THE LEWIS AND CLARK EXPEDITION

Teacher Activity Guide

Grades 3-5



Jefferson National Expansion Memorial Division of Museum Services and Interpretation 11 North Fourth Street St. Louis, Missouri 63102 (314) 655-1700

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THE LEWIS AND CLARK EXPEDITION

PROGRAM DESCRIPTION

This forty-five minute museum program focuses on the different aspects of the "Corps of Discovery," commonly referred to as The Lewis and Clark Expedition. Occurring during the beginning of the nineteenth century, from 1804-1806, the expedition was sent out by President Thomas Jefferson to explore the Missouri River and find a suitable commerce and transportation route to the Pacific Ocean. This well known trip across the western United States was the first exploration of the newly purchased Louisiana Territory and began the busy period of our country's westward expansion.

Upon arrival at Jefferson National Expansion Memorial, the park ranger assigned to your program will divide your group into task groups and randomly assign each student a name of one of the actual expedition members—as described in "The Museum Experience" section of this Teacher Activity Guide (TAG). This will prepare them for the program in the museum in which each "task group" will make decisions based on the experiences of the Corps of Discovery.

In addition to the interactive activity, the park ranger will use museum exhibits, including photomurals, the beaver pond, the bison, replica items from the living history collection, and mounted pictures to present a more thorough picture of the Corps of Discovery and their mission of exploration. Teachers and students are then encouraged to use POST-VISIT ACTIVITIES suggested in this guide to complete the program package.

CURRICULUM OBJECTIVES

The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this program and guide.

- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Construct and analyze timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- Construct basic maps and locate specific features. (ILS 4.B, 17.A; MAP 1.8, 2.1; NCSS IIIb)
- Explore career opportunities in national parks. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify and analyze responsibilities of given occupations. (ILS 18.B; MAP 1.10; 4.8; NCSS VIIe)
- Identify a cause of the westward expansion of the United States. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)
- Identify and analyze changes in transportation. (ILS 16.A; MAP 1.8, 2.7; NCSS IIc; NSH 2G)
- Interpret basic needs. (ILS 16.A; MAP 2.3; NCSS Ia; NSH 3C)
- Understand and analyze events shaping the history of the United States. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)

ILS: Illinois Learning StandardsMAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (REQUIRED)

SCIENCE/VISUAL/SPATIA

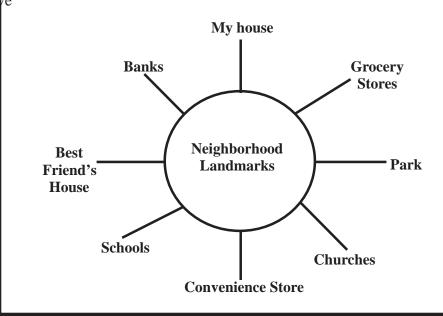
Jsing the little available knowledge of the West knowl at that time and the advice of the American Indians, Lewis and Clark were able to successfully make it to the Pacific Coast. Their expedition through the American West took them across grasslands, over mountains, down rivers, and finally to the Pacific Ocea Make a mobile of the differen terrains the Corps crossed and the animals they might have encountered during their expedition. Have the students write a brief description of the area/animal on the back of the picture.

FOLLOW THE RIVER UPSTREAM

Many explorers of the nineteenth century, like those before, sometimes lacked even the simplest maps. If someone else had traveled into an area before them, they could talk to that person, or read notes, journals, or maps they made during their trip. Lewis and Clark consulted early maps and notes of previous explorers, but they had to use other sources too, to make it to their destination. As they traveled on the rivers they interacted with American Indians who advised them to look for certain landmarks which could guide them along the way.

WORD WEB ACTIVITY

The visit to the Museum of Westward Expansion will focus on different aspects of the Lewis and Clark Expedition. Maps and landmarks were important to the group and made it possible for them to get to the Pacific Ocean. Divide students into pairs. Using a word web, have students brainstorm "Neighborhood Landmarks."

