Forensic Examination of Artifacts:
The Mystery of Meriwether Lewis’ Death
by Darin Detwiler

Summary:

We know much about the historical journey of Lewis and Clark and have probably even imagined the fears, uncertainties, and dangers that the Corps of Discovery overcame. Only a few years after the journey’s end, however, Meriwether Lewis went from finding himself as one of the most celebrated men in the country and a newly appointed governor to being found dead in some woman’s house. Was this a case of suicide? Was this a case of murder? Almost 200 years later, even with all we know about crime scene investigation, we still do not have an answer – only theories.

In this lesson, students will embark on a webquest to travel back in time and explore the evidence surrounding the mysterious death of Meriwether Lewis. In the role of a forensic scientist, students will collect data and form their own opinion as a pre-write activity for a letter in which they argue for the exhumation of Meriwether Lewis’ body for forensic analysis. Students should have completed a study of the Lewis and Clark Expedition prior to this lesson plan. This will better prepare them with an understanding of the historical background and the historical impact of the expedition.

Essential Questions for Students:

- What did Meriwether Lewis do after his famous journey with William Clark?
- What evidence can we gain about an event through primary sources that are almost 200 years old?
- How does one develop and support a historical interpretation?
- How will the passing of almost 200 years affect a forensic study of the body?

Essential Understandings:

1. Students will collect data from a variety of primary sources in order to investigate Meriwether Lewis. They will summarize a variety of first-hand accounts of the events surrounding his death.
2. Students will learn to state the premises of various theorists in regard to the death of Meriwether Lewis.
3. Students will utilize the internet to research other theories and findings related to this mystery.
4. Students will be able to state their opinions as to the cause of Meriwether Lewis’ death and give reasons and supporting evidence for their decisions.
Essential Academic Learning Requirements (EALRs)
This lesson plan satisfies the following EALRs: History 1.1.3b, WH 1.2.3, 2.2.3. as well as Science 2.1.3 and 2.1.5. Click here to print out the material for your reference.

CBA Scoring Rubric and Notes: The Office of State Public Instruction has created a scoring rubric for the Dig Deep Classroom Based Assessment. Click here to download and print this rubric for your information.

Method:
A webquest is an activity where students direct all or a part of the learning experience through the use of internet-based resources. Here, information is gained from the internet, and students communicate their learning through on-line generators of formatted documents. This activity has been designed to meet various national and state standards in the history classroom, in the science classroom, and in a vocational or elective forensic science classroom. Further, pre-write and writing efforts support the Language Arts classroom, while High School and Beyond (career or work-place writing) efforts are also supported.

This could be used either as a whole class activity with instructional technology support, or as an independent, school-website-based webquest.

Primary Sources for Student Examination (provided):
1. Letter from Major James Neelly to Former President Thomas Jefferson, October 18, 1809
2. Letter from Alexander Wilson, May 28, 1811
3. Public Statement from Captain Gilbert Russell, November 26, 1811
4. 1804 map of North America
5. 1805 map of the Columbia River drawn by William Clark

Secondary Sources for Student Examination (provided):
1. Illustration of Grinder’s Stand
2. Schematic Drawing of the Lewis Death Scene
3. Firearm Diagram
4. Theories
5. Articles about the Exhumation
6. The Mysterious Death of Meriwether Lewis

Materials Needed:
1. Access to a computer lab with internet access (another option is to have students use the library).
2. Maps, visual organizer templates, dictionaries & Lewis and Clark reference materials (recommended)
3. Examples of a formal business letter and a persuasive essay.

Instructions for Teachers:
PREPARATION
A great newspaper article to read in preparation for this lesson (one that inspired the development of this lesson) is “Starrs still intent on studying remains of Meriwether Lewis” by Carlos Santos, Richmond Times-Dispatch. Teachers may wish to include this in student resources, but it is neither a primary document, nor truly a published interpretation.
Students will also need to have an understanding of the basic elements of the Scientific Method. To assist them in their research and writing, make sure they can understand and define the terms below. This may be done either early in this activity or beforehand.

| **argument** | a reason given in proof or rebuttal: discourse intended to persuade |
| **artifact** | object remaining from a particular period |
| **data** | factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation |
| **exhibit** | a document or material object produced and identified in court or before an examiner for use as evidence |
| **fact** | a piece of information presented as having objective reality |
| **forensic pathology** | a branch of medicine used for legal purposes and concerned with determining cause of death, examination of injuries due to crime and negligence, and examination of tissue samples relevant to crimes; also called forensic science. |
| **hypothesis** | a tentative assumption made in order to draw out and test its logical or empirical consequences |
| **opinion** | belief stronger than impression and less strong than positive knowledge |
| **primary resource** | (as in “Firsthand”) obtained by, coming from, or being direct personal observation or experience |
| **scientific method** | principles and procedures for the systematic pursuit of knowledge involving the recognition and formulation of a problem, the collection of data through observation and experiment, and the formulation and testing of hypotheses |
| **testimony** | firsthand authentication of a fact: EVIDENCE |
| **theory** | a belief, policy, or procedure proposed or followed as the basis of action |
| **thesis** | a proposition to be proved |

*These definitions are from Merriam-Webster Online at: [http://www.m-w.com/](http://www.m-w.com/) and [http://www.dictionary.com].*

**SESSION ONE**

**Step I.**

The mysterious death of Meriwether Lewis serves as a “Cold Case” for investigation by students. This module consists of five sections: engage, explore, explain, elaborate and evaluate. Students will follow the process of research through each one of these steps as they explore the course materials provided and create their own conclusions about the death of Meriwether Lewis.

Familiarize yourself with the materials available in the download section of this lesson plan before introducing the subject to students.

**Step II.**

Provide students with an 1804 map of North America and the 1805 map of the Columbia River drawn by William Clark. Compare the detail of the Clark map with the relative blankness of the Pacific Northwest on the map created prior to the Lewis and Clark expedition. Use this opportunity to briefly remind the class of the contributions provided by the Lewis and Clark journey and its importance.

**Cold Case:**
A slang term for an unsolved crime.
Tell students that:

- We know much about the historical journey of Lewis and Clark and have probably even imagined the fears, uncertainties, and dangers that the Corps of Discovery overcame. Only a few years after the journey’s end, however, Meriwether Lewis went from finding himself as one of the most celebrated men in the country and a newly appointed governor to being found dead in some woman’s house.
- Was this a case of suicide? Was this a case of murder? Almost 200 years later, even with all we know about crime scene investigation, we still do not have an answer – only theories.
- During this project, you will research the circumstances of Meriwether Lewis’ death, by examining evidence and analyzing eyewitness testimony. You will decide for yourself what happened based on these reports and the arguments of prominent scholars about the cause of his death.
- As part of your project, you will write a mock one-page letter asking the National Park Service to exhume Lewis’ body in order to test the theories about his cause of death. You will also be outlining the theory that you believe is correct and using supporting evidence to back up your choices.

