

Educator's Guide

Bobby Norfolk

Through the Eyes of York: Inside the Lewis and Clark Expedition

Through the Eyes of York: Inside the Lewis and Clark Expedition (performance with classroom workshops conducted by Sherry Norfolk)

Performance:

Bobby's portrayal of York, the "body servant" of William Clark, talks of the adventures of the only African-American on Lewis & Clark's military team The Corps of Discovery. From his early beginnings in Virginia, Louisville, KY, St. Louis, MO, then up the wide Missouri River into the Northern states, Oregon, and back to St. Louis, we learn of York's experiences in uncharted territory- gaining the respect of the white enlisted men and the awe of many of The Plains Indians as "The Big Medicine." Arrayed in period costume, Bobby tells the true story of how this man helped change the course of U.S. History only to be remanded back to servitude after the expedition.

Each 55-minute performance is followed by a 30-minute Question-and-Answer session.

Tennessee Standards addressed:

Social Studies

4.1.01 Understand the diversity of human cultures.

a. Describe cultures of Native American tribes.

4.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

a. Show different cultural regions on a map identifying such things as religion, language, and ethnicity.

4.5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.

4.5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.

d. Recognize the significance of the Lewis and Clark expedition.

CCSS-ELA

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts

Classroom Workshops:

Following the performance, Tennessee Arts Commission Teaching Artist Sherry Norfolk can conduct a three-part series of one-hour workshops during which students are led in researching, writing and performing their own first-person narratives of members of the Corps of Discovery. Through the resulting engaging and informative performances, students will not only provide peer-teaching in their own classrooms, but will be equipped to teach lower-grade students as well. Grade-level appropriate research materials are provided.

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4.5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.

d. Recognize the significance of the Lewis and Clark expedition.

CCSS-ELA

[CCSS.ELA-Literacy.RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

[CCSS.ELA-Literacy.RI.4.7](#) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[CCSS.ELA-Literacy.RI.4.9](#) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

[CCSS.ELA-Literacy.W.4.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-Literacy.W.4.2b](#) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

[CCSS.ELA-Literacy.W.4.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.4.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

[CCSS.ELA-Literacy.W.4.7](#) Conduct short research projects that build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-Literacy.W.4.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

[CCSS.ELA-Literacy.W.4.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.4.9a](#) Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Suggested Post-program Activities:

• **Divide class into small groups, each with access to a United States map or atlas. Ask them to locate the following Corps of Discovery stops and camping spots. Each group should locate two of the sites and the “secretary” should mark each location with the corresponding number that is next to it using small Post-its.**

1. Camp DuBois (Wood River, IL, near the confluence of the Mississippi and Missouri Rivers)

2. St. Charles, MO

3. Floyd’s Bluff (Sioux City, Iowa)

4. Fort Mansion (NW of Bismarck, ND, at Stanton)
5. Great Falls, Montana
6. Three Forks, Montana
7. Rocky Mountains-Bitterroot Range (Idaho-Montana)
8. Clearwater River (near Orofino, Idaho)
9. Columbia River (between Washington and Oregon)
10. Fort Clatsop (near Astoria, Oregon)

Have students analyze the following excerpt from President Jefferson's annual message to Congress, December 2, 1806.

"The expedition of Messr. Lewis and Clark, for exploring the river Missouri, and the best communication from that to the Pacific Ocean, has had all the success which could have been expected. They have traced the Missouri nearly to its source, descended the Columbia to the Pacific Ocean, ascertained with accuracy the geography of that interesting communication across our continent, learnt the character of the country, of its commerce and inhabitants; and it is but justice to say that Messr. Lewis and Clark, and their brave companions, have by this arduous service deserved well of their country."

Have students discuss the following questions:

1. Do they agree with President Jefferson's assessment? Why or why not?
2. What were the advantages and disadvantages of doubling the territorial holdings of the United States?
3. How did the acquisition of the Louisiana Territory affect American Indians in the region?