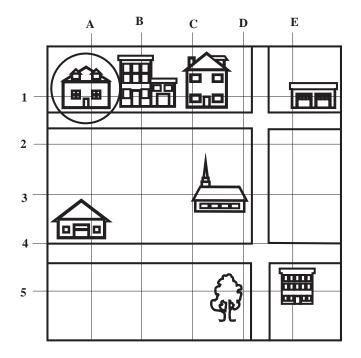


MATH/LOGICAL

If it is 9 miles from your house to your school, how many feet is that equal to? (5,623 ft = 1 mile) How many kilometers is that eequal to? (1 km = 0.62137 miles)

COOPERATIVE LEARNING MAP ACTIVITY

Using this information, have one student in each pair draw a basic map (including a map legend) of their neighborhood on an 8 1/2" x 11" piece of paper indicating where their house is and special landmarks around it, such as churches, schools, gas stations, and banks. The second student should draw a grid on the map to indicate blocks, and important city or county streets and roads. See the example below. In round robin fashion, have each pair present their maps to the class.







House









Building





EXPLORATION AND **ENRICHMENT**

When the Corps of Discovery returned through what is now the state of North Dakota. John Colter, one of the expedition members, asked to leave the group and became a mountain man. As he returned westward, he encountered some strange natural features in an area which later became Yellowstone National Park. Have your class look at a map of Wyoming and Montana in an atlas. Locate Yellowstone and identify differences in the landscape there from where they live (plants, animals, terrain, ets.). For further information. such as a brochure and park map, see page 20 in the Appendix. www.nps.gov/yell/

Did You Know?

Clark's map was accurate within 40 miles.



PRE-VISIT ACTIVITY #2 (suggested)

S C I E N T I F I C / NATURALIST

Lewis often preserved plant specimens he sent back to Washington, D.C.. Take three leaves from the same plant. Place one leaf between two pieces of wax paper and then between two books. With the second leaf, dip it in rubbing alcohol and set on wax paper. Leave the last leaf out to dry. The next day observe the three leaves. Record your observations. Which method of preserving plants preserves the specimen the best? How important is the initial description that goes along with the specimen?

DUGOUTS, KEELBOATS, AND HORSES

To the Corps of Discovery the river was like a highway, a means of getting to the next day's destination. The keelboat, pirogues, dugouts, and later horses were the vehicles they used to transport themselves and their supplies to the Pacific Ocean.

CRITICAL THINKING

During your visit to the Museum of Westward Expansion, you will see pictures of the types of transportation used by the expedition and will learn how they were used. Before steam or gasoline engines were invented, how did people get from one place to the next? How are these ways better or worse than transportation today? Discuss with the class how transportation has changed from the 1800s to the 1900s. What are the pros and cons of river travel versus land travel?

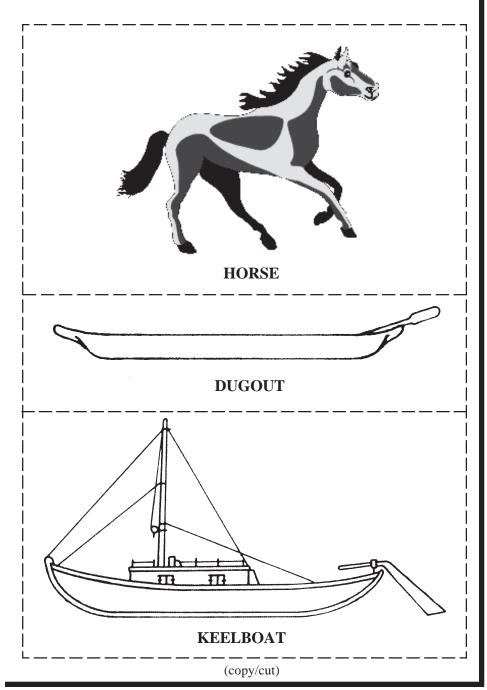
COLLABORATIVE K-W-L-S STRATEGY

Arrange students into three groups. Using the three pictured examples on the adjoining page, assign a picture to each group. Have each group member complete a K-W-L-S analysis of the picture on a piece of paper. They should write what they already KNOW about the mode of transportation and what they WANT to know about it. Each member should then share this information with their group. Next, have each member write what they LEARNED about the mode of transportation and what they STILL want to know. Using the overhead projector or chalkboard, conduct a K-W-L-S analysis of all three modes of transportation with the entire class. Follow with a discussion. Which mode is easiest to use? How much and what kinds of things can each carry? How do they move from one place to another? What are the good and bad points? (Note: The first steam powered boat to come to St. Louis was the "Zebulon Pike" in 1817.)

