

National Park Service  
U.S. Department of the Interior

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102



# Lewis and Clark Expedition

## *Teacher Activity Guide*

### Grades 7-8







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# THE LEWIS AND CLARK EXPEDITION

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## PROGRAM DESCRIPTION

This forty-five minute student centered program focuses on the importance and effects of the Lewis and Clark Expedition. President Jefferson instructed the expedition to explore the Missouri River and its primary tributaries to find a water route across the continent to the Pacific Ocean for the purpose of commerce. Was it considered successful and what were the long term effects?

In searching for answers to these questions, students will:

- examine the geography, climate, and resources of the land;
- review the goals, objectives, and instructions given to the expedition;
- evaluate the accomplishments of the expedition;
- analyze changes which occurred to the people and cultures of the land, the uses of the land, and the environment as a result of the expedition;
- consider the interests of Great Britain, France, Spain, and the United States in the lands west of the Mississippi River.

Upon arrival at Jefferson National Expansion Memorial, a park ranger will take your group into the Museum of Westward Expansion. Students will use topographical maps, pictures, quotes from the Lewis and Clark journals, items from the living history collection, field guides, and museum exhibits to recreate the expedition.

Teachers and students are then encouraged to use POST-VISIT ACTIVITIES suggested in this activity guide to complete the program package.

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## 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)
- Describe and compare major ideas, beliefs, values, and attitudes of people of different cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- Describe the ways geography influences culture. (ILS 17.C; MAP 1.6)
- Examine issues from multiple perspectives. (ILS 16.A; MAP1.6; NCSS Ia, IIe, IIIh; NSH 3G, 5A)
- Explore career opportunities at national parks. (ILS 18.B; MAP 4.8)
- Identify causes of westward expansion. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)
- Identify causes, consequences, and sequences of historical events and developments in American history. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 1A, 3E)
- Identify factors that have caused changes throughout the history of various cultures. (ILS 16.A, 18.C; MAP 1.6; NCSS IIb; NSH 3E)
- Identify ways people have adapted to and affected the environment. (ILS 16.E; MAP 1.6; NCSS Id, IIIi)
- Locate places and draw conclusions using maps. (ILS 17.A, 17.C; MAP 1.4; NCSS IIIb, NSH 2F)

ILS: Illinois Learning Standards  
MAP: Missouri Assessment Program  
NCSS: National Council for the Social Studies  
NSH: National Standards for History



## PRE-VISIT ACTIVITY #1 (REQUIRED)



**Did you know...** that Meriwether Lewis took his Newfoundland dog Seaman on the expedition? Seaman made the entire trip with the Corps and is credited with waking the members when a bison entered the camp and almost trampled them.



**ART AND MUSIC**  
Many of our classes have a diverse cultural population. Ask your students to bring a culturally distinctive piece of music to play to the class and let them experience this diversity.

### ORGANIZING THE EXPEDITION (REQUIRED)

President Jefferson appointed Lewis and Clark as co-captains of the expedition to carry out his instructions. Lewis and Clark organized the expedition into squads. For the museum program, organize your students and adult chaperones into the following four squads. Assign each person to one of the names listed below.

**Squad #1:**  
**Sgt. Patrick Gass**  
Hugh McNeal  
Reubin Field  
John B. Thompson  
John Newman  
Richard Windsor  
Joseph Field  
Jean Baptiste LePage  
William Clark

**Squad #2:**  
**Sgt. John Ordway**  
William Bratton  
John Colter  
Moses B. Reed  
Alexander Willard  
William Werner  
Silas Goodrich  
John Potts  
Hugh Hall  
Meriwether Lewis

**Squad #3:**  
**Sgt. Nathaniel Pryor**  
George Gibson  
George Shannon  
John Shields  
John Collins  
Joseph Whitehouse  
Peter Weiser  
Pierre Cruzatte  
Francis Labiche  
York  
Sacagawea/Jean Baptiste/Toussaint Charbonneau  
George Drouillard

**Squad #4:**  
**Cpl. Richard Warfington**  
Robert Fraser  
John Boley  
John Dame  
Ebenezer Tuttle  
Isaac White

Copy the Instruction Cards and Nametags from the Appendix, pages 36-48. Have each squad review and discuss their instructions for the expedition (museum program).

### SOURCE DOCUMENT ANALYSIS (Optional Activity)

Lewis and Clark did not merely decide one morning to explore the Missouri River. For some time, President Thomas Jefferson and others regarded a water route across North America as a means for acquiring political and commercial control of the continent. To find that route would be the first step toward building a continental nation. To assure the expedition understood its purpose and objectives, President Jefferson gave Lewis and Clark written instructions. The letter of June 20, 1803, begins on page 28 in the Appendix. Advanced students might analyze and interpret its meaning in today's language.

## CRITICAL THINKING AND COOPERATIVE LEARNING (Optional Activity)

Assign each squad two of the following topics. They should research these topics in relation to the Missouri River and as members of the Corps of Discovery. Using the “Numbered-Heads Approach” have each student number off within groups, so that each student is a 1, 2, 3, 4, or 5 and a secretary. Have each squad share their information with the class.

- navigation and observations of geography
- documentation
- study/knowledge of indigenous people
- plants, animals, and physical resources
- climate
- expedition’s relationship with indigenous people
- communication with home
- method for returning home



Missouri Department of Natural Resources Photo



## ART AND MUSIC



Many popular songs, like “Ol’ Man River” and “This Land Is Your Land,” express feelings about a homeland. Divide your class into groups, have each group find a song with such sentiments, research the history behind the song, and explain its meaning to the class.

## EXPLORATION AND ENRICHMENT

Missouri National Recreational River preserves two free-flowing reaches of the river as known to the Corps of Discovery. To contact Missouri National Recreational River for more information, see Appendix, page 26.



## PRE-VISIT ACTIVITY #2 (suggested)



**Did you know...**  
many of the corps members were paid in land as well as money after the expedition?

### HOW DOES THE LAND SHAPE US?

Geography - the study of the earth and its features and of the distribution of life on the earth, including human life and the effects of human activity (*American Heritage Dictionary, Second College Edition*). In essence, exploring and recording the geography of the land was the objective of the Lewis and Clark Expedition. Geography is the natural and/or physical shape of the land, and the role it plays in the development of people's lifestyles, social customs, political events and the economy.

### HIERARCHICAL ORGANIZER

Geographers have actually divided their field into two categories, physical geography and cultural geography. To begin to understand all the considerations of this field of study, have students consider the geography of the St. Louis metropolitan area (or their own community). Divide your class into groups and have each complete the hierarchical organizer on the opposite page. After they have completed their study of the St. Louis area, have the class compare their charts. Then encourage students to complete an organizer on the area west of the Mississippi.

### CRITICAL THINKING/MAPPING ACTIVITY

Using a map of the United States, have each group trace the following rivers: **Mississippi, Ohio, Illinois, Tennessee, Missouri, Platte, and Arkansas**. In addition, have them locate on the map the following cities: **Pittsburgh, Cincinnati, Louisville, Paducah, Nashville, Vicksburg, Memphis, Wichita, Tulsa, Little Rock, Omaha, and Kansas City**.

- What does this map tell you about the uniqueness of St. Louis' geography?
- How was St. Louis affected by its geography?
- What does the map tell you about St. Louis' role in westward expansion?