Step III.
You should continue the lesson with a brief discussion of modern forensics and how the nature of investigation has changed since the time of Meriwether Lewis’ death.

To accomplish this, project the “Forensic Science Overview” and “Forensic Evidence” presentations as transparencies or digital projections. The Forensic Science Overview discusses definitions of court roles, crimes and laws. The terminology used may be helpful to students in drafting their letters to the National Park Service. The Forensic Evidence presentation discusses different types of evidence as well as the rules and laws governing its usage in a court of law. Students can take notes during the presentation on the provided handouts.

Session Two

Step I.
Begin the session by providing students the student assignment sheet by either directing them to:
http://washingtonhistoryonline.org/LC-columbia/teaching/forensic-webquest.htm
or by printing out the following for them:

Student Assignment Sheet:
The Mysterious Death of Meriwether Lewis

Step II.
Students will begin by reading a summary of the death of Meriwether Lewis. Ask them to complete the associated worksheet in-class.

Student Reading:
The Mysterious Death of Meriwether Lewis

After students have completed their worksheets, engage them in discussion about the material they have read.

Points for Discussion:
- After reading this handout, what are your initial impressions of what happened to Meriwether Lewis?
• Do you think that any of these individuals may have possessed a bias towards Lewis? Why or why not? Does bias affect testimony?
• What kinds of artifacts or sources may still be available today for investigating a death of a person some 200 years ago?
• What kind of differences are there between modern forensic investigations and those conducted in the early 1800’s? What kinds of new evidence are available to forensic studies due to modern technology?

**Step III.**
Ask the class to explore three pieces of testimony about the death of Meriwether Lewis. Remind them that they will need to use their Student Worksheet: Testimonies during their readings to note important information. Have them work in groups to complete the worksheet.

| Major James Neelly’s Letter, October 18, 1809 | Alexander Wilson’s Letter, May 28, 1811 | Gilbert Russell’s Public Statement, November 26, 1811 |

**SESSION THREE**

**Step I.**
Bring students back together to discuss their explorations.

Ask them to describe some of the things that they learned from reading the testimonies:

- **Did you notice any contradictions in testimony? What were they? Why do you think these contradictions exist?**
- **How does testimony differ over a period of time? Do you think that the Neelly letter of 1809 should be regarded in a different light than the Wilson letter and Russell statement from 1811? Why or why not?**

**Step II.**
Tell the class that they will now be examining a series of four exhibits regarding the death of Meriwether Lewis: an illustration of the place where he died, a schematic drawing of the room in which he died, a firearm diagram and a map of the key locations described in the testimonies. As you provide them with this information, ask them to consider the exhibits in connection with the letters and statements, using all evidence available to try and construct a clear picture of what happened the night of Meriwether Lewis’ death. Have them work individually to fill out the Student Worksheet: Exhibits.

| Exhibits 1-4 | Student Worksheet: Exhibits |

**Step III.**
Have students work in groups to complete the Pre-Writing Organizer I.

| Pre-Writing Organizer I |

Provide a range of materials so that students can located additional information about the time period.

**SESSION FOUR**

**Step I.**
Help students develop the guiding Historical Question: “What was the cause of death for Meriwether Lewis”? Discuss the difference between primary and secondary sources. Explain that the testimonies read previously were primary sources while theories and interpretations are secondary. You may wish to
discuss how to evaluate the credibility of a source as well as issues of bias and perspective by considering:

- *Were they in a position to witness this event firsthand?*
- *Are there reasons that their account may have a bias?*

Have students look at contrasting accounts of the same historical event.

<table>
<thead>
<tr>
<th>Student Reading: Theories and Interpretations</th>
<th>“What really happened to Meriwether Lewis?” by Dee Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Columbia Country and the Dissolution of Meriwether Lewis – Speculation and Interpretation” by David Nicandri</td>
<td>Student Worksheet: Theories</td>
</tr>
</tbody>
</table>

Tell students:

- *You will be developing your own theories about the events of October 10 and 11, 1809. After you have read the interpretations of historians and researchers, review the worksheets that you have completed. You will notice that these interpretations vary from one another. Why do you think that is?*
- *Look for connections between their theories and your own. Consider how the exhibits, testimony and background information that you have relates to these ideas.*
- *On your own sheet of paper, outline how you believe Meriwether Lewis died. Give both the cause of death and the suspect (who or what caused his death).*
- *Bring this paper and all of your worksheets to class as these will be used in your final arguments about the nature of his death.*

After students have read through the provided handouts, you may wish to assign as homework the [Pre-Writing Organizer II](#).

### SESSION FIVE

**Step I.**
Refer back to Exhibit IV and review the places traveled by Meriwether Lewis, as well as the routes that he took and the route that he was on when he died.

**Step II.**
Have students collect all worksheets and pre-writing materials.

Allow students the rest of the class period to complete their [Thesis Organizer Worksheet](#), providing reference and research materials as needed for them to connect their ideas and formulate an outline for their final paper. You may wish to refer them to the way in which the assigned articles used evidence to support their argument.

### SESSION SIX

**Step I.**
Provide students with the student checklist. Work towards shared understanding of the requirements for this curricular unit. Clarify it as needed based on student input.

**Step II.**
Have students write the rough draft of their letter in class. Inform them that they will be writing a formal business letter to the National Parks Service in which they will be expressing their support for
the exhumation of Meriwether Lewis’ body for forensic analysis. Allow them to access computers, reference materials and classroom technology as needed.

In order to complete this assignment successfully, they will need to utilize an online cover letter generator (located at: http://www.niefs.net/resumes/coverletter.htm).

At the end of the class period, ask them to turn in all materials used during the unit to you. Students may use the student checklist to verify that they have completed all necessary items. The evaluation rubric should be used to evaluate and grade all papers submitted.

<table>
<thead>
<tr>
<th>Forensic Examination of Artifacts</th>
<th>Evaluation Rubric</th>
</tr>
</thead>
</table>
Sir:
It is with extreme pain that I have to inform you of the death of His Excellency Meriwether Lewis, Governor of upper Louisiana who died on the morning of the 11th Instant and I am sorry to say by Suicide.