PICTURE

Did You Know?

Trappers and tradders at the time of Lewis and Clark used turpentine or gun powder to preserve animal specimens, and therefore it is thought that Lewis and Clark employed similar techniques.



EXPLORATION AND ENRICHMENT

Golden Spike National Historic Site in Utah (www.nps.gov/gosp/), and Steamtown National Historic Site in Pennsylvania (www.nps.gov/stea/) tell the story of the railroad industry. Salem Maritime National Historic Site in Massachusetts (www.nps.gov/choh/) focus on the history of sea travel, commerce, and barge transport on a canal near the Potomac River. Your class may want to write to these national parks and request a park brochure. See the Appendix, page 20 for more information. Have students draw pictures and write about their favorite type of transportation.

TOXIC SYMBOL

(signs/warnings/poison01) or (signs/warnings/s4)

ART/VISUAL

The methods used for preserving animal specimens during that period involved toxic substances. Create your own symbol that would warn people of the toxicity of the specimen.



PRE-VISIT ACTIVITY #3 (REQUIRED)

MY FAMILY CAMPING TRIP

The Corps of Discovery had to do much planning prior to their departure from Wood River, Illinois on May 14, 1804. Men had to be recruited, the boats had to be built, food and supplies purchased, and some basic parts of the trip had to be planned ahead of time, so the journey would run smoothly as they made their way west.

Did You Know?

Lewis had intense scientific training before going on the expedition and took along botany books to help identify plants during the expedition.

CRITICAL THINKING AND COOPERATIVE LEARNING ACTIVITY

Divide your class into groups of six students equipped with pencil and paper. Have each student number off within groups, so that each student is a 1, 2, 3, 4, or 5 and a secretary. Have each group pretend they are a family preparing to take a camping trip. The secretary will be in charge of writing for the family. Make copies of the word web on the adjoining page for the secretary to use. Each "family" should think of the different types of things they will need for the camping trip. Corresponding to the numbered students, assign each member of the "family" one of the following questions to answer:

- Where will they sleep?
- What will they eat?
- How will the food be cooked that needs to be cooked?
- If cooking is done around a fire, what will be needed to make it and get it started burning?
- How will they travel to their camping location?

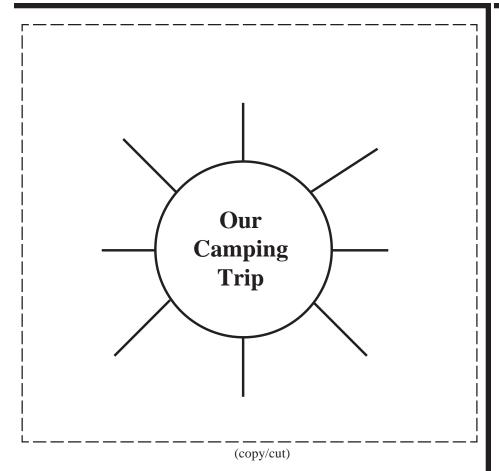
The secretary should write the ideas and answers on the word web. When all the "families" are finished planning their trip, they must make sure that every member of the family knows all of the details of their trip. Call out a number from 1 through 5 in each group and only that "family" member can present their "family" camping trip to the class.

PICTURE OF TENT

ALREADY SCANNED

MATH/LOGICAL

If one person ate 2 lbs of meat per day, how much meat (in lbs) would the Corps (group of 33) have eaten in 1 month? in 6 months? in 12 months? in 28 months?



INTERVIEWING ACTIVITY

Have each student in the class conduct an interview with a parent or grandparent about a vacation they took in the past. Find out and write down where the person traveled, how they traveled there, why they were going on a trip, and whether any unexpected problems happened during their trip. Remember these three bits of advice when taking a trip anywhere:

- (1) Be Prepared! (Boy Scout Motto)
- (2) "Better to have it and NOT need it, than NEED it and not have it."
- (3) "Expect the unexpected."

