. We come with a few talented

actors, a clever and versatile design, and a great story. We hope each character played, each costume, prop, set piece, and sound, will play on your imaginations. We hope to transport you—to feel what it must have been like 200 years ago when St. Louis was the westernmost edge of our country, and a vast miraculous frontier lay beyond.

I can only imagine how difficult and harrowing that magnificent journey must have been. I hope that in our small way, with our small play, we honor the brave adventurers of the Lewis and Clark expedition. Allow me to invite you to imagine it as well. As the Bard reminds us: "Sit and see, minding true things by what their mockeries be."

Jeffery Matthews
Director

www.nationalgeographic.com/lewisandclark/ contains a variety of information about Lewis and Clark's expedition, along with excellent photos.

<http://web4.si.edu/lewisandclark/index.html?loc=/lewisandclark/about.html>.

This site, maintained by the Smithsonian, allows you to follow the Lewis and Clark Trail and discover the flora and fauna as they described it along the way. You can either choose the interactive map, or browse the biological collection by category.

<http://lewisandclarktrail.com/> contains links to the web pages of various cities and sites along the Lewis and Clark Trail. The site includes trivia questions and an abundance of information about the modern day sites along the corps' trail.

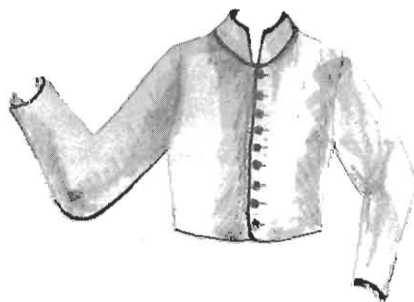
www.lewisandclark.org is the official website of the Lewis and Clark Trail Heritage Foundation. This group's mission is to stimulate public appreciation of the Lewis and Clark Expedition's contributions to America's heritage, and to support education, research, development, and preservation of the Lewis and Clark experience.

or raccoon hat—the type often associated with Lewis and Clark on their trek.

To help with some of the quick changes, I also utilized props and a type of puppet. The actors can use these to portray another character rather than changing back and forth into a costume. Examples of these puppets include the "paddle heads" of Martha Jefferson and the Indian. Hopefully, you will appreciate the actors' craft even more after seeing them transform into different

people just by adding a hat, a coat, or by holding an object.

Betsy Krausnick
Costume Designer





These questions and activities are designed to help students anticipate the performance and then to build on their impressions and interpretations after attending the theatre. The activities and questions are divided into “**Before the Performance**” and “**After the Performance**” categories. While most of the exercises provide specific instructions, please feel free to adapt these activities to accommodate your own teaching strategies and curricular needs. To assist you in incorporating these materials into your existing curriculum, we have provided the numbers of some of the corresponding Missouri Knowledge Standards and Illinois Learning Standards.

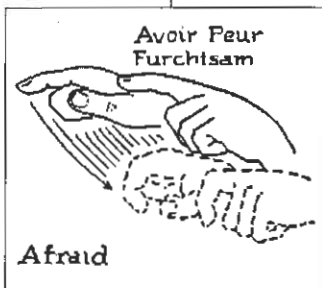
COMMUNICATION ARTS

Before the performance

1 Plains Indian Sign Language was vital in achieving one of the Corps of Discovery’s primary goals: establishing peaceful relations with the Native Americans west of the Mississippi. In many of the corps’ encounters, this means of communication was successful. It is believed, however, that the most tragic event during the journey—an encounter that resulted in the death of two Blackfoot Indians—was possibly due to miscommunication. Using Sign, Lewis was attempting to communicate his standard explanation of the journey and trying to suggest that if the Blackfoot would make peace with their Indian enemies, United States traders would come along with guns and other goods for all tribes. The Blackfoot understood Lewis to say that the U. S. planned to arm the Blackfoot’s enemies and come help them fight. And thus the fatal encounter began.

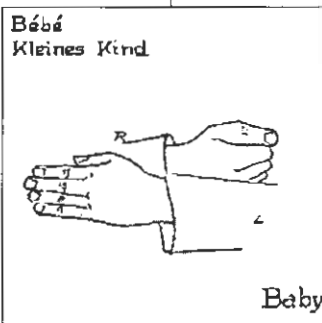
Sign Language is still a very useful skill today. To list just a few of its benefits, it enables communication with the hearing impaired, it has

been found to allow communication with infants before they can speak, and, because of its visual and symbolic nature, it can facilitate rudimentary communication with someone that does not speak the same language and does not know Sign. It is also used by professional storytellers to add drama to their performance.