Resources:

Recommended websites to explore:

- www.nps.gov/jeff/LewisClark2/Activities&Kids/CorpsProfiles.htm
Excellent, short profiles with links to more detailed information. Site developed by the Museum of Westward Expansion, St. Louis, MO.)
- www.pbs.org/lewisandclark/inside/idx_corp.html
Researched and written by Irving W. Anderson, Past President of the Lewis and Clark Trail Heritage Foundation.)
- www.lewisandclark200.gov/edu/corps/cfm
Developed by the Department of the Interior, this provides specific biographical information on members of the Corps.)

Recommended Reading for teachers:

- Ambrose, Stephen E. *Undaunted Courage*. Simon Schuster, 1996.
- Andrist, Ralph K. *To the Pacific with Lewis and Clark*. Beech Tree, 1995.
- Duncan, Dayton and Ken Burns. *Lewis and Clark: The Journey of the Corps of Discovery*. Knopf, 1997.

Recommended Reading for students:

- Herbert, Janis. *Lewis and Clark for Kids*. Chicago Review Press, 2000.
- Sullivan, George. *Lewis and Clark*. Scholastic, 1999.

Vocabulary

Corps of Discovery for North Western Exploration – official name of the crew President Jefferson selected to journey up the Missouri River, map and survey the area, look for commercial trade routes, identify flora and fauna, note possible resources and interact positively with Native tribes.

Lewis and Clark Expedition – popular name for the Corps of Discovery

Louisiana Purchase - 828,000 square miles of territory purchased by the United States from France for \$15 million.

Keelboat – a covered river boat with a keel and a shallow draft but no sail, propelled by rowing, poling or towing and used for transporting freight (and the Corps of Discovery)

Teacher Expectations

PERFORMANCE: Teachers are the role models for student behavior, so listen actively! Set aside papers and pay attention, just as you expect the children to do! Students should come to the assembly empty-handed and have comfortable seating on the floor or in chairs where everyone can see and hear.

Background Information on Bobby Norfolk

An internationally known story performer and teaching artist, this three-time Emmy Award winner for the Channel 4 series "Gator Tales," and six-time Parent's Choice honoree is one of the most popular and dynamic story educators in the country today!

St. Louis native Bobby Norfolk began his career as a stand up comedian in area comedy clubs. From there, he worked for 10 years as a National Park Service Ranger presenting historical interpretive programs for school groups and community at the Jefferson National Expansion Memorial (The Arch and The Old Courthouse). In the evenings, he worked as an actor and director in local community theatres. With a background in comedy and theatre, he naturally turned to storytelling and became a full-time teller in 1987. He is well known for his high-energy performances and lively animation. His stories promote character education, cultural diversity and self-esteem, and are geared for audiences of all ages. Bobby has also served as a board member for the following: St. Louis Storytelling Festival, Missouri Storytelling, and the National Storytelling Network. From park ranger to TV host, recording artist to author, Bobby has traveled an interesting life path that is revealed by his creative stories and crowd-pleasing concerts, enriched with language, movement and clever sound effects. Bobby is truly a gift for the imagination!

Bobby is a graduate of The University of Missouri-St. Louis, and won a Danforth Fellowship in the Metropolitan Leadership Program, 1973/74.

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Corps of Discovery Timeline (from National Geographic.com)

Spring 1803

Meriwether Lewis begins his training as the expedition's leader in Philadelphia.

July 4, 1803

News of the Louisiana Purchase is announced; Lewis will now be exploring land largely owned by the United States.

Summer 1803

In Pittsburgh, Lewis oversees construction of a keelboat, then picks up William Clark and other recruits as he travels down the Ohio River.

Fall/Winter 1803

Lewis and Clark establish Camp Wood, the winter camp for their Corps of Discovery, on the Wood River in Illinois.

March 10, 1804

Lewis and Clark travel to St. Louis to attend ceremonies formally transferring the Louisiana Territory to the United States.

May 14, 1804

The Corps of Discovery leaves Camp Wood and begins its journey up the Missouri River "under a gentle breeze."

July 4, 1804

The Corps holds the first Independence Day celebration west of the Mississippi River.

August 3, 1804

North of present-day Omaha, Nebraska, the Corps holds a council with the Oto and Missouri Indians.

August 20, 1804

Sergeant Charles Floyd dies of natural causes near present-day Sioux City, Iowa; he will be the only fatality among the Corps of Discovery during the expedition.