SCIENCE/INTERPERSONAL

Lewis and Clark had no refigerators or freezers to preserve their food. They dried fruits and meats or packed the meat in salt to preserve it for future use. When they ran out of salt, where could they get more? (Hint: It covers about two-thirds of the Earth's surface.) How would they go about obtaining it?

EXPLORATION AND ENRICHMENT

Before Meriwether Lewis was chosen as one of the leaders for the expedition, he served as President Thomas Jefferson's personal secretary. For more information on his journals and how the Corps of Discovery camped during the winter of 1805-1806, contact Fort Clatsop National Memorial (www.nps.gov/focl/). See Appendix, page 21. Have students compare their "family" camping trip to the Corps of Discovery.

SALT WORKS IMAGE HERE!!!



THE MUSEUM EXPERIENCE

SCIENCE/ KINESTHETIC

Take a turkey leg bone that has been set out overnight to dry. Press the bone into some clay; discard the bone. Then pour some plaster of Paris into the mold and let set to dry overnight. The next day remove the clay from around the mold. You will discover your new fossil!

Picture of pleiosaur (\Prehist\wateer\plesiosa) or (\Prehist\water\Plesios2)

TRAVELING WITH LEWIS AND CLARK

Upon arrival, register your group at the Information Desk, review Museum Manners with your students, and proceed to the entrance of the Museum of Westward Expansion. There you will meet the park ranger assigned to your program.

COOPERATIVE LEARNING ACTIVITY

Each student will randomly choose a name that will identify them as one of the members of the expedition. After each student takes a name, they will be placed into one of five groups. The ranger will then randomly choose a work task for each group, such as: hunting, transportation, shelter, clothing, and tribal relations. Each group will discuss their task and what they will need to do during the journey to make it a success. What are some of the "tools" they will need to accomplish their task, and how easy or difficult will their task be?

DEBRIEFING

The park ranger will further discuss and explain the importance of the work tasks.

INTERPRETIVE PROGRAM

Using the museum exhibits and photomurals, the park ranger will present an interpretive program focusing on the challenges, difficulties, and adventures that the expedition faced on their journey to the Pacific Ocean.

MATH/LOGICAL

The keelboat that the expedition used from Wood River, Illinois (Camp DuBois) to Fort Mandan in North Dakota was 55 feet long. Using the metric system, have students calculate how many meters long the boat was. How many people might have traveled in one boat?

HANDS-ON OBJECTS

The park ranger will provide objects for your students to touch and smell.

VISUALS

Mounted photographs, maps, and the museum photomurals will provide further multisensory exploration.

VOCABULARY WORDS

buckskin - The skin or hide from the male deer.

cordelling - A way of moving a boat upriver by pulling it with a rope. **expedition** - An important journey or trip made for a specific purpose.

flintlock - A type of musket or rifle that uses flint and steel to make a spark which makes it fire the bullet.

fort - A place where soldiers live and work.

moccasins - Shoes made out of animal skin, usually from a buffalo or deer.

native - That which is or has to do with the place where one was born. **peace medal** - A small minted medal given to the American Indians as a sign of alliance, token of friendship, or reward.

pirogue - A dugout canoe.

EXPLORATION AND ENRICHMENT

Have students name five types of tools a maintenance worker would need to do his or her job. Have each student draw their five choices and then explain how each tool is used or what it is used for.

LANGUAGE ARTS/INTERPERSONAL

Use storytelling to relate an event during the expedition using the name tags. Have the individuals involved in the event relate their emotions during the situation and tell their part of the story.



POST-VISIT ACTIVITY #1 (suggested)

CAREER REVIEW

Landscape architect–In addition to national parks, many places use landscape architects to help them plan how different areas will look. Golf courses, amusement parks, and individual homeowners might hire landscape architects to plan surrounding layouts for their special needs. Good landscaping can make some places more attractive, help cut down on "noise pollution," and provide good water drainage when it rains. What is the landscape like around your school, and how could it be improved?