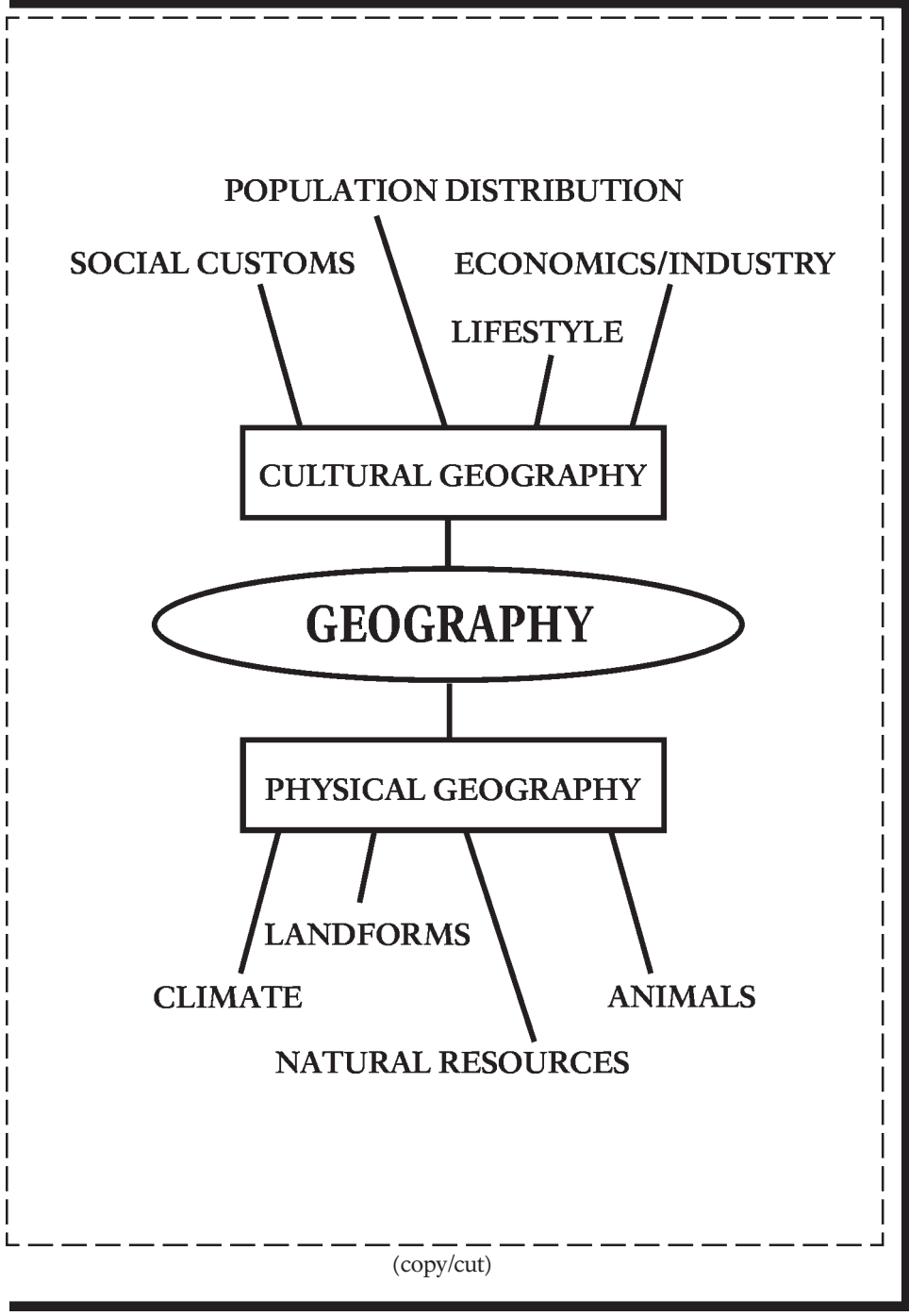
### MATH



Early explorers used sextants and transit instruments. Have students research what these instruments measure. When you take readings using the instruments, do you add, multiply, or divide your readings; or do you use some combination of each of these operations?







**EXPLORATION AND ENRICHMENT**

The gray wolf prowled the ecosystem of Yellowstone National Park at the time of the Corps of Discovery. By the 1970s, this species was gone. In 1995, wolf re-introduction to Yellowstone had begun. To learn if it was successful and more about our first national park, use the contact information on page 26.



**SCIENCE**

Europeans were very fond of the spices found in the markets of the Far East. The spices helped improve their bland diets and preserve food. Have students choose a spice, explore its country of origin and how it appears in its natural form.





## PRE-VISIT ACTIVITY #3 (suggested)



### **Did you know...**

William Clark's completed map of the expedition's route was accurate to within 40 miles?

### **AN INVASION OF CULTURES**

When Lewis and Clark crossed the continent, many communities were already established where they traveled. Upon contact with the Euro-Americans, the lives of these indigenous people (American Indians) were changed. The Westward Expansion that followed the Expedition not only disrupted, but often removed these indigenous settlements and cultures.

### **PHOTO ANALYSIS**

Following President Jefferson's instructions, the commanding officers kept journals. At least seven journals exist today. Patrick Gass' journal was the first to be published in 1807. He wrote, "The best authenticated accounts informed us that we were to pass through a country possessed by numerous powerful and warlike nations of savages, of gigantic stature, fierce, treacherous, and cruel..."



The 1811 edition of Gass' journal used this illustration. Copy it from the Appendix on page 49, and have students analyze it. Do these people fit Gass' description? Do they look "fierce," "gigantic" and "treacherous"? Why or why not?

### **COOPERATIVE LEARNING ACTIVITY**

Listed below are several tribes with whom the expedition interacted. Divide the class into several groups. Have each group choose a nation from the list, then research their nation's geographical influences, lifestyle, customs, beliefs, social and governmental organization and complete the following chart. Have each group report their findings to the class.

Missouri	Sioux	Pawnee	Yakima	Sac & Fox	Nez
Osage	Crow	Blackfeet	Shoshone	Salish (Flathead)	Perce

	Past	Present
Tribal name:		
Region where they live:		
Type of shelter:		
Characteristics of their lifestyle:		
Special customs:		
Social and/or governmental organization:		

(copy/cut)

## EXPLORATION AND ENRICHMENT

Many national parks tell the story of various indigenous cultures. See Appendix, pages 26 and 27 for contact information.

- Effigy Mounds National Monument, IA
- Knife River Indian Villages National Historic Site, ND
- Mesa Verde National Park, CO
- Navajo National Monument, AZ
- Nez Perce National Historical Park, ID



NPS Photo

## LANGUAGE ARTS



Many places in the United States have names derived from American Indian words, the names of people, land formations or events. Invite your students to research and write a paragraph on the origin of one of the following: Cincinnati, Nashville, Vicksburg, Memphis, Wichita, Little Rock, Omaha.

## GEOGRAPHY



Have students research a map of your state. Break students into 4 groups. Have each group find and list state and national parks, tribal reservations, rivers, and Interstate highways within your state. Have the students discuss how each of these benefit the area.



# THE MUSEUM EXPERIENCE

## CAREER EDUCATION

Each member of the Corps of Discovery had different skills that were used on the arduous journey. Have students read more about selected jobs in the Career section beginning on page 20.

## THE LEWIS AND CLARK EXPEDITION

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.

### BRIEFING

The Pre-Visit Activities you have completed in the classroom before coming to the Museum have introduced your students to some of the organizational, geographical, and cultural concerns or issues that confronted Lewis and Clark. Students should be organized into the tour squads formed in Pre-Visit Activity #1.

### INTERPRETIVE PROGRAM

Using topographical maps, pictures, quotes from the Lewis and Clark journals, living history items, field guides, and museum exhibits, students will focus on the significance and effects of the Lewis and Clark Expedition.

### COLLABORATIVE GROUP ACTIVITY

During the museum program, students and adults will be organized into four squads. Each squad will apply one of the instructions President Jefferson gave Lewis and Clark. While recreating the expedition, each squad will draw upon evidence from the Lewis and Clark journals to assess the importance of the Louisiana Territory and the effects of the expedition.



## VISUALS

The museum photomurals and artifacts, various maps, mounted photos, and living history items are excellent visual stimuli.

## HANDS-ON OBJECTS

Your park ranger will provide objects from the museum's living history collection for your students to touch and analyze.