Read the Indian Sign descriptions for these words and then practice them. A more complete list of Indian Sign Language can also be found online at <http://www.inquiry.net/outdoor/native/sign/index.htm>

Afraid—(meaning: shrinks back from) Bring both hands well out in front of breast; bring hands back a few inches and slightly downwards, while curving index fingers. Sometimes only the right hand is used when doing this Sign.



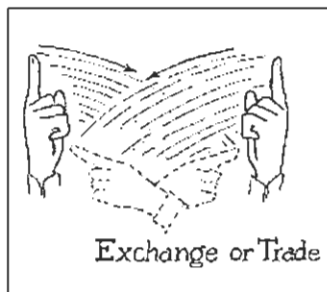
Alone—Hold right hand upwards in front of neck. Then move outwards in a sinuous motion.

Baby—Place closed right hand across left wrist, palm side up, in the position of holding a baby.

Eat—With nearly compressed right hand, pass tips of fingers in curve downward past mouth two or three times by wrist action.

Exchange (Trade)—

Hold up hands, then in semi-circle strike them past each other.

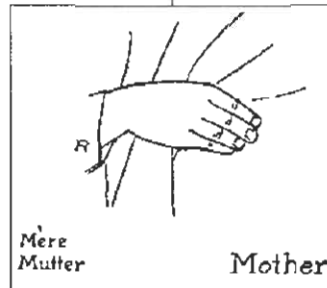


Give—Hold right flat hand, back of hand to the right, pointing to front and upwards, in front of body at height of shoulder; move hand out and down.

Good— (meaning: level with the heart) Hold the right hand flat, back of hand up, in front of and close to left breast, pointing to left; move hand briskly well out to front and to right, keeping it in a horizontal plane.

Mother—With partially curved compressed right hand give two or three gentle taps at left breast.

Stop/Halt—Hold flat right hand palm outward, in front of body, height of shoulders; move hand sharply to front and downwards, stopping it suddenly. Some Indians raise the hand higher for emphasis.



Woman/Female—(meaning: combing the hair). Place both hands on either side of head, fingers hooked; then stroke downwards as though combing the hair. Using only the right hand is also correct.

Compare the Indian Sign Language for these words to their equivalents in American Sign Language by doing some research. If you have Internet access, the website <http://commtechlab.msu.edu/sites/aslweb/browser.htm> is a great place to start. Are the Signs for the words similar or different? Would the meaning of some Signs have been apparent to you without reading the descriptions?

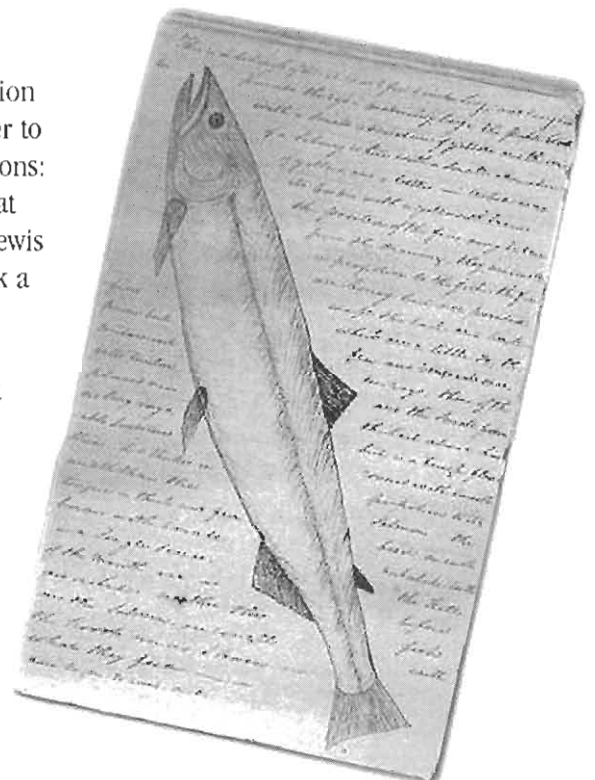
(MO: CA1, CA2, CA3, CA5, CA7, FA1, FA2, FA4, FA5, SS2, SS5, SS6 IL: 1, 2, 4, 5, 16, 18, 25, 28, 29)

2 Think of a few simple sentences and look up the American Sign Language or Native American Sign Language for the words in them (the websites listed prior allow you to search by word). Practice the Sign Language for your sentences and then perform them for the class, allowing them to guess what you are trying to say.