FOLLOW THE RIVER DOWNSTREAM

As the Corps of Discovery began their journey back to St. Louis, most of the trip took them back down the Missouri River, this time flowing with the current. The maps they made on their way to the Pacific were used to lead them back across the mountains, over the Great Plains, and toward the source of the Missouri River, which was their "water highway" back home.

COOPERATIVE LEARNING ACTIVITY AND VENN DIAGRAM

To learn how to make maps for the expedition's route, William Clark studied cartography (the study and production of maps). If the maps were not accurate, the group might get lost as they followed them back home.

Have students regroup into the SAME pairs from PRE-VISIT ACTIVITY #1 and review their neighborhood landmark maps. Join two groups of pairs to form groups of four students. Within each group, exchange maps, and with the help of an adult have students travel to each other's neighborhoods locating each other's homes, streets, and nearby landmarks. Compare the map to the actual landscape.

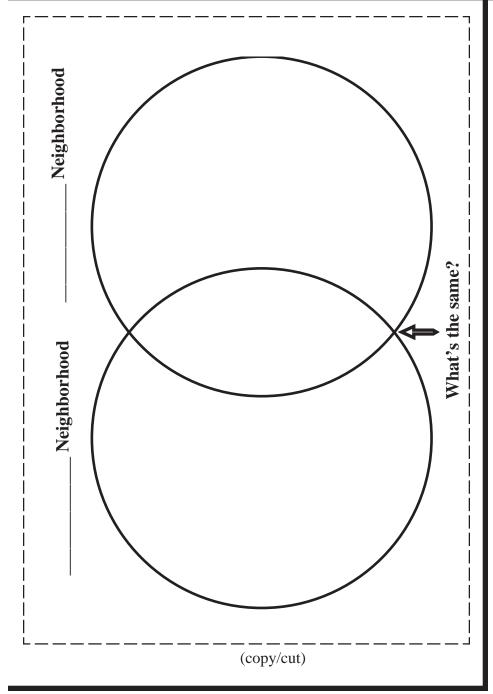
Copy and cut the Venn diagram on the following page and have the groups cooperatively work together to compare and contrast their neighborhoods. Make sure each member of the group is prepared to present their findings to the class. Randomly appoint a spokesperson from each group to share with the class.

EXTENSIONS ACROSS THE CURRICULUM—LANGUAGE ARTS

The Corps of Discovery traveled through many different areas on their trip. Today, those areas fall within eleven different states. Visit the library, research and study about one of the states they went through on the expedition. Write a report about the kinds of things they would have seen there.

MATH

The keelboat that the expedition used from Wood River, Illinois (Camp DuBois) to Fort Mandan in North Dakota was 55 feet long. Using the metric system, have students calculate how many meters long the boat was.



EXPLORATION AND ENRICHMENT

There are many historical sites in the United States which are connected with the Lewis and Clark Expedition. The National Park Service maintains the following:

- Jefferson National Expansion Memorial, MO
- ■Knife River Indian Villages National Historic Site, ND
- ■Nez Perce National Historic Park, ID
- ■Fort Clatsop National Memorial, OR
 Have students plan an imaginary vacation to these national parks.
 These four sites fall along the Lewis and Clark National Historic Trail, which includes 4,500 miles of water routes, planned trails and marked highways.
 For more information, see page 21 in the Appendix.

SCIENCE

Lewis and Clark had no refrigerators or freezers to preserve their food. They dried fruits and meats or packed the meat in salt to preserve it for future use. When they ran out of salt, where could they get more? (Hint: It covers about two-thirds of the Earth's surface.)

ART AND MUSIC

Lewis and Clark kept journals during their two year, four month journey. In addition to writing, they also drew pictures of animals they saw. Have students look in an encyclopedia and find a bison, prairie dog, salmon, and Rocky Mountain goat. Draw pictures of these animals and where they live.



POST-VISIT ACTIVITY #2 (suggested)

CAREER REVIEW

Tram engineer-

National parks are only one place where engineers are employed. Some engineers work in factories while others are involved in construction and bridge design. The type of "engineer" most people relate to is the person who drives a locomotive or train. If there is a train station or depot in your area, arrange to meet with an engineer to learn more about train transportation.