## VOCABULARY WORDS

*barter* - to trade by exchanging one commodity for another

*Columbia River* - flows out of British Columbia, Canada southerly through the State of Washington and turns west at the Washington and Oregon border, at which point it travels to the Pacific

*communique'* - an official communication

*continental divide* - a ridge that separates streams which flow to opposite sides of the continent

*expedition* - a journey undertaken for a specific purpose or a group of people making such a journey

*fauna* - the animals of a particular region

*flora* - the plants of a particular region

*keelboat* - A keel is a longitudinal timber extending along the center of a hull to keep it from overturning. A keelboat is a riverboat with a keel that is rowed, poled or towed.

*negotiations* - to confer with another so as to arrive at the settlement of some matter

*Northwest Passage* - The name given to a northern water route believed to exist on the North American continent. This route was thought to connect to the Atlantic and Pacific Oceans, and would serve as a "shortcut" between Europe and the islands of the Far East. Such a route does not exist.

*trade* - the business of buying and selling commodities



### **Did you know...**

Only one member of the expedition died on the trail? Sergeant Floyd died from appendicitis, an untreatable condition in 1804.

## LANGUAGE ARTS



Using their assigned squad names from page 6, have each student write journal entries for three dates as if they were this person: May 14, 1804—the day they left St. Louis; August 20, 1804—the day Sgt. Floyd died; and, December 25, 1804—the Corps first Christmas away from home.

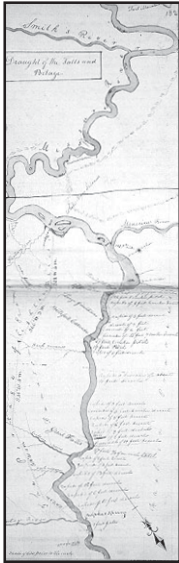
## SCIENCE



Have students compare medical treatments in the early 19th century and today for the following conditions: influenza, chicken pox, bullet wounds, appendicitis and childbirth.



# POST-VISIT ACTIVITY #1 (suggested)



## CRITICAL THINKING

Encourage students to store what they learned about their character biographies from their nametags. Then organize students into their four squads and have them summarize the long-term effects of the Lewis and Clark Expedition.

<p><u>Geography and Climate</u></p> <ul style="list-style-type: none"> <li>/// Traveled 8,000 miles.</li> <li>/// Mapped uncharted territory.</li> <li>/// Named rivers and streams.</li> <li>/// Helped US to claim Oregon Territory in 1846.</li> </ul>	<p><u>Indian Negotiations</u></p> <ul style="list-style-type: none"> <li>/// Established peaceful negotiations with American Indians.</li> <li>/// Documented new knowledge about their cultures and languages.</li> <li>/// Mandan Chief Big White visited President Jefferson in Washington, D.C.</li> </ul>
<p><u>Flora and Fauna</u></p> <ul style="list-style-type: none"> <li>/// Identified almost 200 plants, shrubs, fruits, and flowers new to science.</li> <li>/// Identified more than 100 animals new to science.</li> <li>/// Reported areas rich in beaver, otter, and fur bearing animals, which started western fur trade.</li> <li>/// National Parks preserve the Lewis and Clark story and protect plants and animals.</li> </ul>	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>/// Wrote written detailed journals and reports that still exist today.</li> <li>/// Collected artifacts and plant and animal specimens that still survive in the collections of the Peabody Museum at Harvard University and the Lewis and Clark Herbarium in the Academy of Natural Sciences in Philadelphia.</li> <li>/// Encouraged further exploration and westward expansion.</li> </ul>

## MATH



Lewis and Clark traveled at least 8,300 miles in approximately 28 months. Assuming they wintered and did not travel for approximately five months each of their two winters, have students calculate the average number of miles they traveled each day.

## LANGUAGE ARTS



Have the students write a short commentary about the effect of the Lewis and Clark Expedition. The comment could be boastful about its contributions to westward expansion, economically, socially, or politically. Or the comment could assail the loss of indigenous environments and cultures which later resulted from Lewis and Clark's Expedition.

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

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

Have students discuss the following questions:

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

### ARTIFACT ANALYSIS

Lewis and Clark presented Indian chiefs with peace medals. Have students analyze the images on the medal and interpret their meaning. (On one side is a bust of Thomas Jefferson, president at the time. On the reverse are two hands clasping, one wearing a wide wrist band symbolizing the Indian nations and the other showing the buttoned cuff of a military uniform, symbolizing the United States. Above the clasped hands are a crossed tomahawk and pipe with the words PEACE AND FRIENDSHIP.) Using the worksheet in the Appendix, page 50, have students design their own peace medal.



### EXPLORATION AND ENRICHMENT

The Lewis and Clark National Historic Trail commemorates the outbound and return route of the expedition. The trail includes 4,500 miles of water routes, planned trails, and marked highways. See Appendix, page 54 for contact information.



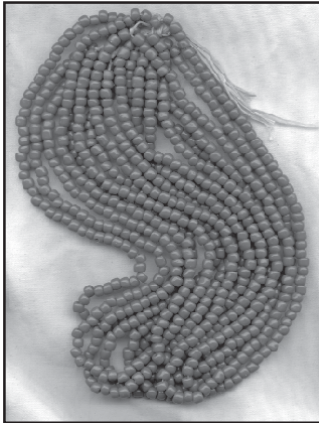
### GEOGRAPHY



Have students plan a trip along the trail. Give a timeframe, a set budget, and the number of people traveling. Have students choose places interesting to them and why the places are important to the expedition. Write an itinerary and plan a travelogue for your trip.



## POST-VISIT ACTIVITY #2 (suggested)



### COMPETING GOALS

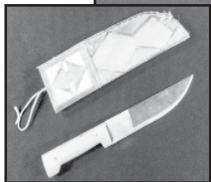
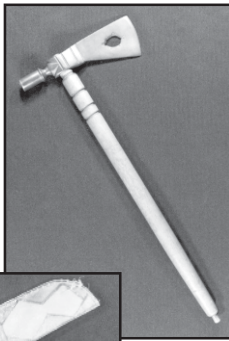
Daily, we read newspaper reports about nations competing for world trade and resources. For example, the North American Free Trade Agreement between Canada, the United States and Mexico, or the conflict between the Scandinavian countries and Britain over fishing rights in the North Sea have made headlines. This competition is not new. For hundreds, (even thousands) of years, the countries of the world have been vying to gain long-term or short-term dominance over the others. Exploration and expansion were the vehicles by which this was achieved.

### COOPERATIVE LEARNING ACTIVITY

As you learned in your museum program, Lewis and Clark were instructed to search for the Northwest Passage, just like other European explorers had done for hundreds of years. Discovery and thus control of such a route would mean control over the world trade market. We know today their search was futile; however, their explorations uncovered rich lands and blazed a path for settlement. The European powers of Spain, France, Great Britain and Russia led the way in early exploration of the “New World.” Divide your class into four groups representing each of these four countries. Have them investigate their reasons for exploration and the results. Use the chart on the following page. Have each group present their findings to the entire class using the “Numbered-Heads Approach.”

### TIMELINE ACTIVITY

Students’ research should show how early exploration for commercial trade routes directly resulted in settlements. Furs, mining, timber and tobacco were some of the early commercial enterprises causing competition and hostility between European pioneers. To organize students’ findings, use the Timeline Matrix on page 51 in the Appendix. Follow with a discussion of Critical Thinking questions on page 52.



NPS Photos

### LANGUAGE ARTS



Have students imagine they are on board the ship of one of the early explorers you learned about above. Have them write a journal entry about their imagined feelings and experiences aboard the ship. Then have them write an entry imagining they have just landed in the “New World.” Or, have them write a newspaper article heralding their new find.

### MATH



A *section* of land is 640 acres, which equals one square mile in area. The Louisiana Territory was approximately 828,000 square miles. Have students calculate how many acres of land were purchased and how many sections. For reference: the City of St. Louis occupies 61 1/2 square miles.