I arrived at the Chickasaw Bluffs [Fort Pickering on the Mississippi River] on or about the 18th of September, where I found the governor (who had reached there two days before me from St. Louis) in very bad health. It appears that his first intention was to go around by water to the City of Washington; but his thinking a war with England probable, & that his valuable papers might be in danger of falling into the hands of the British, he was thereby induced to Change his route, and to come through the Chickasaw nation by land; I furnished him with a horse to pack...
his trunks &c. on, and a man to attend to them; have recovered his health in some degree at the Chickasaw Bluffs, we set out together. And on our arrival at the Chickasaw nation I discovered that he appeared at times deranged in mind. We rested there two days & came on. One days Journey after crossing Tennessee River & where we encamped we lost two of our horses. I remained behind to hunt them & the governor proceeded on, with a promise to wait for me at the first houses he came to that was inhabited by white people; he reached the house of a Mr. Grinder about sun set, the man of the house being from home, and no person there but a woman who discovering the governor to be deranged, gave him up the house & slept herself in one near it. His servant [John Pernier] and mine slept in the stable loft some instance from the other houses. The woman reports that about three o’Clock she heard two pistols fire off in the Governors Room: the servants being awakined by her, came in but too late to save him. He had shot himself in the head with one pistol & a little below the Breast with the other—when his servant came in he says; I have done the business my good Servant give me some water.
He gave him water, he survived but a short time. I came up sometime after, and had him as decently Buried as I could in that place-if there is any thing wished by his friends to be done to his grave I will attend to their Instructions.

I have got in my possession his two trunks of papers (amongst which is said to be his travels to The pacific Ocean) and probably some vouchers for expenditures of Public Money for a Bill which he said had been protested by the Secy. Of War; and of which act to his death, he repeatedly complained. I have also in my Care his Rifle, Silver watch, Brace of Pistols, dirk & tomahaw; one of the Governors horses was lost in the wilderness which I will endeavour to regain, the other I have sent on by his servant who expressed a desire to go to the governors Mothers & to Monticello [President Jefferson’s home]: I have furnished him with fifteen Dollars to Defray his expences to Charlottsville; Some days previous to the Governors death he requested of me in case any accident happen to him, to send his trunks with the papers therein to the President.
but I think very probable he meant to you. [Editor: Madison was now president.] I wish to be informed what arrangements may be considered best in sending on his trunks &c. I have the honor to be with Great respect yr. Ob. Sert.

James Neelly
U. S. agent to the Chickasaw Nation

The Governor left two of his trunks at the Chickasaw Bluffs in the care of Captain Gilbert C. Russell, Commanding officer, & was to write to him from Nashville what to do with them.

The trunk shown above, from the collections of the Washington State Historical Society, is similar to the ones that Neelly refers to above. This style was common in the early 1800’s.

Courtesy Washington State Historical Society.
TESTIMONY II: Letter From Alexander Wilson to a Friend Reveals New Details About the Death of Governor Meriwether Lewis
May 28, 1811

(Editor's Note: The author of the following letter was a prominent ornithologist and friend of Governor Lewis. In fact, Wilson had agreed to do the bird illustrations for the journals. While traveling on the Natchez Trace two years after Lewis' death, Wilson had the opportunity to interview Mrs. Grinder, proprietor of the inn where Governor Lewis died. After speaking with her, Wilson recounted their conversation in a letter to Alexander Lawson, a well-known engraver and a mutual friend of Lewis and himself. In the course of the conversation, Mrs. Grinder added details that were not included in Major Neelly's letter to President Jefferson.)

...Next morning (Sunday) I rode six miles to a man's of the name of Grinder, where our poor friend Lewis perished. In the same room where he expired, I took down from Mrs. Grinder the particulars of that melancholy event, which affected me extremely. This house or cabin is seventy-two miles from Nashville, and is the last white man's as you enter the Indian country. Governor Lewis, she said, came there about sun-set, alone, and inquired if he could stay for the night; and, alighting, brought his saddle into the house. He was dressed in a loose gown, white, striped with blue. On being asked if he came alone, he replied that there were two servants behind, who would soon be up. He called for some spirits, and drank a very little. When the servants arrived, one of whom was a negro, he inquired for his powder, saying he was sure he had some powder in a canister. The servant gave no distinct reply, and Lewis, in the mean while walked backwards and forwards before the door, talking to himself. Sometimes, she said, he would seem as if he were walking up to her; and would suddenly wheel round, and walk back as fast as he could. Supper being ready he sat down, but had not eat but a few mouthfuls when he started up speaking to himself in a violent manner. At these times, she says, she observed his face to flush as if it had come on him in a fit. He lighted his pipe, and drawing a chair to the door sat down, saying to Mrs. Grinder in a kind tone of voice, "Madam this is a very pleasant evening." He smoked for some time, but quitted his seat and traversed the yard as before. He again sat down to his pipe,
seemed again composed and casting his eyes wishfully towards the west, observed what a sweet evening it was. Mrs. Grinder was preparing a bed for him; but he said he would sleep on the floor, and desired the servant to bring the bear skins and buffaloe robe, which were immediately spread out for him; and it being now dusk the woman went off to the kitchen, and the two men to the barn, which stands about two hundred yards off. The kitchen is only a few paces from the room where Lewis was, and the woman being considerably alarmed by the behaviour of her guest could not sleep but listened to him walking backwards and forwards, she thinks for several hours, and talking aloud, as she said, "like a lawyer," She then heard the report of a pistol, and something fall heavily on the floor, and the words "O Lord!" Immediately afterwards she heard another pistol, and in a few minutes she hear him at her door calling out "O madam! Give me some water, and heal my wounds." The logs being open, and unplastered, she saw him stagger back and fall against a stump that stands between the kitchen and room. He crawled for some distance, raised himself by the side of a tree, where he sat about a minute. He once more got to the room; afterwards he came to the kitchen door, but did not speak; she then heard him scraping the bucket with a gourd for water, but it appears that this cooling element was denied the dying man! As soon as day broke and not before, the terror of the woman having permitted him to remain for two hours in this most deplorable situation, she sent two of her children to the barn, her husband not being at home, to bring the servants; and on going in they found him lying on the bed; he uncovered his side and shewed them where the bullet had entered; a piece of the forehead was blown off, and had exposed the brains, without having bled much. He begged they would take his rifle and blow out his brains, and he would give them all the money he had in his trunk. He often said, "I am no coward, but I am so strong, so hard to die." He begg'd the servant [John Pernier] not to be afraid of him, for that he would not hurt him. He expired in about two hours, or just as the sun rose above the trees. He lies buried close by the common path, with a few loose rails thrown over his grave. I gave Grinder money to put a post fence round it, to shelter it from the hogs, and from the wolves; and he gave me his written promise he would do it. I left this place in a very melancholy mood, which was not much allayed by the prospect of the gloomy and savage wilderness which I was just entering alone. . . ¹