FLATBOATS, STEAMBOATS, AND WAGONS

After the Corps of Discovery traveled to the Pacific Ocean and back, they brought with them news of the sights they had seen and of the American Indians they met. Soon news spread about the large amount of beaver that were living in the mountains out west and people were eager to discover for themselves what "riches" they could find. The rush to settle the west was beginning, and the rivers and land could lead people there.

CONFLICT RESOLUTION ACTIVITY

Imagine yourself living back at the time when the Corps of Discovery took their trip. When they returned, you began hearing about all the new things they discovered on their journey. You are eager to head out west, but what opportunities would be open to you once you arrived? How might you travel to your destination? Divide the class into six different groups and assign one of the students of your class to be the moderator. Assign each group to one of the settlers on the following page. Each group should discuss their role, how it might affect the other settlers, and cooperatively work together to find a way to settle the west peacefully. As a result of your work, decide what effect each group would have on the land and on the American Indians already living there.

EXTENSIONS ACROSS THE CURRICULUM—LANGUAGE ARTS

Encourage students to keep a journal or diary of their daily activities and life at home and at school. Stress the importance of written records to learning more about history, and what it might mean to us later in life.

MATH

The Lewis and Clark National Historic Trail is 7,200 kilometers long one way. Have students calculate its distance in miles if 1 kilometer equals 0.62137 miles.

CONFLICT RESOLUTION: WESTERN SETTLEMENT

GOLD MINER

I want to travel to the Dakota Territory or to California where I can mine for gold and hopefully find my fortune. They say there's gold in them there hills!

FARMER

| I want to build a farm on the | Great Plains. They say there is | plenty of "elbow room" out | there. The soil is tough, but the | land is cheap and there's a lot of | it.

MOUNTAINMAN

Since those beaver top hats are in such demand these days, I want to become a trapper. I'll be able to live in the mountains, where I can be my own boss.

SOLDIER

My job is to protect people from unfriendly Indian tribes in the west. I'll be stationed at a fort on the Great Plains out in the middle of nowhere.

PIONEER

My family and I are loading everything we own into our prairie schooner wagon and planning to follow the Oregon Trail. Reports are that Oregon has plenty of fertile farm ground. They call it the land flowing with milk and honey.

COWBOY

Meat is scarce back east and up north. There are lots of jobs herding longhorns from Texas to Kansas, Nebraska, Wyoming and Missouri where they can be put on railroads and shipped.

(copy/cut)

SCIENCE

While traveling across the Great Plains on the Missouri River, the expedition had little wood for their campfires, so they depended on "fuel" from a source known as "Tatanka." Research and discover the English name of this source and the fuel it provided. (Hint: This animal was important to the American Indians.)

ART AND MUSIC

Create a diorama of a typical riverside camp that the expedition might have setup as they moved along the river. Include the boats, river, camp, and what the land and terrain might have looked like. Also include the animals that would live there that might provide food for the group.

EXPLORATION AND ENRICHMENT

Engineering requires study in science and math and attention to important details. There are many different kinds of engineers including: mechanical, industrial, civil, metallurgical (metals), ceramic, mining, chemical, and electrical. Research one of the types of engineers and their career. Invite a local engineer (perhaps a parent) to come to your class for a visit and discuss their iob.



POST-VISIT ACTIVITY #3 (suggested)

CAREER REVIEW

Secretary–National parks are just one of many employers of secretaries. Many different types of places, such as doctor's offices, stores, corporations, and companies have secretaries to handle a lot of the business, paperwork and office information. Talk with your school secretary and find out what types of duties he or she performs every day to keep your school running smoothly.

MY FAMILY FOLLOWS THE CORPS OF DISCOVERY

As the Corps of Discovery slowly traveled across the Great Plains, through the Rocky Mountains, and down the rivers to the Pacific Ocean, they would stop and pick a spot to make camp at the end of each day. It was a continual camping trip from beginning to end over a two year period, except when they stopped for the winter and built forts for shelter.