<b>Nation:</b>	
<b>What led your country to explore beyond its borders?</b>	
<b>What were your motives for exploring the "New World?"</b>	
<b>Names of explorers and dates of expeditions:</b>	
<b>Results of explorations:</b>	
<b>Settlements in the Western Hemisphere:</b>	

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## EXPLORATION AND ENRICHMENT

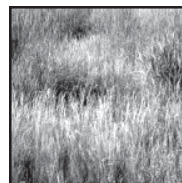
Lewis and Clark reached the Pacific shore in November of 1805. On a creek called the Netul River—now the Lewis and Clark River—they found plenty of elk and a thick growth of pine from which to build a winter shelter, which they named Fort Clatsop. Today Fort Clatsop is a national park site. Have the class contact this park for more information on the fort and the trials of the winter of 1805-1806. See Appendix, page 54 for contact information.



## SCIENCE



Early explorers, including Lewis and Clark, reported the great plains were vast grasslands unfit for civilization. Yet today we refer to the plains as America's breadbasket, producing wheat, rye, oats, barley, and other plants. Have your class research the agricultural advancements that made this area fertile farmland.





## POST-VISIT ACTIVITY #3 (suggested)



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### HOW DO WE SHAPE THE LAND?

During the westward expansion era, much of the conflict with the indigenous peoples concerned questions about how the land and resources were to be used, who was going to use them, and how much was going to be used by whom. Similar questions are the sources for conflicts today.

### CONFLICT RESOLUTION/CRITICAL THINKING

Lewis and Clark, as well as other nineteenth century western explorers and mountainmen, blazed the path for Euro-American settlement. It was not long before the vast, open tracts of land became divided and closed. No one was more aware of this than the American Indian people. Their way of life changed drastically as Euro-Americans pushed west. A leading factor in the changing lifestyle of the American Indian was the decline of the buffalo. By the 1860s, emigrant routes across the Great Plains had severe effects on the buffalo population.

In this activity, students are encouraged to explore the issues of this nineteenth century conflict. Help the class define the pro-environment versus the pro-development conflict. For example, 1870s Great Plains farming would greatly disturb the ecosystem and lead to the destruction of the buffalo, compared with the argument that Great Plains farming would create jobs and feed the nation.

Divide the class into six groups. Assign each group to one of the roles on the following page. Each role card identifies at least one concern of the various interests, plus a moderator. Each group should discuss their role and identify any other concerns they may have. Using the “Numbered-Heads Approach” have each group present their position to the rest of the class. After each group has had a chance to voice their opinion, have the MODERATORS lead a class discussion on the desired goals of each group and brainstorm alternatives and/or compromises which will result in a WIN-WIN SOLUTION. Use a graphic organizer as found on page 53 in the Appendix to organize the discussion.



### SCIENCE



Using the same format as above, have students investigate the conflict in Antarctica. Because of its once naturally clean and unpopulated environment, it is a haven for scientific research. The scientists living there, however, are producing waste which threatens the very sensitive ecosystem they are studying.

## GREAT PLAINS FARMING v THE BUFFALO

<p style="text-align: center;"><b>ANIMALS</b></p> <p>Continued settlement and development of the Great Plains will lead to the destruction of our habitat. The white man's hunting could mean mass slaughter of a number of our species.</p>	<p style="text-align: center;"><b>PLANTS</b></p> <p>Our biggest concern is loss of habitat. The introduction of new crops, non-native to our area, will upset the delicate balance of the ecosystem.</p>
<p style="text-align: center;"><b>INANIMATE OBJECTS (RIVERS, SOIL, ROCKS)</b></p> <p>Continued farming on the Great Plains will lead to the damming of rivers, the loss of top soil and the destruction of the flood plains.</p>	<p style="text-align: center;"><b>DEVELOPERS</b></p> <p>The development of the Great Plains as a farming area is necessary in order to help feed our growing nation. It also provides many jobs.</p>
<p style="text-align: center;"><b>ENVIRONMENTALISTS</b></p> <p>Settlement and development of an area always leads to the extinction of the wilderness and plant and animal diversity.</p>	<p style="text-align: center;"><b>MODERATOR</b></p> <p>Assist the groups in reaching a WIN-WIN SOLUTION. Record the process and final solution on the board using the organizer found on page 53 in the Appendix.</p>

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## EXPLORATION AND ENRICHMENT

The grounds at Jefferson National Expansion Memorial are a garden ripe for biological exploration. There are approximately 46 acres of lawn, 5.5 acres of plant beds, and nearly 2,500 trees, of 18 types. You may contact our park for a list of the plant life, research plant characteristics, and plan a field trip to see how many varieties of plant life you can locate and identify. See Appendix, page 54 for contact information.

NPS Photo

## ART AND MUSIC



“I like Ike” and “Save the Rainforests” are slogans that help us to remember a person or group cause. Have each group develop a slogan and design a poster or create a jingle promoting their cause in the activity above.





## CAREERS

**Supervisor** – a person who directs or oversees the work of others.



William Clark



Meriwether Lewis

### ON THE EXPEDITION

Meriwether Lewis and William Clark supervised all of the people who participated in the expedition. Lewis and Clark successfully supervised the members of their party by recognizing their skills and coordinating them to accomplish their goals. Brainstorm some of the concerns they may have had as supervisors along the way.

### NATIONAL PARK CAREERS

There are over 380 sites maintained by the National Park Service to conserve our natural, cultural, and historical resources. This diversity requires a variety of talents and skills which are coordinated by numerous supervisors. A National Park Service supervisor must possess excellent communication and organizational skills in order to manage a wide variety of employees and the duties for which they are responsible. They must be flexible, and willing to jump into a job or a project at a moment's notice.



NPS Photo



### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

To efficiently manage Jefferson National Expansion Memorial, the staff is divided into four divisions: administration; museum services and interpretation; ranger activities (law enforcement); and maintenance. Each division works directly under the park superintendent and deputy superintendent, who are responsible for the overall operation of the park. Each division is headed by a chief, who has several supervisors to help him or her coordinate the daily duties of the employees throughout the park.



## CAREERS

**Interpreter** – 1. One who presents an educational activity which aims to reveal meanings and relationships through the use of original objects, photographs, and firsthand experience, rather than simply communicating factual information.

**Interpreter** – 2. There are at least two other types of interpreters, a foreign language interpreter and a sign language interpreter. Discuss with your class the roles these interpreters play. Record the similarities and differences between all three types of interpreters.



### ON THE EXPEDITION

Pierre Cruzatte, Toussaint Charbonneau and Sacagawea all acted as language interpreters for the Corps of Discovery. Have students analyze what languages they think will be important in the global society.

### NATIONAL PARK CAREERS

A National Park Service interpreter must possess excellent communication, research and writing skills. They present formal and informal programs at their sites, interpreting facts in such a manner as to reveal the meanings and relationships which are not always obvious.



NPS Photo

NPS Photo



### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Interpreters present formal interpretive programs year-round at the Old Courthouse and in the Museum of Westward Expansion under the Gateway Arch. These programs are designed for school groups, scouts, and the general public. The majority of our interpretation focuses on the themes of westward expansion and St. Louis' role in that expansion. In addition, we have rangers at the top of the Gateway Arch, the information desks, the Old Courthouse rotunda, the Arch Visitor Center lobby, and the areas where exhibits are displayed, all of whom are available to answer questions and respond to visitor's needs and safety.



## CAREERS

**Biologist** – a person who studies and works with living organisms and vital processes of animal and plant life.



### ON THE EXPEDITION

Captain Lewis received extensive training on recording information for science. Indeed, the Corps recorded over 122 animal species and over 178 plant species for science. Have your students be naturalists by observing a plant or animal in the natural state and writing a description like a field guide.

### NATIONAL PARK CAREERS

The National Park Service maintains over 380 sites. As part of their mission, the National Park Service works to conserve the scenery, wildlife and natural and historical objects of the parks for future generations. Biologists play a major role in protecting wildlife. Coordinating their research is the National Biological Service (NBS). Within the Department of the Interior, the NBS works with the National Park Service, U.S. Fish and Wildlife Service, the U.S. Geological Survey, and other agencies to protect biodiversity.