TESTIMONY III: Captain Gilbert Russell Gives New Information About the Death of Governor Lewis In a Public Statement, November 26, 1811

(Editor's Note: Captain Gilbert Russell was commander of Fort Pickering on the Mississippi River near Memphis, Tennessee when Lewis arrived there on September 15, 1809. (This region was also known as Chickasaw Bluffs.) According to Russell and other witnesses, Lewis was in very poor health when he arrived, both mentally and physically.

About three months after Lewis' death, Captain Russell wrote two letters to Thomas Jefferson. In the first letter, dated January 4, 1810, Russell wrote briefly about Lewis' unstable condition when he arrived at the fort. He said he had detained Lewis at the fort for his own protection until he was well enough to resume his journey. The rest of the letter concerned the sale of some land Lewis owned and some baggage that he had left with Russell at the fort.

The second letter, dated January 31, 1810, was much more personal. Russell wrote that he believed Lewis' main problem was excessive drinking and that when hard liquor was denied him at the fort, he quickly improved. Russell then accused Major Neelly of encouraging Lewis to drink again after the two of them left the fort. "... instead of preventing the Govr from drinking or putting him under restraint advised him to it," Russell wrote, "& from everything I can learn gave the man every chance to seek an opportunity to destroy himself. And from the statement of Grinder's wife where he killed himself I can not help believing that Purney [John Pernier, Lewis' servant] was rather aiding and abetting in the murder than otherwise."

Keep this letter in mind while reading Russell's formal statement about Lewis' death written two years after the fact.)

On November 26, 1811, Russell wrote:

Governor Lewis left St. Louis late in August, or early in September 1809, intending to go by the route of the Mississippi and the Ocean, to the City of Washington, taking with him all the papers relative to his expedition to the Pacific Ocean, for the purpose of preparing and putting them to the press, and to have some drafts paid which had
been drawn by him on the Government and protested. On the morning of the 15th of September, the Boat in which he was a passenger landed him at Fort Pickering in a state of mental derangement, which appeared to have been produced as much by indisposition as other causes. The Subscriber being then the commanding Officer of the Fort on discovering his situation, and learning from the Crew that he had made two attempts to kill himself, in one of which he had nearly succeeded, resolved at once to take possession of him and his papers, and detain them there until he recovered, or some friend might arrive in whose hands he could depart in safety. In this condition he continued without any material change for about five days, during which time the most proper and efficacious means that could be devised to restore him was administered, and on the sixth or seventh day all symptoms of derangement disappeared and he was completely in his senses and thus continued for ten or twelve days. On the 29th of the same month he left Bluffs, with the Chickasaw agent the interpreter and some of the Chiefs, intending then to proceed the usual rout thro' the Indian Country, Tennessee and Virginia to his place of distination, with his papers well secured and packed on horses. By much severe depletion during his illness he had been considerably reduced and debilitated, from which he had not entirely recovered when he set off, and the weather in that country being yet excessively hot and the exercise of traveling too severe for him; in three or four days he was again affected with the same mental disease. He had no person with him who could manage or controul him in his propensities and he daily grew worse until he arrived at the house of a Mr. Grinder within the Jurisdiction of Tennessee and only Seventy miles from Nashville, where in the apprehension of being destroyed by enemies which had no existence but in his wild imagination, he destroyed himself, in the most cool desperate and Barbarian-like manner, having been left in the house entirely to himself. The night preceeding this one of his Horses and one of the Chickasaw agents [Major Neelly] with whom he was traveling strayed off from the camp and in the Morning could not be found. The agent with some Indians stayed to search for the horses, and Governor Lewis with their two servants and the baggage horses proceeded to Mr. Grinders where he was to halt until the agent got up.

After he arrived there and refreshed himself

“...he destroyed himself, in the most cool, desperate and Barbarian-like manner…”

The picture of Meriwether Lewis to the right is from Roger Cooke’s *The Vote*. Washington State Historical Society Collections.
with a little Meal & drink he went to bed in a cabin by himself and ordered the servants to go to the stables and take care of the Horses, least they might loose some that night; Some time in the night he got his pistols which he loaded, after every body had retired in a separate Building and discharged one against his forehead without much effect—the ball not penetrating the skull but only making a furrow over it. He then discharged the other against his breast where the ball entered and passing downward through his body came out low down near his back bone. After some time he got up and went to the house where Mrs. Grinder and her children were lying and asked for water, but her husband being absent and having heard the report of the pistols she was greatly alarmed and made him no answer. He then in returning got his razors from a port folio which happened to contain them and sitting up in his bed was found about day light, by one of the servants, busily engaged in cutting himself from head to foot. He again begged for water, which was given him and so soon as he drank, he lay down and died with the declaration to the Boy [his servant] that he had killed himself to deprive his enemies of the pleasure and honor of doing it. His death was greatly lamented. And that a fame so dearly earned as his should finally be clouded by such an act of desperation was to his friends still greater cause of regret."

GILBERT RUSSELL

(The above was received by me from Major Gilbert Russell of the [blank] Regiment of Infantry U.S. on Tuesday the 26th of November 1811 at Fredericktown in Maryland. J. WILLIAMS)
This map of North and South America was published in 1804 by Aaron Arrowsmith. Western North America on this map is depicted just prior to the Lewis and Clark Exploration. The large lithographic image in upper right corner illustrates the flora and fauna of the Americas.

Washington State Historical Society Collection.
This detailed map of the mouth and north shore of the Columbia River was originally drawn by William Clark, 1805. The exact location of the Lewis and Clark Expedition Pacific Ocean camp (Nov. 16-25, 1805) is indicated by three divergent compass readings.

Washington State Historical Society Collection.
FORENSIC SCIENCE

Basic Overview
What is a crime?

• **CRIME**: An offense against the public at large, proclaimed in a law and punishable by a governing body.