(MO: CA1, CA2, CA3, CA5, CA6, CA7, FA1, FA2, FA4, FA5, SS2, SS5, SS6 IL: 1, 2, 4, 5, 16, 18, 25, 28, 29)

After the performance

3 Lewis had to make extensive plans and broaden his education dramatically in order to prepare for the expedition. In order to make the journey a success, he had to answer many questions: How will I get there? What will I take? Whom will I go with? What arrangements will I make to ensure our safety? In the spirit of Lewis and Clark, plan your own expedition. Using a globe or map, pick a spot to which you would like to travel, and then answer the questions above by creating an expedition guide for your trip. Your guide should begin with a list of what you know about that area, and what you would like to know. Answer as many of your questions as possible by using the Internet, an atlas, an encyclopedia, or other sources of information. Be sure to consider important issues like safety, climate, topography, and the native culture. (MO: CA1, CA3, CA4, SS3, SS4, SS5 IL: 1, 2, 3, 4, 5, 14, 15, 16, 17, 18)





FINE ARTS

Before the performance

1 The Imaginary Theatre Company tours with four actors. Given that the Corps of Discovery contained many people, how would you account for this if you were creating and writing *Lewis and Clark: A Bicentennial of Discovery*? Which characters do you believe are the most important to include in the production? (MO: FA1, FA2, FA3, FA5, CA6, SS6 IL: 4, 16, 25, 27)

2 The expedition explored a variety of land—from mountains to forests to rivers. How would you create the impression of this terrain for an audience if you were staging the play? (MO: FA1, FA2, FA3, FA5, CA6, SS5 IL: 4, 17, 25, 27)

3 This activity requires the class to split into groups of not more than eight members.

The Corps of Discovery met several Native American tribes during the expedition. Each group should pick one of these tribes. Do research on the tribe you chose, and make notes on things about the tribe that are distinctive. Create a scene between your tribe and the corps. Some members of your group will be in the tribe, others will be from the corps. Write out your scene, and try to make the tribe's actions reflect what you learned in your research. Perform your scene for the class, and be sure to include what was distinctive about your tribe's encounter with the expedition. (MO: FA1, FA 2, FA 3, FA 4, FA5, CA 1, CA2, CA3, CA4, CA6, CA7, SS2, SS5, SS6 IL: 1, 3, 4, 5, 16, 17, 18, 25, 26)

After the performance

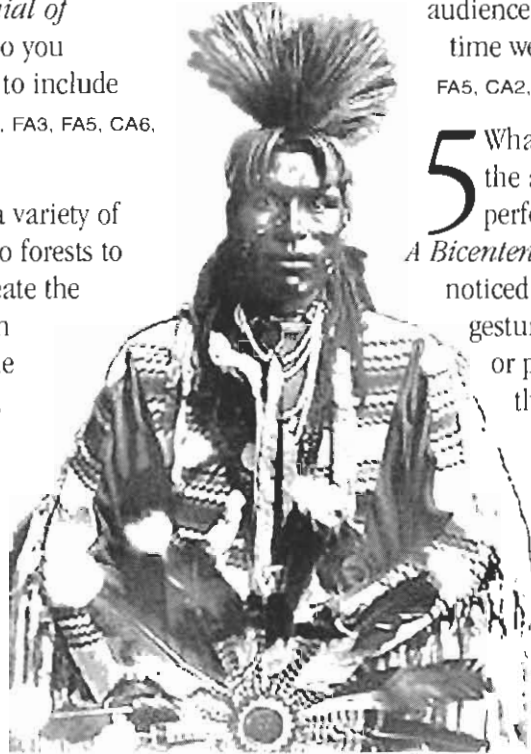
4 How were the terrain changes the corps went through represented in the play? How was the impression of traveling great geographical distances created? How did the play let the audience know significant amounts of time were passing? (MO: FA1, FA2, FA3, FA5, CA2, CA6, SS5 IL: 4, 17, 25, 27)