NPS Photo

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The Gardener Supervisor at Jefferson National Expansion Memorial has a degree in horticulture, an area of biology that specializes in the science of growing fruits, vegetables, flowers, or ornamental plants. Considering the seasonal changes, the degree of moisture in the soil, and the stage of plant growth, he or she decides when or how landscaping work is to be done; figures quantities of plants, seeds, and fertilizer needed for specific areas; and selects proper fungicides, insecticides, and herbicides for control of common plant diseases, plant insects, and weeds.



NPS Photo



# CAREERS

**Contract specialist** – a person who procures, obtains or acquires supplies, materials, equipment, or services.

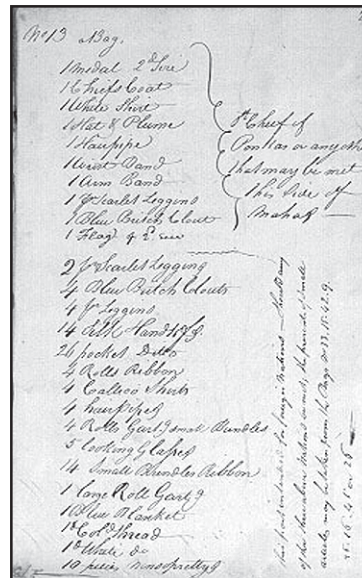


## ON THE EXPEDITION

Captains Lewis and Clark gathered supplies in Philadelphia and St. Louis before they journeyed into the unknown. Each piece of equipment had to be accurately accounted for and there was little room for extras. Encourage students to make an accounting of their daily and weekly needs and wants, including approximate cost. Then compare among each other the quality, price, and other terms of purchase to see how well they determined the best method and price of purchase.

## NATIONAL PARK CAREERS

A contract specialist must be well organized and have an eye for detail. They must also be skilled in math and budgeting in order to manage the costs of large purchases. Because they act as a “middleman” between the park and the business or service, they must also have excellent communication skills.



## AT JEFFERSON NATIONAL EXPANSION MEMORIAL

We hope you will have an enjoyable and comfortable visit while you are here. Many of the things you see and use during your visit were probably purchased or procured by the park’s contract specialist. From all units of the park, the contract specialist receives requests to purchase items and reviews them. He or she must work closely with both the person making the request and the budget officer to assure what is needed is purchased and received when needed. When you get back to your school, brainstorm a list of all the supplies and services you came into contact with during your visit.



# CHARACTER EDUCATION

## CHARACTER COUNTS

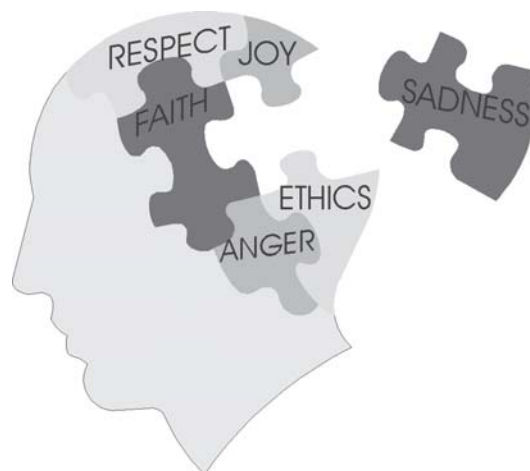
The Corps of Discovery had people of all different nationalities forming a community. These men and one woman dealt with issues that few others before them had. The challenges came from learning about a new frontier and learning to live with one another.

Developing a community—such as the members of the Expedition did—required different traits such as courage, cooperation, and respect among individuals. There is also a classroom community, one that requires connections between its members.

Using the Corps of Discovery as a model, individually list five (5) different traits that were important for the Expedition and five (5) that were important in developing the community spirit of the group.

Then, have the four squads meet to choose seven (7) of these traits from all responses for the Expedition and seven (7) for building community. The squads may choose to vote on the traits or to decide by discussion which to include. Once the squads have finished, have the class meet as a whole and choose ten (10) total for each category, again choosing by democratic vote or discussion.

Identify examples of these traits portrayed by members of the Corps of Discovery. Why do they consider these traits important? Then have the students list which of their classmates have some of the traits and how these can benefit the classroom community.





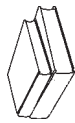


# MULTIPLE INTELLIGENCES

## E = MC<sup>2</sup>

### Logical/Mathematical Intelligence

Often called “scientific thinking” this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.



### Verbal/Linguistic Intelligence

Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.



### Intrapersonal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



### MULTIPLE INTELLIGENCES

### Visual/Spatial Intelligence

This intelligence relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.



### Body/Kinesthetic Intelligence

Related to physical movement and the knowings/wisdom of the body, including the brain’s motor cortex which controls bodily motion.



### Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.



### Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.



### Naturalist Intelligence

The ability to identify and classify configurations in nature, discriminate among living things, and show sensitivity to features in the natural world.



## **APPENDIX**

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### **PRE-VISIT ACTIVITY #1 Exploration and Enrichment**

For more information on this park, contact:

Missouri National Recreational River  
HQ, Missouri National Recreational River  
P.O. Box 591  
O'Neill, NE 68763  
(402) 667-5530  
Fax (402) 336-3981  
[www.nps.gov/mnrr](http://www.nps.gov/mnrr)

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### **PRE-VISIT ACTIVITY #2 Exploration and Enrichment**

For more information on this park, contact:

Yellowstone National Park  
P.O. Box 168  
Yellowstone National Park, WY 82190  
(307) 344-7381  
Fax (307) 344-2005  
[www.nps.gov/yell](http://www.nps.gov/yell)

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### **PRE-VISIT ACTIVITY #3 Exploration and Enrichment**

For more information on these parks, contact:

Effigy Mounds National Monument  
151 Hwy. 76  
Harpers Ferry, IA 52146  
(319) 873-3491  
Fax (319) 873-3743  
[www.nps.gov/efmo](http://www.nps.gov/efmo)

Knife River Indian Villages National Historic Site  
P.O. Box 9  
Stanton, ND 58571-0009  
(701) 745-3309  
Fax (701) 745-3708  
[www.nps.gov/knri](http://www.nps.gov/knri)



## APPENDIX

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### PRE-VISIT ACTIVITY #3 (continued) Exploration and Enrichment

Mesa Verde National Park  
P.O. Box 8  
Mesa Verde National Park, CO 81330-0008  
(970) 529-4465  
TDD (970) 529-4633  
Fax (970) 529-4637  
[www.nps.gov/meve](http://www.nps.gov/meve)

Navajo National Monument  
H.C. 71, Box 3  
Tonlea, AZ 86044-9704  
(520) 672-2366  
Fax (520) 672-2703  
[www.nps.gov/nava](http://www.nps.gov/nava)

Nez Perce National Historical Park  
Route 1, Box 100  
Highway 95 South  
Spalding, ID 83540-9715  
(208) 843-2261  
Fax (208) 843-2001  
[www.nps.gov/nepe](http://www.nps.gov/nepe)



## APPENDIX

### PRE-VISIT ACTIVITY #1

#### Source Document Analysis

##### Draft of Letter from President Thomas Jefferson

The following is a draft of a letter which was written by Thomas Jefferson to Meriwether Lewis. It is reproduced as originally written, including misspellings.