• **CRIMINAL LAW**: The body of law that, for the purpose of preventing harm to society, defines *what behavior is criminal* and prescribes the *punishment to be imposed* for such behavior.
# COURT ROLES

<table>
<thead>
<tr>
<th><strong>Plaintiff</strong></th>
<th><strong>Defendant</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accuser</td>
<td>• Accused party</td>
</tr>
<tr>
<td>• Could be the gov’t, or a person, or a business</td>
<td>• Could be the gov’t, or a person, or a business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prosecutor</strong></th>
<th><strong>Defender</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lawyer for accuser</td>
<td>• Lawyer for the accused</td>
</tr>
</tbody>
</table>
BODIES OF LAW

- COMMON LAW
- STATUTORY LAW
- CASE LAW
- ADMINISTRATIVE LAW
COMMON LAW

Principles and rules of action based on usage and custom in ancient England and incorporated into colonial American laws and subsequent state statutes.
STATUTORY LAW

The body of laws passed by legislative bodies, including the U.S. Congress, state legislature, and local governing bodies (county, city, school district...).
CASE LAW

The sum total of all reported cases that interpret previous decisions, statutes, regulations, and constitutional provisions that then become part of a nation’s or a state’s common law.
ADMINISTRATIVE LAW

The body of law created by administrative agencies in the form of rules, regulations, orders, and decisions, sometimes with criminal penalties for violations.
CLASSIFICATION OF CRIMES

• **FELONY**: A relatively serious criminal offense punishable by death or imprisonment for more than a year in a state or federal prison

• **MISDEMEANOR**: A less serious crime that is generally punishable by a prison sentence of not more than one year in a county or city jail.
CRIMINAL INVESTIGATION

The lawful search for people and things to reconstruct the circumstances of an illegal act, apprehend or determine the guilty party, and aid in the state’s prosecution of the offender(s.)
CRIMINAL INVESTIGATION

1. Deal with emergencies
2. Determine if a crime has been committed and, if so, what crime.
3. Establish crime scene priorities
4. Identify suspects
5. Apprehend the suspects
6. Gather and preserve evidence
7. Recover stolen property
8. Assist in the prosecution and conviction of the defendant(s.)
Deductive vs. Inductive Reasoning

DEDUCTIVE REASONING

The drawing of conclusions from logically related events or observations
Deductive vs. Inductive Reasoning

**INDUCTIVE REASONING**

The making of inferences from apparently separate observations or pieces of evidence.
Deductive vs. Inductive Reasoning

**DEDUCTIVE REASONING**

The drawing of conclusions from logically related events or observations.

**INDUCTIVE REASONING**

The making of inferences from apparently separate observations or pieces of evidence.
What is a crime?

- **CRIME**: An offense against the public at large, proclaimed in a law and punishable by a governing body.

- **CRIMINAL LAW**: The body of law that, for the purpose of preventing harm to society, defines what behavior is criminal and prescribes the punishment to be imposed for such behavior.

COURT ROLES

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defendant</strong></td>
<td>Person, or a business accused of a crime. Could also be the government.</td>
</tr>
<tr>
<td><strong>Prosecutor</strong></td>
<td>Person, or a business accusing another of a crime. Could also be the government.</td>
</tr>
<tr>
<td><strong>Plaintiff</strong></td>
<td>Accuser, could be the government or a person or a business.</td>
</tr>
<tr>
<td><strong>Defender</strong></td>
<td>Lawyer for the accused.</td>
</tr>
<tr>
<td><strong>Plaintiff</strong></td>
<td>Lawyer for accuser.</td>
</tr>
</tbody>
</table>

Basic Overview

FORNSIC SCIENCE
BODIES OF LAW

• COMMON LAW
  Principles and rules of action based on usage and custom in ancient England and incorporated into colonial American laws and subsequent state statues.

• STATUTORY LAW
  The body of laws passed by legislative bodies, including the U.S. Congress, state legislature, and local governing bodies (county, city, school district…).

• ADMINISTRATIVE LAW

• CASE LAW

• STATUTORY LAW

• COMMON LAW

BODIES OF LAW
CASE LAW
The sum total of all reported cases that interpret previous decisions, statutes, regulations, and constitutional provisions that then become part of a nation’s or a state’s common law.

ADMINISTRATIVE LAW
The body of law created by administrative agencies in the form of rules, regulations, orders, and decisions, sometimes with criminal penalties for violations.

CLASSIFICATION OF CRIMES
- FELONY: A relatively serious crime that is generally punishable by death or imprisonment for more than a year in a state or federal prison.
- MISDEMEANOR: A less serious crime that is generally punishable by death or imprisonment for not more than one year in a county or city jail.

- Misdemeanor: A less serious crime generally punishable by death or imprisonment for not more than one year in a county or city jail.
- Felony: A relatively serious crime that is generally punishable by death or imprisonment for more than a year in a state or federal prison.

The body of law created by common law, part of a nation’s or a state’s provisions that then become regulations, and constitutional decisions, statutes, decisions, and regulations.
CRIMINAL INVESTIGATION
The lawful search for people and things to reconstruct the circumstances of an illegal act, apprehend or determine the guilty party, and aid in the state's prosecution of the offender(s).

CRIMINAL INVESTIGATION
1. Deal with emergencies
2. Determine if a crime has been committed and, if so, what crime.
3. Establish crime scene priorities
4. Identify suspects
5. Apprehend the suspects
6. Gather and preserve evidence
7. Recover stolen property
8. Assist in the prosecution and conviction of the defendant(s).

DEDUCTIVE REASONING
The drawing of conclusions from logically related events or observations.

DEDUCTIVE VS. INDUCTIVE REASONING

Deductive vs. Inductive Reasoning

INDUCTIVE REASONING
The making of inferences from apparently separate observations or pieces of evidence.

DEDUCTIVE REASONING
The drawing of conclusions from logically related events or observations.

Deductive vs. Inductive Reasoning
FORENSIC SCIENCE
EVIDENCE
The Legal Significance of Evidence

If the Responding Officer’s findings upon arriving on a scene of an incident show that a criminal law has been broken, then _proof_ must be established.

(Latin for “body of the crime”) – is the material facts showing that a crime has been committed.
The Legal Significance of Evidence

Corpus delicti

(Latin for “body of the crime”) – is the material facts showing that a crime has been committed.
The Legal Significance of Evidence

Corpus delicti

In the case of a death, the dead body is NOT the Corpus delicti. Instead, it is the evidence that indicates criminal wrong-doing that is the Corpus delicti.