5 What Sign Language did you notice the actors using during the performance of *Lewis and Clark: A Bicentennial of Discovery*? Have you noticed Sign or descriptive hand gestures being used in other films or plays? If so, why do you believe the actor or director chose to incorporate them? (MO: FA1, FA2, FA3, FA5, CA2, CA6 IL: 4, 25, 27)

6 What were the themes of the play? Was the playwright's focus more on the events and their historical significance or on the interactions of the people? Do you believe the venue (a small theatre

production) affected this decision? (MO: FA1, FA2, FA3, FA5, CA2, CA6, SS6 IL: 4, 16, 25, 27)

7 The original script for this play was written for ten actors. What changes do you believe had to be made in order to make it a four-actor production? (MO: FA1, FA2, FA3, FA5, CA2, CA6 IL: 4, 25, 27)



SOCIAL SCIENCES

Before the performance

1 Leaders shape history, and most historical leaders have exhibited similar character qualities, such as the capacity to visualize and shape the future, enjoying a challenge, having practical ideas for improvements, a willingness to take responsibility, a strong desire to complete a task, respect of their peers, and prior leadership experience. Think of examples of leaders that have influenced history. Can you think of any other qualities a leader should exhibit?

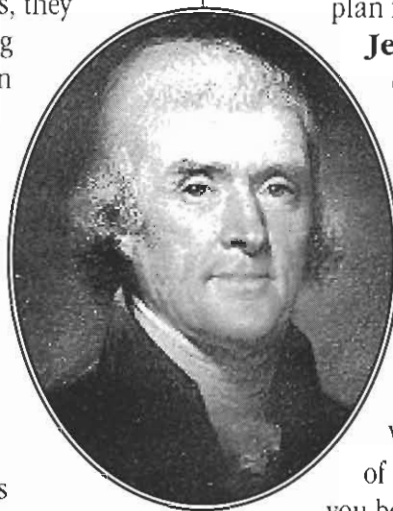
(MO: SS2, SS6, CA6 IL: 4, 5, 16, 18)

2 Although Lewis and Clark were of different rank due to military regulations, they exercised equal authority during the expedition. Each also had his own distinctive strengths and weaknesses. Write a short essay on either Lewis or Clark that examines his leadership qualities. Be sure to include your opinion on whether he was or was not an effective leader. (MO: SS2, SS6, CA1, CA3, CA4,

CA6 IL: 1, 3, 4, 5, 16, 18)

After the performance

3 When Jefferson was giving Lewis his view of the Indians at the beginning of the play, he gave Lewis several instructions regarding how to treat them, as in the following exchange:



Jefferson: The Indians, my good man. You will be the first white men some of these tribes have ever seen. You must convince them that we will soon own this land, by divine grace. You must make them understand that they are under our rule.

Shannon (Narrator): Lewis knew a thing or two about Indians.

Lewis: That might not be easy, Mr. President. The Indians are likely under the impression that they own that land themselves.

Jefferson: (*cold and firm*) Then you will correct them.

Ordway (Narrator): Jefferson had a humane plan for his red children.

Jefferson: Once the frontier is conquered, we'll give them a nice big piece of real estate, something in the Dakota Territory perhaps. A reservation, if you will. Where tribes can live together, where they can become farmers and earn their keep like civilized men.

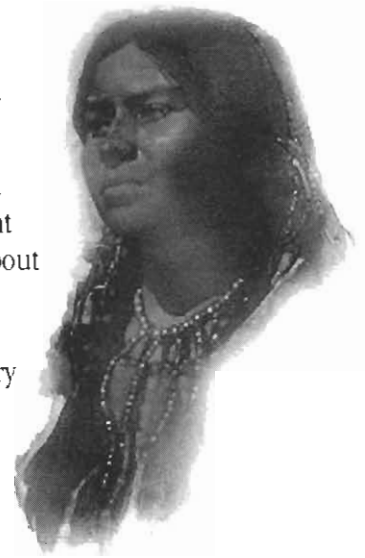
Shannon: If Lewis had his doubts he didn't share them.