*To Captain Meriwether Lewis, esq. Capt. of the 1st regimt. of Infantry of the U.S. of A.*

*Your situation as secretary of the President of the U.S. has made you aquainted with the objects of my confidential message of Jan. 18, 1803 to the legislature; you have seen the act they passed, which, tho' expressed in general terms, was meant to sanction those objects, and you are appointed to carry them to execution.*

*Instruments for ascertaining, by celestial observations, the geography of the country through which you will pass, have already been provided. Light articles for barter and presents among the Indians, arms for your attendants, say from 10. to 12. men, boats, tents, & other travelling apparatus, with ammunition, medicine, surgical instruments and provisions you will will have prepared with such aids as the Secretary at War can yield in his department; & from him also you will recieve authority to engage among our troops, by voluntary agreement, the number of attendants above mentioned, over whom you, as their commanding officer, are invested with all the powers the laws give in such a case.*

*As your movements while within the limits of the U.S. will be better directed by occasional communications, adapted to circumstances as they arise, they will not be noticed here. What follows will respect your proceedings after your departure from the United states.*

*Your mission has been communicated to the ministers here from France, Spain, & Great Britain, and through them to their governments; & such assurances given them as to it's objects, as we trust will satisfy them. The country having ceded by Spain to France, the passport you have from the minister of France, the representative of the present sovereign of the country, will be a protection with all it's subjects; & that from the minister of England will entitle you to the friendly aid of any traders of that allegiance with whom you may happen to meet.*



## APPENDIX

*The object of your mission is to explore the Missouri river, & such principal stream of it, as, by it's course and communication with the waters of the Pacific ocean, whether the Columbia, Oregon, Colorado or any other river may offer the most direct & practible water communication across the continent for the purposes of commerce.*

*Beginning at the mouth of the Missouri, you will take <careful> observations of latitude & longitude, at all remarkeable points on the river, & especially at the mouths of rivers, at rapids, at islands, & other places & objects distinguished by such natural marks & characters of a durable kind, as that they may with certainty be recognised hereafter. The courses of the river between these points of observation may be supplied by the compass the log-line, & by time, corrected by the observations themselves. The variations of the compass too, in different places, should be noticed.*

*The interesting points of the portage between the heads of the Missouri, & of the water offering the best communication with the Pacific ocean, should also be fixed by observation, & the course of that water to the ocean, in the same manner as that of the Missouri.*

*Your observations are to be taken with great pains & accuracy, to be entered distinctly & intelligibly for others as well as yourself, to comprehend all the elements necessary, with the aid of the usual tables, to fix the latitude and longitude of the places at which they were taken, and are to be rendered to the war-office, for the purpose of having the calculations made concurrently by proper persons within the U.S. Several copies of these as well as of your other notes shoud be made at leisure times, & put into the care of the most trust-worthy of your attendants, to guard, by multiplying them, against the accidental losses to which they will be exposed. A further guard would be that one of these copies be on the paper of the birch, as less liable to injury from damp than common paper.*

*The commerce which may be carried on with the people inhabiting the line you will pursue, renders a knolege of those people important. You will therefore endeavor to make yourself acquainted, as far as a diligent pursuit of your journey shall admit, with the names of the nations & their numbers;*

*the extent and limits of their possessions;  
their relations with other tribes or natins;  
their language, traditions, monuments;  
their ordinary occupations in agriculture, fishing, hunting, war, arts, & the*



## APPENDIX

### PRE-VISIT ACTIVITY #1

#### Source Document Analysis, continued

*implements for these;  
their food, clothing, & domestic accommodations:  
the diseases prevalent among them, & the remedies they use;  
moral & physical circumstances which distinguish them from the tribes we  
know;  
peculiarities in their laws, customs & dispositions;  
and articles of commerce they may need or furnish, & to what extent.*

*And, considering the interest which every nation has in extending & strengthening the authority of reason & justice among the people around them, it will be useful to acquire what knowledge you can of the state of morality, religion, & information among them; as it may better enable those who may endeavor to civilize & instruct them, to adapt their measures to the existing notions & practices of those on whom they are to operate.*

*Other objects worthy of notice will be  
the soil & face of the country, its growth and vegetable productions,  
especially those not of the U.S.  
the animals of the country generally, and especially those not known in the  
U.S.  
the remains or accounts of any which may be deemed rare or extinct;  
the mineral productions of every kind; but more particularly metals, lime-  
stone, pit coal, & saltpetre; salines & mineral waters, noting the temperature  
of the last, & such circumstances as may indicate their character;  
volcanic appearances;  
climate, as characterised by the thermometer, by the proportion of rainy,  
cloudy, and clear days, by lightning, hail, snow, ice, by the access & recess of  
frost, by the winds prevailing at different seasons, the dates at which  
particular plants put forth or lose their flower, or leaf, times of appearance of  
particular birds, reptiles or insects.*

*Altho' your route will be along the channel of the Missouri, yet you will endeavour to inform yourself, by enquiry, of the character & extent of the country watered by its branches, & especially on its Southern side. The North river or Rio Bravo which runs into the gulf of Mexico, and the North river, or Rio Colorado, which runs into the gulph of California, are understood to be the principal streams heading opposite*



## APPENDIX

*to the waters of the Missouri, and running Southwardly. Whether the dividing grounds between the Missouri & them are mountains or flat lands, what are their distance from the Missouri, the character of the intermediate country, & the people inhabiting it, are worthy of particular enquiry. The Northern waters of the Missouri are less to be enquired after, because they have been ascertained to a considerable degree, & are still in a course of ascertainment by English traders and travellers. But if you can learn any thing certain of the most Northern source of the Missisipi, & of it's position relatively to the lake of the woods, it will be interesting to us.*

*Some account too of the path of the Canadian traders from the Missisipi, at the mouth of the Ouisconsing to where it strikes the Missouri, & of the soil and rivers in its course, is desireable.*

*In all your intercourse with the natives, treat them in the most friendly & conciliatory manner which their own conduct will admit; allay all jealousies as to the object of your journey, satisfy them of it's innocence, make them acquainted with the position, extent, character, peaceable & commercial dispositions of the U.S. of our wish to be neighborly, friendly & useful to them, & of our dispositions to a commercial intercourse with them; confer with them on the points most convenient as mutual emporiums, and the articles of most desirable interchange for them & us. If a few of their influential chiefs, within practicable distance, wish to visit us, arrange such a visit with them, and furnish them with authority to call on our officers, on their entering the U.S. to have them conveyed to this place at the public expence. If any of them should wish to have some of their young people brought up with us, & taught such arts as may be useful to them, we will receive, instruct & take care of them. Such a mission, whether of influential chiefs or of young people, would give some security to your own party. Carry with you some matter of the kine-pox; inform those of them with whom you may be, of it's efficacy as a preservative from the smallpox: & instruct and encourage them in the use of it. This may be especially done wherever you winter.*

*As it is impossible for us to foresee in what manner you will be recieved by those people, whether with hospitality or hostility, so is it impossible to prescribe the exact degree of perseverance with which you are to pursue your journey. We value too much the lives of citizens to offer them to probable destruction. Your numbers will be sufficient to secure you against the unauthorised opposition of individuals or of small parties: but if a superior force, authorised, or not authorised, by a nation, should be arrayed against your further passage, and inflexibly determined to arrest it, you must decline it's further pursuit, and return. In the loss of yourselves, we should*



## APPENDIX

### PRE-VISIT ACTIVITY #1

#### Source Document Analysis, continued

*lose also the information you will have acquired. By returning safely with that, you may enable us to renew the essay with better calculated means. To your own discretion therefore must be left the degree of danger you may risk, and the point at which you should decline, only saying we wish you to err on the side of your safety, and to bring back your party safe even if it be with less information.*

*As far up the Missouri as the white settlements extend, an intercourse will probably be found to exist between them & the Spanish posts of St. Louis opposite Cahokia, or Ste. Genevieve opposite Kaskaskia. From still further up the river the traders may furnish a conveyance for letters. Beyond that, you may perhaps be able to engage Indians to bring letters for the government to Cahokia or Kaskaskia, on promising that they shall there receive such special compensation as you shall have stipulated with them. Avail yourself of these means to communicate to us, at seasonable intervals, a copy of your journal, notes & observations, of every kind, putting into cypher whatever might do injury if betrayed.*

*Should you reach the Pacific ocean inform yourself of the circumstances which may decide whether the furs of those parts may not be collected as advantageously at the head of the Missouri (convenient as is supposed to the waters of the Colorado & Oregon or Columbia) as at Nootka Sound, or any other point of that coast; and that trade be consequently conducted through the Missouri & U.S. more beneficially than by the circumnavigation now practised.*