Cut break lines, a bullet hole in the window, etc. are the pieces of evidence needed to prove that a crime has been committed.
The Legal Significance of Evidence

Corpus delicti can be prima facie evidence

“On the surface” evidence that is sufficient on its own to establish a given fact or guilt of committing a crime.
The Legal Significance of Evidence

Corpus delicti

CANNOT BE

circumstantial

evidence

Seemingly disconnected facts from which proof of a crime being committed can be deducted.
The Legal Significance of Evidence

Corpus delicti can be
prima facie evidence

- OR -

circumstantial evidence
Rules of Evidence
- Guidelines that ensure that evidence collected will be admissible in court.

The **Fourth Amendment** of the U.S. Constitution protects citizens from illegal searches and seizures.
Rules of Evidence

- Guidelines that ensure that evidence collected will be admissible in court.

Exclusionary Rule

Evidence obtained in violation of the U.S. Constitution is inadmissible in court.
Rules of Evidence

- Guidelines that ensure that evidence collected will be admissible in court.

Relevancy

Evidence used in court must relate to, or bear directly on, the fact at issue – if not ... admissibility in court may be denied.
Rules of Evidence

- Guidelines that ensure that evidence collected will be admissible in court.

Materiality

Evidence used in court must be important enough to influence the court’s opinion – if not ... admissibility in court may be denied.
Rules of Evidence

- Guidelines that ensure that evidence collected will be admissible in court.

Competency

The piece of evidence OR of a witness offering testimony must be credible – if not ... admissibility in court may be denied.
Rules of Evidence

- Guidelines that ensure that evidence collected will be admissible in court.

Exclusionary Rule

Relevancy

Materiality

Competency
If the Responding Officer’s findings upon arriving on a scene of an incident show that a criminal law has been broken, then proof must be established. (Latin for “body of the crime”) is the material facts showing that a crime has been committed.

*Corpus delicti* Crime (Latin for “body of the crime”) is the material facts showing that a crime has been committed.
In the case of a death, the dead body is NOT the Corpus delicti. Instead, it is the evidence that indicates criminal wrong-doing that is the Corpus delicti. Cut break lines, a bullet hole in the window, etc. are the pieces of evidence needed to prove that a crime has been committed.

Facts or guilt of committing a crime.

Evidence seems disconnected facts from which proof of a crime being committed can be deduced. In the case of a death, the dead body is NOT the evidence that is the Corpus delicti, instead, it is the evidence that is Corpus delicti.

"On the surface" evidence that is sufficient on its own to establish a given fact or guilt of committing a crime.

Seemingly disconnected facts from which proof of a crime being committed can be deduced.
The Legal Significance of Evidence

Rules of Evidence

The Fourth Amendment of the U.S. Constitution protects citizens from illegal searches and seizures.

Evidence obtained in violation of the U.S. Constitution is inadmissible in court.

Evidence Rule
Evidence obtained in violation of the Fourth Amendment is inadmissible in court.

U.S. Constitution
Evidence obtained in violation of the Fourth Amendment is inadmissible in court.

Corpus Delicti
Evidence obtained in violation of the Fourth Amendment is inadmissible in court.

Prima Facie
Evidence obtained in violation of the Fourth Amendment is inadmissible in court.

Circumstantial
Evidence obtained in violation of the Fourth Amendment is inadmissible in court.

Evidence obtained in violation of the Fourth Amendment is inadmissible in court.
Evidence used in court must relate to, or bear directly on, the fact at issue—otherwise testimony must be considered inadmissible. A piece of evidence related to a witness must be credible—otherwise admissibility in court may be denied.

Evidence used in court may be denied if not material enough to influence the court's opinion. Evidence must be admissible in court.

Evidence used in court must be relevant. Evidence used in court may be denied if not relevant for the fact at issue. Evidence directly on the facts must be admissible.
Rules of Evidence
- Admissibility
- Relevance
- Materiality
- Competency
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?”

<table>
<thead>
<tr>
<th>Beginning:</th>
<th>Ending:</th>
</tr>
</thead>
</table>

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?

<table>
<thead>
<tr>
<th>Task #1</th>
<th>Task #2</th>
</tr>
</thead>
</table>

11. What was his travel itinerary?

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

<table>
<thead>
<tr>
<th>In what form was this testimony recorded?</th>
<th>Who wrote it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When was it written?</th>
<th>Who was the recipient?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the purpose or intent of the writing?</th>
<th>What is stated as the cause of the event described?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When the author arrived at the Chickasaw Bluffs [Fort Pickering on the Mississippi River] in what condition did he find the governor?</th>
<th>When the author and Lewis arrived at the Chickasaw nation, how did Lewis appear?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After the author left Lewis, where did Lewis stay?</th>
<th>Who were all the people at this location?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did the woman report?</th>
<th>What did Lewis’ servant do?</th>
<th>What did the author do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What possessions did Lewis leave behind?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are your thoughts based on reading this letter?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what form was this testimony recorded?</td>
<td>Who wrote it?</td>
</tr>
<tr>
<td>When was it written?</td>
<td>How long after Lewis’ death was this written?</td>
</tr>
<tr>
<td></td>
<td>Who was the recipient?</td>
</tr>
<tr>
<td>What was the writer’s profession? Define the term.</td>
<td>How was the writer related to the case?</td>
</tr>
<tr>
<td>How did the author come about to write the letter?</td>
<td>What is the benefit of this letter?</td>
</tr>
<tr>
<td>Describe the behaviors of Lewis.</td>
<td></td>
</tr>
<tr>
<td>Where were his wounds?</td>
<td>What was exposed?</td>
</tr>
<tr>
<td>What did Lewis ask for?</td>
<td>What became of the body?</td>
</tr>
<tr>
<td>What are your thoughts based on reading this letter?</td>
<td></td>
</tr>
<tr>
<td>In what form was this testimony recorded?</td>
<td>Who wrote it?</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>When was it written?</td>
<td>How long after Lewis’ death was this written?</td>
</tr>
<tr>
<td>In the Editor’s note, how is the Jan 4, 1810 letter described?</td>
<td>In the Editor’s note, how is the Jan 31, 1810 letter described? Who is implicated?</td>
</tr>
<tr>
<td>In the actual item to read, how does the author explain Lewis’ bullet wounds?</td>
<td></td>
</tr>
<tr>
<td>In the actual item to read, what does the author say happened after Lewis asked Mrs. Grinder for water?</td>
<td></td>
</tr>
<tr>
<td>In the actual item to read, what does the author say that Lewis declared to his servant before dying?</td>
<td></td>
</tr>
<tr>
<td>What are your thoughts based on reading this letter?</td>
<td></td>
</tr>
</tbody>
</table>
View three exhibits related to Lewis’ death. Answer the following questions:

<table>
<thead>
<tr>
<th>EXHIBIT #1</th>
<th>EXHIBIT #2</th>
<th>EXHIBIT #3</th>
<th>EXHIBIT #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
<td>What is it?</td>
<td>What is it?</td>
<td>What is it?</td>
</tr>
<tr>
<td>What insight can be gained from having looked at this exhibited item?</td>
<td>What insight can be gained from having looked at this exhibited item?</td>
<td>What insight can be gained from having looked at this exhibited item?</td>
<td>What insight can be gained from having looked at this exhibited item?</td>
</tr>
<tr>
<td>What else would you want to see or learn about this exhibit?</td>
<td>What else would you want to see or learn about this exhibit?</td>
<td>What else would you want to see or learn about this exhibit?</td>
<td>What else would you want to see or learn about this exhibit?</td>
</tr>
<tr>
<td><strong>Historical Time Period/Event(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Historical Question:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Source/Artifact #1:</strong></td>
<td>Brief description, including data and source.</td>
<td>How Primary Source/Artifact Supports Thesis:</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Source/Artifact #2:</strong></td>
<td>Brief description, including data and source.</td>
<td>How Primary Source/Artifact Supports Thesis:</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Source/Artifact #3:</strong></td>
<td>Brief description, including data and source.</td>
<td>How Primary Source/Artifact Supports Thesis:</td>
<td></td>
</tr>
<tr>
<td><strong>Exhibit #1:</strong></td>
<td>Brief description, including data and source.</td>
<td>How Primary Source/Artifact Supports Thesis:</td>
<td></td>
</tr>
<tr>
<td><strong>Exhibit #2:</strong></td>
<td>Brief description, including data and source.</td>
<td>How Primary Source/Artifact Supports Thesis:</td>
<td></td>
</tr>
<tr>
<td><strong>Exhibit #3:</strong></td>
<td>Brief description, including data and source.</td>
<td>How Primary Source/Artifact Supports Thesis:</td>
<td></td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>CATEGORY 1:</th>
<th>CATEGORY 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory #1.a.</strong> Overwhelmed by:</td>
<td><strong>Theory #2.a.</strong> Carried out by a:</td>
</tr>
<tr>
<td>Evidence to support this theory</td>
<td>Evidence to support this theory</td>
</tr>
</tbody>
</table>

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

<p>| Theory #1.b. (2) Overcome by:                    | Theory #2.c. Carried out by a:                     |
| Evidence to support this theory                  | Evidence to support this theory                  |</p>
<table>
<thead>
<tr>
<th>Historical Question:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis:</td>
<td></td>
</tr>
<tr>
<td>Published Interpretation #1 on Historical Question:</td>
<td>Relevance to Your Thesis:</td>
</tr>
<tr>
<td>Citation for source of interpretation</td>
<td></td>
</tr>
<tr>
<td>Published Interpretation #2 on Historical Question:</td>
<td>Relevance to Your Thesis:</td>
</tr>
<tr>
<td>Citation for source of interpretation</td>
<td></td>
</tr>
<tr>
<td>Published Interpretation #3 on Historical Question:</td>
<td>Relevance to Your Thesis:</td>
</tr>
<tr>
<td>Citation for source of interpretation</td>
<td></td>
</tr>
<tr>
<td>Differences between Published Interpretations:</td>
<td></td>
</tr>
</tbody>
</table>
### Historical Question:

**What event is being investigated?**

<table>
<thead>
<tr>
<th>WHO (Victim)?</th>
<th>WHAT HAPPENED?</th>
<th>WHEN?</th>
<th>WHERE?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WHO DID IT (Suspect)?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HOW (Which theory?)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WHY (Motive)?</th>
</tr>
</thead>
</table>

### Thesis:

**What is the support for your argument?**

<table>
<thead>
<tr>
<th>Support #1</th>
<th>Support #2</th>
<th>Support #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because...</td>
<td>Because...</td>
<td>Because...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the source of this evidence?</th>
</tr>
</thead>
</table>

### How did geographical factors affect the following Aspects of the Historical Question?**

<table>
<thead>
<tr>
<th>Social</th>
<th>Economic</th>
<th>Cultural</th>
<th>Political</th>
</tr>
</thead>
</table>

### How do three published interpretations of the event relate to your thesis?**

<table>
<thead>
<tr>
<th>SOURCE #1: Brief Description</th>
<th>SOURCE #2: Brief Description</th>
<th>SOURCE #3: Brief Description</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SOURCE #1: How does it relate?</th>
<th>SOURCE #2: How does it relate?</th>
<th>SOURCE #3: How does it relate?</th>
</tr>
</thead>
</table>
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.

Researcizing 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.
Imagine the life of Meriwether Lewis after he completed the historic and famous expedition, which still bears his name. To think that he successfully traveled all that distance west and back 200 years ago. How well was he received upon his return? How did he adjust to life after the journey?

Why was he found dead only a few short years later?

Why did he die?

How did he die?

<table>
<thead>
<tr>
<th><strong>Engage</strong></th>
<th><strong>Explore</strong></th>
<th><strong>Explain</strong></th>
<th><strong>Elaborate</strong></th>
<th><strong>Evaluate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Read **The Mysterious Death of Meriwether Lewis**, a background information reading relevant to the death of Lewis. Print the worksheet linked below and answer questions to organize information gained through the above reading.

<table>
<thead>
<tr>
<th>The Mysterious Death of Meriwether Lewis</th>
<th>Student Worksheet: The Mysterious Death of Meriwether Lewis</th>
</tr>
</thead>
</table>

2. Explore three pieces of **testimony** relevant to the death of Lewis (linked below). Print the testimony worksheet and answer questions to organize information gained through the above reading.

<table>
<thead>
<tr>
<th>Major James Neely’s Letter, October 18, 1809</th>
<th>Alexander Wilson’s Letter, May 28, 1811</th>
<th>Gilbert Russell’s Public Statement, November 26, 1811</th>
</tr>
</thead>
</table>

Explore: Testimony Worksheet

3. Explore four **exhibits** relevant to the death of Lewis. Print the Exhibits Worksheet linked below and answer questions to organize information gained through the above reading.