COOPERATIVE LEARNING MAPPING ACTIVITY

Divide your class into the same "family" groups they were in for MY FAMILY CAMPING TRIP in PRE-VISIT ACTIVITY #3. Make copies of the United States Lewis and Clark Expedition Map provided in the Appendix, page 22 and give each "family" a copy. With the help of state maps in an atlas or with a classroom "pull-down" map, have each of the "families" locate the following important Corps of Discovery stops and camping spots. Each "family" member should locate two of the sites and the secretary should mark each location with the corresponding number that is next to it. As in PRE-VISIT ACTIVITY #3, use the "Numbered-Heads Approach" to call a number from each group and share their findings with the entire class.

- 1. Camp DuBois (Wood River, Illinois-near the confluence of the Mississippi and Missouri Rivers)
- 2. St. Charles, Missouri
- 3. Floyd's Bluff (near Sioux City, Iowa)
- 4. Fort Mandan (near Bismarck, North Dakota)
- 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)

EXTENSIONS ACROSS THE CURRICULUM—LANGUAGE ARTS

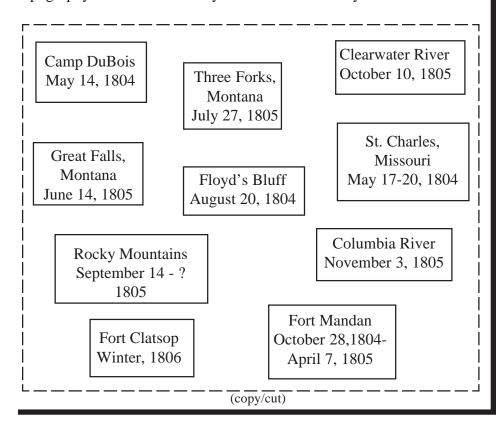
Sign language was important to the expedition to be able to communicate with the American Indians they met. Learn some basic sign language and have each student spell out his/her name by signing it.

MATH

The expedition provided rations of whiskey to each member in a measurement of "gills." (pronounced "jills") Have students research in your school library to discover how many gills it takes to equal one (1) pint.

TIMELINE ACTIVITY

We know where the members of the expedition traveled and what they did on a daily basis by reading the daily entries in their journals. Just about every evening after they had stopped for the day and made camp, Meriwether Lewis and William Clark would write down information about the day's trip and activities. Have each group create a timeline of the journey using the places and dates in the boxes below. Copy and cut the graphic below (one for each group). Each group may then use the boxes and information to create their own timeline. Encourage students to include drawings, magazine or catalog clippings which represent those places and/or events that would have happened there. Consult a relief map of the United States to get an idea of the topography and locations that you will include with your timeline.



EXPLORATION AND ENRICHMENT

There are many different places or things in the western part of the United States named by the members of the Lewis and Clark Expedition. Have students find some of the rivers, creeks, and towns that were named after the expedition. Have the school librarian help students find a variety of books on the Corps of Discovery that will help to identify some of them. Have students plan a community celebration for the 200th anniversary of the Lewis and Clark Expedition.

SCIENCE

During their journey, the Corps of Discovery encountered a sometimes ferocious animal whose Latin name is "Ursus arctos horribilus." Name the animal and where you can see one today. (HINT: This animal can be seen on the Missouri state seal and flag.)

ART AND MUSIC

What types of musical instruments might some members of the expedition have brought with them for entertainment during their trip? Have students plan a Lewis and Clark Day, complete with music, food, dance, and other activities.



PRE-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on this park, call or write:

Yellowstone National Park National Park Service P.O. Box 168 Yellowstone National Park, WY 82190 (307) 344-7381

PRE-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on these parks, call or write:

Golden Spike National Historic Site P.O. Box 897 Brigham City, UT 84302 (801) 471-2209

Steamtown National Historic Site 150 South Washington Ave. Scranton, PA 18501-1280 (717) 340-5200

Salem Maritime National Historic Site Custom House - Derby Street Salem, MA 01970 (508) 740-1660

Chesapeake and Ohio Canal National Historical Park P.O. Box 4 Sharpsburg, MD 21782 (301) 739-4200

PRE-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on this park, call or write:

Fort Clatsop National Memorial Route 3, Box 604-FC Astoria, OR 97103 (503) 861-2471

POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on these parks, call or write:

Jefferson National Expansion Memorial 11 North 4th Street St. Louis, MO 63102 (314) 655-1700

Knife River Indian Villages National Historic Site P.O. Box 9 Stanton, ND 58571 (701) 745-3300

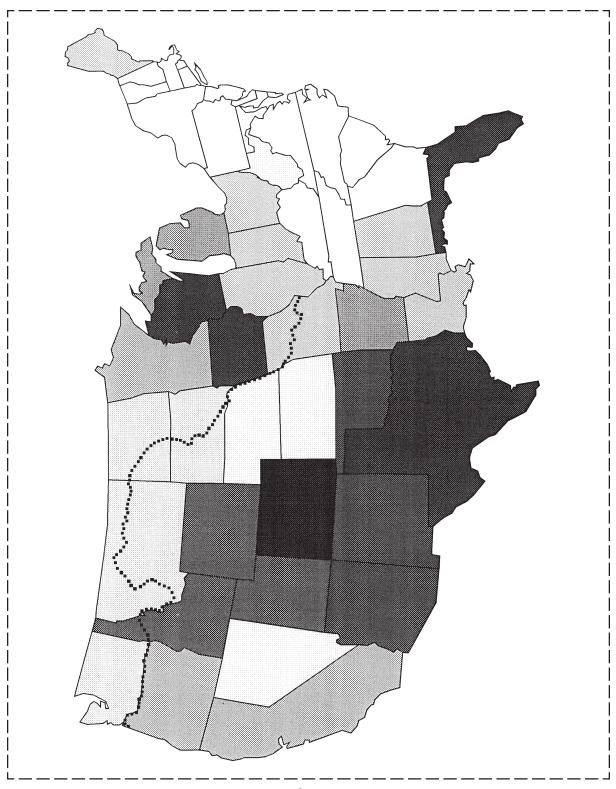
Nez Perce National Historical Park P.O. Box 93 Spalding, ID 83551 (208) 843-2261

Fort Clatsop National Memorial Route 3, Box 604-FC Astoria, OR 97103 (503) 861-2471

Lewis and Clark National Historic Trail National Park Service 700 Rayovac Drive Suite 100 Madison, WI 53711 (608) 264-5610

APPENDIX

POST-VISIT ACTIVITY #3 Critical Thinking/Cooperative Learning



(copy/cut)



PARK RANGERS RECOMMEND THESE BOOKS:

For Younger Readers:

Blumberg, Rhoda. <u>The Incredible Journey of Lewis and Clark</u>. New York: Lathrop, Lee and Shepard Books, 1987.

Cobblestone Magazine - The History Magazine for Young People. <u>The Lewis and Clark Expedition</u> 1804-1806. September 1980, Volume #1 - #9.

McGrath, Patrick. <u>Turning Points In American History: The Lewis and Clark Expedition</u>. Morristown, New Jersey: Silver Burdett Company, 1985.

Murphy, Dan. Lewis and Clark: Voyage of Discovery. Las Vegas, Nevada: KC Publications, 1977.

For the Teacher:

Betts, Robert B. <u>In Search of York: The Slave Who Went to the Pacific Ocean with Lewis and Clark.</u> Boulder: Colorado Associated University Press, 1985.

Cutright, Paul R. <u>Lewis and Clark: Pioneering Naturalists</u>. Urbana: University of Illinois Press, 1969.

DeVoto, Bernard. The Course of Empire. Boston: Houghton Mifflin, 1952.

Lavender, David. The Way to the Western Sea. New York: Harper and Row, 1988.

Moulton, Gary E. ed. <u>The Journals of the Lewis and Clark Expedition</u>. Lincoln: University of Nebraska Press, 1983.

Note: Many of these books are available through the Jefferson National Parks Association. For more information call: (314) 231-5474 or (800) 537-7962.



ADDITIONAL RESOURCES

Museum Gazettes "The Louisiana Purchase"

"William Clark: The Red-Headed Chief"

"Explorations with a Microscope: The Great

Western Geological Surveys"

Jefferson National Expansion Memorial

11 North Fourth Street St. Louis, MO 63102

(314) 655-1700

Site Bulletins "The Lewis and Clark Expedition"

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