*On your arrival on that coast endeavor to learn if there be any port within your reach frequented by the sea-vessels of any nation, & to send two of your trusty people back by sea, in such way as shall appear practicable, with a copy of your notes: and should you be of opinion that the return of your party by the way they went will be eminently dangerous, then ship the whole, & return by sea, by the way either of cape Horn, or the cape of good Hope, as you shall be able. As you will be without money, clothes or provisions, you must endeavor to use the credit of the U.S. to obtain them, for which purpose open letters of credit shall be furnished you, authorising you to draw on the Executive of the U.S. or any of it's officers, in any part of the world, on which draughts can be disposed of, & to apply with our recommendations to the Consuls, agents, merchants, or citizens of any nation with which we have intercourse, assuring them, in our name, that any aids they may furnish you, shall be honorably*





## APPENDIX

*repaid, and on demand. Our consuls, Thomas Hewes at Batavia in Java, Wm. Buchanan in the Isles of France and Bourbon & John Elmslie at the Cape of good Hope will be able to supply your necessities, by draughts on us.*

*Should you find it safe to return by the way you go, after sending two of your party round by sea, or with your whole party, if no conveyance by sea can be found, do so; making such observations on your return, as may serve to supply, correct, or confirm those made on your outward journey.*

*On re-entering the U.S. and reaching a place of safety, discharge any of your attendants who may desire & deserve it, procuring for them immediate payment of all arrears of pay and cloathing which may have incurred since their departure, and assure them that they shall be recommended to the liberality of the legislature for the grant of a souldier's portion of land each, as proposed in my message to Congress: & repair yourself with your papers to the seat of government.*

*To provide, on the accident of your death, against anarchy, dispersion, & the consequent danger to your party, and total failure of the enterprise, you are hereby authorised, by any instrument signed & written in your own hand, to name the person among them who shall succeed to the command on your decease, and by like instruments to change the nomination from time to time as further experience of the characters accompanying you shall point out superior fitness: and all the powers and authorities given to yourself are, in the event of your death, transferred to, & vested in the successor so named, with further power to him, and his successors in like manner to name each his successor, who, on the death of his predecessor, shall be invested with all the powers & authorities given to yourself.*

*Given under my hand at the city of Washington, this 20th day of June 1803.*

*TH: J. Pr. U.S. of A.*



## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED)

#### Organizing the Expedition - Instruction Cards

### Students' Instruction Card

#### Squad #1: Sergeant Gass

#### Geography and Climate

Take careful observations “*at all remarkable points on the river, and especially at the mouths of rivers, at rapids, at islands, and ...natural landmarks...climate...by the thermometer, ...rainy, cloudy, and clear days, by lightening, hail, snow, ice...*”

(Excerpts from President Jefferson’s June 20, 1803 letter to Captain Meriwether Lewis)

In the museum, use photomurals, clues from your squad’s nametags and the Lewis and Clark Trail map to identify the geographic regions (woodlands, plains, mountains, rainforests) and locate our stops on the Lewis and Clark Trail.

(copy/cut)

### Students' Instruction Card

#### Squad #2: Sergeant Ordway

#### Flora and Fauna

Take careful observations of “*growth and vegetable productions, especially those not of the U.S., the animals of the country...especially those not known in the U.S., the remains...of any which may be deemed rare or extinct...*”.

(Excerpts from President Jefferson’s June 20, 1803 letter to Captain Meriwether Lewis)

In the museum, use photomurals, field guides, and clues from your squad’s nametags to identify new plants (camas flower, honeysuckle, hemlock, sitka spruce), birds (grouse and magpie) and animals (pronghorn antelope, badger, mule deer, prairie dog) along the trail.



## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Instruction Cards (continued)

#### Students' Instruction Card

##### Squad #3: Sergeant Pryor

##### Indian Negotiations

Take careful observations of *“the names of the nations and their numbers...their possessions...language, traditions, monuments, their ordinary occupations in agriculture, fishing, hunting, war, arts...their food, clothing...diseases...remedies...laws, customs, traditions...and articles of commerce...”* .

(Excerpts from President Jefferson's June 20, 1803 letter to Captain Meriwether Lewis)

In the museum, use clues from your squad's nametags and living history items to identify the Native American people (Arikara, Sioux, Mandan, Hidatsa, Flathead, Shoshone, Nez Perce, Clatsop) along the trail.

(copy/cut)

#### Students' Instruction Card

##### Squad #4: Corporal Warfington

##### Presidential Communique'

*“Your observations are to be taken with...accuracy, ...several copies of these as well as of your other notes should be made...communicate to us at seasonal intervals, a copy of your journal, notes and observations, of every kind...”* .

(Excerpts from President Jefferson's June 20, 1803 letter to Captain Meriwether Lewis)

In the museum, use the exhibit quotes from the Lewis and Clark journals and clues from your squad's nametags and living history items to find a way to communicate the expedition's findings to President Jefferson.



## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #1

<p style="text-align: center;"><b>Sergeant Patrick Gass</b></p> <p>I was born in Pennsylvania and learned carpentry from my father. I joined the army in 1799 and was recruited as a Private for the Corps of Discovery at Fort Kaskaskia, Illinois. I helped build the fort at Wood River and repaired the keelboat. After Sergeant Floyd died, the other men voted me as his replacement. In my journal of the expedition, I wrote about the geography, climate, and our adventures. The first to be published in 1807, it helped people see what was in the west and encouraged more exploration and fur trapping.</p> <p style="text-align: center;"><b>Squad #1: Geography and Climate</b></p>	<p>After the expedition, I stayed in the army and served in the War of 1812, but was discharged after I lost an eye in an accident. I married at the age of 60, had seven children, and settled in West Virginia where I died. I was the last known survivor of the expedition. My journal still exists and you might enjoy reading it.</p>
<p style="text-align: center;"><b>Private Hugh McNeal</b></p> <p>I was born and raised in Pennsylvania and recruited for the expedition from the army. After following the Missouri River for over one thousand miles, Captain Lewis chose me to explore the mountains with him looking for the Continental Divide at Lemhi Pass. We were the first U.S. citizens to cross it. I was so happy to see the beginning of that Missouri River that I jumped up and down straddling the trickling stream. But that wasn't the end of our mission. We still had to find our way to the Pacific Ocean.</p> <p style="text-align: center;"><b>Squad #1: Geography and Climate</b></p>	<p>Little is known about my life after the expedition. I died before 1828.</p>
<p style="text-align: center;"><b>Private Reubin Field</b></p> <p>My younger brother Joseph and I joined the expedition in Kentucky. We are excellent hunters and used to exploring all types of terrain. Captain Lewis often chose us for tough missions. On the expedition, he took us to explore a northern branch of the Missouri River. We were in territory that had never been mapped and where no white men had ever been. The Blackfeet Indians tried to take our rifles and horses.</p> <p style="text-align: center;"><b>Squad #1: Geography and Climate</b></p>	<p>Less than a year after the expedition, I died.</p>

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# APPENDIX

## PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #1 (continued)

<p><b>Private John B. Thompson</b></p> <p>I'm from Indiana and an experienced surveyor. I helped Captains Lewis and Clark draw maps and measure distances of the land, river and landmarks. We traveled over 8,000 miles through woodlands, plains, mountains, and rainforests to reach the Pacific Ocean and returned home. We took careful observations and sent the information to President Jefferson as he instructed. We named rivers and streams after our President, expedition members, family, holidays, and events of the day.</p> <p><b>Squad #1: Geography and Climate</b></p>	<p>After the expedition, Captain Clark listed me as "killed" by 1828, probably while working with the fur trade.</p>
<p><b>Private John Newman</b></p> <p>I'm from Pennsylvania and in the First Infantry. I didn't like exploring and got into trouble. The captains had me whipped and assigned to the "return party". While on the expedition, I couldn't believe how the temperatures were so different from home. It could be blistering hot and sunny on the plains, then cold and snowing. There was hail 7 inches in diameter, rain, floods, and snow. In September it rained, hailed, and snowed – all in one day.</p> <p><b>Squad #1: Geography and Climate</b></p>	<p>After the expedition, I married in St. Louis in 1832. Then, while trapping in the west, I was killed by Sioux Indians in 1838.</p>
<p><b>Private Richard Windsor</b></p> <p>I'm experienced at hunting and exploring all types of terrain, including woodlands, plains, and mountains. But I never saw anything like the Bitterroot Mountains. I thought the snow, bitter cold, and lack of food would kill us. The lush, wet rainforests were also a surprise. During our second winter we camped at Fort Clatsop. It rained every day for four and a half months, except for twelve days.</p> <p><b>Squad #1: Geography and Climate</b></p>	<p>After the expedition, I settled in Missouri and rejoined the army until 1819. Later I lived along the Sangamon River in Illinois.</p>