<table>
<thead>
<tr>
<th>Exhibits 1-4</th>
<th>Student Worksheet: Exhibits</th>
</tr>
</thead>
</table>

4. Explore three theories relevant to the death of Lewis. Print the Theories Worksheet linked below and answer questions to organize information gained through the above reading.

<table>
<thead>
<tr>
<th>Engage</th>
<th>Explore</th>
<th>Explain</th>
<th>Elaborate</th>
<th>Evaluate</th>
</tr>
</thead>
</table>

1. Review the worksheets you have completed. Pay particular attention to possible connections between Theories and the information you have organized from the Prologue and Summary, Testimony, and Exhibits.

2. On your own sheet of paper, explain how Meriwether Lewis died using the theory you believe is:
   a. The cause of death for Meriwether Lewis.
   b. The suspect (who did it?)

Student Reading: Theories
Student Worksheet: Theories

<table>
<thead>
<tr>
<th>Engage</th>
<th>Explore</th>
<th>Explain</th>
<th>Elaborate</th>
<th>Evaluate</th>
</tr>
</thead>
</table>

1. Now, almost as if you were to write the first paragraph of an essay, connect your explanation with evidence to support your thesis.

2. Print the organization worksheet linked below and elaborate or expand on the explanation for your choice of theories above.

Thesis Organizer Worksheet

<table>
<thead>
<tr>
<th>Engage</th>
<th>Explore</th>
<th>Explain</th>
<th>Elaborate</th>
<th>Evaluate</th>
</tr>
</thead>
</table>

1. Write a formal business letter to the NATIONAL PARKS SERVICE in which your purpose is to express your support of the exhumation of Meriwether Lewis’ body for forensic analysis.


3. Enter your name, your school’s address (Note, “Province” also means state and “Postal Code” also means Zip Code.)

4. Enter all the appropriate information for “Step #2”, leaving the first name blank, using “Sirs” for last name, None or Other for Salutation, “Director” for recipient’s position, and “NATIONAL PARKS SERVICE” for organization. (Note, “Province” also means state and “Postal Code” also means Zip Code.)

5. The NATIONAL PARKS SERVICE mailing address can be found easily through a search on their web page – [http://www.nps.gov](http://www.nps.gov).
6. In “STEP #3: BODY OF LETTER,” your introduction paragraph, you will express your support (as a forensic scientist) to exhume Meriwether Lewis’ body in order to test the theories regarding his cause of death. Here, you will also indicate which theory you believe is most likely the correct one.

7. In “STEP #3: BODY OF LETTER,” your background paragraph, you will briefly summarize the date, location, the destination to where Lewis was traveling at the time, and why. Further, list the names of the people who were with him at his time of death. Next, hint at the variety of theories surrounding his cause of death.

8. In “STEP #3: BODY OF LETTER,” your summation and closing paragraph, you will write a final attempt to persuade the NATIONAL PARKS SERVICE Director to approve the exhumation you support. You will also thank the Director for reading your letter.

9. In “STEP #4: Choose a style for your letter,” select Style #2.

10. Click on “Create Cover Letter.” Button. Review the document you have created.

11. Click on “Edit” then “Select all.” Copy and paste into a word processing document (Microsoft Word.)

12. Set one inch margins by clicking “File,” then “page setup,” then “margins.

13. Save and print the document.

14. Complete the letter by writing your signature above your typed name.

15. Turn in the all the worksheets and other pre-write material generated in this activity and the letter to your teacher.
A responsible citizen can use historical thinking to develop thoughtful participation in a democratic society. To develop your thinking skills you will develop and support a thesis on a historical question based on your analysis of artifacts and historical narratives.

**Directions to Students**

**In a persuasive paper or presentation, you will:**
1) develops a thesis on a historical question that is supported by the analysis of specific artifacts and/or primary sources,
2) describe three differing published interpretations on the historical question that are relevant to your thesis, and
3) describe the interaction between geographic factors and the social, economic, and cultural aspects of the historical question.

**This model integrates two disciplines into one:**

The historical interpretation may take any of a variety of forms, e.g., essay, letter from or to a historical character, journal entries, newspaper article.
**BIG DEEP Rubric**

<table>
<thead>
<tr>
<th><strong>History EALR 1.2.3</strong></th>
<th><strong>History EALR 1.1.3b</strong></th>
<th><strong>Geography EALR: 3.2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and analyze major issues, people, and events in Washington State, U.S., and World History.</td>
<td>Compare competing historical narratives and analyze multiple perspectives.</td>
<td>Analyze how the environment and environmental changes affect people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4 Excellent</strong></th>
<th><strong>3 Proficient</strong></th>
<th><strong>2 Partial</strong></th>
<th><strong>1 Minimal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a clear and reasonable thesis on a historical question that is supported by the analysis of three (or more) specific artifacts and/or primary sources. Account contains no inaccuracies.</td>
<td>Develops a clear and reasonable thesis on a historical question that is supported by the analysis of two specific artifacts and/or primary sources. Account contains few or no inaccuracies.</td>
<td>Develops a clear and reasonable thesis on a historical question that is supported by the analysis of one specific artifact and/or primary sources. Account contains few or no inaccuracies.</td>
<td>Thesis on a historical question is attempted, without explicit references to artifacts or primary sources to support the thesis OR artifacts and/or primary sources do not support the thesis well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accurately describes</strong></th>
<th><strong>Accurately describes</strong></th>
<th><strong>Accurately describes</strong></th>
<th><strong>Accurately describes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>three (or more) differing published interpretations on the historical question that are relevant to the student's interpretation.</td>
<td>two differing published interpretations on the historical question that are relevant to the student's interpretation.</td>
<td>one or more of the following:</td>
<td>geographic factors AND without describing their interaction with any of the following:</td>
</tr>
<tr>
<td>- social aspects of the question</td>
<td>- social aspects of the question</td>
<td>- social aspects of the question</td>
<td>- social aspects of the question</td>
</tr>
<tr>
<td>- economic aspects of the question</td>
<td>- economic aspects of the question</td>
<td>- economic aspects of the question</td>
<td>- economic aspects of the question</td>
</tr>
<tr>
<td>- cultural aspects of the question</td>
<td>- cultural aspects of the question</td>
<td>- cultural aspects of the question</td>
<td>- cultural aspects of the question</td>
</tr>
<tr>
<td>- political aspects of the question</td>
<td>- political aspects of the question</td>
<td>- political aspects of the question</td>
<td>- political aspects of the question</td>
</tr>
</tbody>
</table>

* Historical question could address the causes and/or effects of an event, characteristics of a time period, and the validity of a historical claim.