What do you think of Jefferson's view of the Indians? In looking at history, do you believe a majority of United States citizens believed as he did? Why do you believe the playwright included this in the play? (MO: SS1, SS2, SS3, SS5, SS6, CA2, CA6, FA1, FA2, FA3, FA4, FA5 IL: 1, 2, 4, 5, 14, 15, 16, 17, 18)

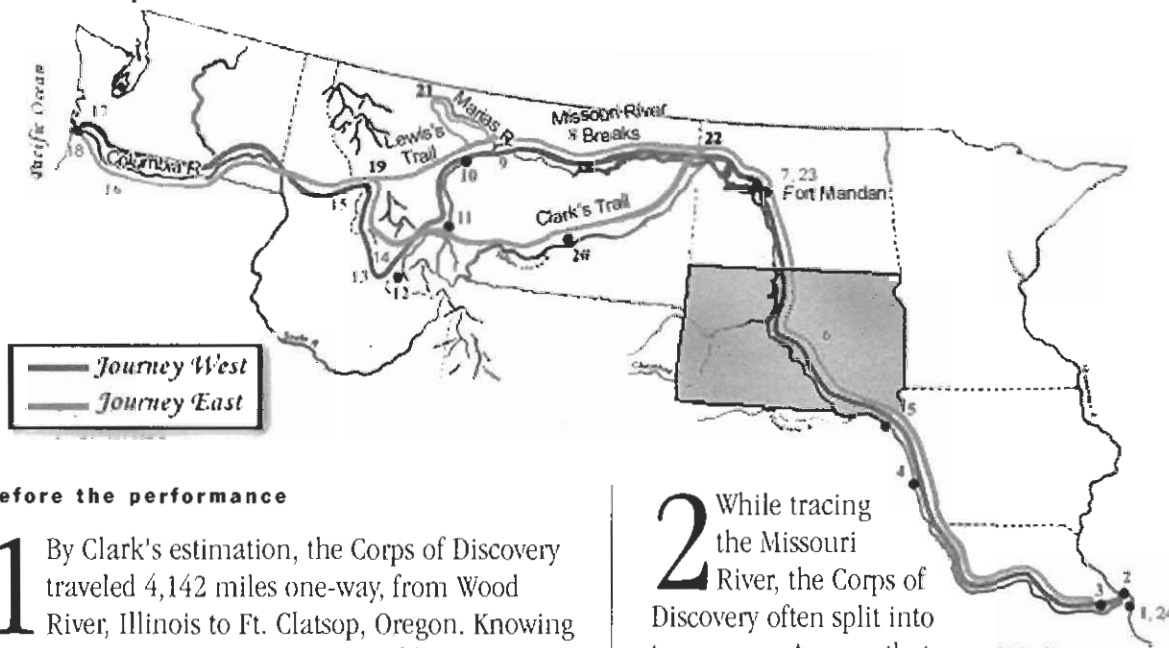


4 York and Sacagawea were both important figures in the Corps of Discovery's journey. These two characters have a very powerful spoken duet in the play that explores how each is a member of a minority group, yet their emotional state and outlook are markedly different from one another. Research your favorite of the two characters, and think about how his or her point of view might have differed from Captain Lewis'. Would he/she have been happy about the journey and the dangers? What rewards were in it? Would the other members of the expedition have been satisfactory companions to him/her? Which events would have been the most important? Write a few journal entries of the expedition from the point of view of the character you chose. (MO: SS1, SS2, SS3, SS5, SS6, CA1, CA2,

CA3, CA4, CA6, FA1, FA2, FA3, FA4, FA5 IL: 1, 2, 3, 4, 5, 14, 15, 16, 17, 18)



MATHEMATICS



Before the performance

1 By Clark's estimation, the Corps of Discovery traveled 4,142 miles one-way, from Wood River, Illinois to Ft. Clatsop, Oregon. Knowing that the expedition lasted roughly 864 days (round trip), from May 14, 1804 to September 23, 1806, and assuming that the Corps traveled roughly the same distance on its return trip, how many miles did the Corps average per day? Assuming that the Corps spent about 5 hours a day moving forward, and that they were able to travel on 680 of the 864 days of their expedition, what was their average speed? (MO: MA1, SS5 IL: 6, 16, 17)

2 While tracing the Missouri River, the Corps of Discovery often split into two groups. Assume that one group traveled by foot, led by Lewis at a constant speed of 2 miles per hour, and the other by boat, led by Clark at the constant speed of 3.5 miles per hour. If the group decided to cover 21 miles of territory on a given day, and they left at the same time, how long would Clark have to wait for the group led by Lewis? If 75 years later, a steamboat could travel at 5.25 miles per hour, how much time would be saved in traveling the same distance, as compared to the older boat? (MO: MA1, SS5 IL: 6, 16, 17)