August 30, 1804

The Corps holds a council with the Yankton Sioux at present-day Yankton, South Dakota.

Early September 1804

The Corps enters the Great Plains and sees animals unknown in the eastern United States.

September 25, 1804

The Corps has a tense encounter with the Teton Sioux near today's Pierre, South Dakota; one of the Sioux chiefs waves his men off and conflict is averted.

October 24, 1804

Near today's Bismarck, North Dakota, the Corps arrives at the villages of the Mandan and Hidatsa, buffalo-hunting tribes that live along the Missouri River.

November 4, 1804

Lewis and Clark hire French-Canadian fur-trader Toussaint Charbonneau and his Shoshone wife, Sacagawea, to act as interpreters on the journey ahead.

December 17, 1804

The men record the temperature at 45 degrees below zero, "colder than [they] ever knew it to be in the States."

December 24, 1804

The men finish building Fort Mandan, their winter quarters in present-day North Dakota.

January 1805

The Corps attends a Mandan buffalo dance, performed to call buffalo to the area.

February 11, 1805

Sacagawea's son, Jean Baptiste Charbonneau—nicknamed Pompey by Clark—is born with assistance from Lewis.

April 7, 1805

Lewis and Clark send a shipment of artifacts and specimens to President Jefferson; the "Permanent Party" heads west.

April 29, 1805

The Corps marvels at the abundance of game; they kill their first grizzly bear near the Yellowstone River in Montana.

May 16, 1805

One of their boats nearly overturns and Lewis credits Sacagawea with saving their most important possessions.

May 31, 1805

The Corps reaches the White Cliffs region of the Missouri River.

June 1, 1805

The Corps reaches an unknown fork in the Missouri and must determine which branch to choose.

June 13, 1805

Lewis reaches the Great Falls of the Missouri—five massive cascades around which the men must carry all of their gear, including the canoes.

Late July 1805

The expedition reaches the Three Forks of the Missouri which they name the Jefferson, Gallatin, and Madison in honor of the President, Secretary of the Treasury, and Secretary of State.

August 8, 1805

Sacagawea recognizes Beaverhead Rock and knows they are close to Shoshone lands.

August 12, 1805

Jefferson receives the shipment from Fort Mandan; Lewis finds the headwaters of the Missouri River, then crosses the Continental Divide and Lemhi Pass to discover that there is no Northwest Passage.

August 17, 1805

The main party arrives at the Shoshone camp, where Sacagawea recognizes the chief as her long-lost brother, Cameahwait.

August 18, 1805

Lewis celebrates his 31st birthday and vows "in future, to live for mankind as I have heretofore lived only for myself."

August 31, 1805

The expedition sets out for the Bitterroot Mountains with many horses and a mule acquired from the Shoshone.

September 9, 1805

The men camp near today's Missoula, Montana at a spot they name Traveler's Rest while they prepare for the mountain crossing to come.

September 11, 1805

The Corps begins the steep ascent into the Bitterroot Range of the Rocky Mountains; the crossing will cover more than 160 miles (260 kilometers).

September 23, 1805

Starving, the men emerge from the mountains near present-day Weippe, Idaho, at the villages of the Nez Perce Indians.

October 7, 1805

After learning a new method to make dugout canoes from the Nez Perce, the men push off down the Clearwater River near Orofino, Idaho; it is the first time they've traveled with the current at their back in almost two years.

October 16, 1805

The expedition reaches the Columbia River, the last waterway to the Pacific Ocean.

Late October 1805

The Corps must run their canoes through treacherous rapids at The Dalles and Celilo Falls.

November 7, 1805

Believing he sees the Pacific, Clark writes, "Ocian in View! O the joy." In reality, they are seeing only the widening estuary of the Columbia River.

November 24, 1805

Having reached the Pacific, the entire expedition—including Sacagawea and Clark's slave, York—take a vote on where to build their winter quarters. They chose the Clatsop Indian side of the Columbia, and the encampment came to be called Fort Clatsop.

March 23, 1806

After a winter of only 12 days without rain, the men present their fort to the Clatsop Indians and set out for home.

September 23, 1806

Having found an easier route across the country, the men reach St. Louis nearly two and a half years after their journey began and are acclaimed as national heroes.