(copy/cut on solid lines/fold on dotted line)



## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #1 (continued)

<p><b>Private Joseph Field</b></p> <p>I was born in Virginia in 1772 and moved with my family to Kentucky. My older brother Reubin and I joined the expedition together. We are excellent hunters and used to exploring different types of terrain. The first winter we camped at Fort Mandan and temperatures dropped to 45 degrees below 0. When we went hunting, we couldn't stay out long or our skin would freeze. In the Bitterroot Mountains, it snowed and we ran out of food. We killed a colt to eat and named the nearest stream Colt-Killed Creek. The Nez Perce Indians found us and fed us.</p> <p><b>Squad #1: Geography and Climate</b></p>	<p>After the expedition, I settled in Kentucky, married, and died by early 1823.</p>
<p><b>Private Jean Baptiste Lepage</b></p> <p>I was living with the Mandan Indians when Captains Lewis and Clark asked me to join their expedition. I had seen much of America, but never anything like the geography of the far West. We spent a month hauling boats and supplies 18 miles around the grandest waterfalls we'd ever seen – the Great Falls of the Missouri. The largest measured 362 feet, 9 inches high. At the Gates of the Mountains, high rock cliffs fall right into the river. It's an amazing sight to behold.</p> <p><b>Squad #1: Geography and Climate</b></p>	<p>After the expedition, nothing is known about me.</p>
<p><b>Captain William Clark</b></p> <p>I was born in Virginia, but moved to Kentucky when I was 14. I joined the army and rose to the rank of lieutenant, where I met Meriwether Lewis. I joined the expedition in Indiana after receiving a letter from him. As President Jefferson instructed, I wrote detailed journals, took careful observations of the river, and drew most of the maps during the expedition. I also drew sketches of some of the new plants and animals.</p> <p><b>Squad #1: Geography and Climate</b></p>	<p>After the expedition, I settled in St. Louis and worked in fur trading, real estate, and as the governor of the Missouri Territory and Superintendent of Indian Affairs for the West. I also was guardian to Sacagawea's son, Jean Baptiste Charbonneau. I died in 1838 at age 68 and am buried at Bellefontaine Cemetery in St. Louis.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #1 (continued)

<p><b>Private William Braxton</b></p> <p>I'm from Virginia, then moved to Kentucky where I signed on with the expedition. I'm skilled as a hunter and blacksmith. While hunting, I've seen many plants and animals, but on the expedition, we saw many new things we'd never seen before, like a barking squirrel that lived underground. We named them prairie dogs. My blacksmithing was useful when we ran out of trading goods for the Indians. I made tools, knives, and axes that we traded for horses and food.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition I lived in Kentucky and Missouri, and served in the War of 1812. I married in 1819 and lived in Indiana. I died in 1841.</p>
<p><b>Private John Colter</b></p> <p>I was born in Virginia and moved with my family to Kentucky, where I joined the expedition. On the expedition I saw animals that I'd never seen before. We saw a white tailed jackrabbit that jumped 21 feet in one leap. We saw a beardless goat that ran 70 miles per hour. We named it a pronghorn antelope, killed it and stuffed it to send to President Jefferson. The west was rich in beaver and other fur bearing animals. On our return trip, I left the expedition at the Mandan Indian villages to work as a fur trapper.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition I spent four years in the mountains trapping for Manuel Lisa's Missouri Fur Company, which was a big business in St. Louis. I was the first non-Indian to see what is now Yellowstone National Park. The Blackfeet Indians captured me, but I escaped by running for several miles and hiding in a stream under some driftwood. I returned to Missouri, settled on a farm, married and died in 1812.</p>
<p><b>Private Moses B. Reed</b></p> <p>I enjoyed exploring at the start of the expedition, but as we traveled further west, I hated it and thought Captains Lewis and Clark were crazy. I was afraid of dangerous animals and Indians. I left camp one night and tried to get back to St. Louis, but George Droulliard came and got me. I was dishonorably discharged and sent back to St. Louis with Corporal Warfington's squad. I wasn't a very good character.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition, I was never heard from again.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #2

<p><b>Private Alexander Willard</b></p> <p>I'm from New Hampshire and joined the army in 1801. I was stationed at Fort Kaskaskia, where I joined the expedition. I'm good at blacksmithing and helped by making tools and knives to trade with the Indians. I wish I could have made us shoes to keep the prickly pear cactus thorns from cutting our feet. These plants were new to us and painful. We ate camas roots which made us sick. We also discovered bitterroot flowers, honeysuckle, black gooseberry, mountain hemlock, and Sitka spruce.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition I worked for the government as a blacksmith for Indian tribes. I married in 1807 and had 12 children and lived in Missouri and Wisconsin. In 1852 I took my family in a covered wagon to California. I died in 1865 near Sacramento.</p>
<p><b>Private William Weiner</b></p> <p>I joined the expedition in Kentucky. On the expedition, we saw many new animals, such as grizzly bears, elk, bighorn sheep, rattlesnakes, mule deer, badgers, and porcupines. You can look these up in field guides to see what they look like. They are amazing.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition, Captain Clark thought I returned to Virginia. Nothing more is known of me.</p>
<p><b>Private Silas Goodrich</b></p> <p>I'm a soldier from Massachusetts. I like to fish more than anything else. On the expedition we caught lots of fish. One day we caught 709 fish—in just one day! We also found a fossil of a large dinosaur fish that was 45 feet long. We packed up some of the bones for President Jefferson. We also saw a whale on the beach of the Pacific Ocean. On the expedition, the Nez Perce Indians gave us salmon to eat. I liked it, but many of the men preferred to eat roasted dog.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition, I reenlisted in the army and died before 1828.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #2 (continued)

<p><b>Private John Potts</b></p> <p>I was born in Germany and came to the United States where I joined the army in 1800. I joined the expedition in Tennessee. I'm a miller which means I grind grain to make flour. On our expedition I saw lots of new plants and saw the Shoshone Indians make bread out of ground lambsquarter and sunflower seeds. The Nez Perce Indians made bread out of camas roots. Lambsquarter is a type of green leafy plant and camas roots are small onion shaped bulbs from a type of lily plant with blue flowers.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition I joined Manuel Lisa's fur trading business to the upper Missouri River. Lisa owned a big fur business in St. Louis. In 1808 I was checking traps with John Colter when we were attacked by Blackfeet Indians. I was killed, but John escaped by running for miles and hiding in a river.</p>
<p><b>Private Hugh Hall</b></p> <p>I'm from Pennsylvania. I joined the army in 1798 and served in the Second Infantry Regiment. On the expedition I got into trouble. I stole from the whiskey barrel and got drunk. All of the men were angry with me, but let me go with them to the Pacific Ocean and back to St. Louis. We saw many new birds, including woodpeckers, magpies, pelicans, and grouses. We named two birds after the Captains – "Lewis' woodpecker" and "Clark's nutcracker." You can look these up in the field guides. They are unusual.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition I lived in St. Louis, but then disappeared.</p>
<p><b>Captain Meriwether Lewis</b></p> <p>I'm from Virginia. I joined the army where I served with William Clark and we became good friends. President Jefferson asked me to be his personal secretary and to lead the Corps of Discovery to explore the Missouri River to the Pacific Ocean. On the expedition I spent much time writing detailed journals and walking along the river collecting plant specimens to send to the President. Before we even left the St. Louis area, I mailed him tree cuttings and a horned toad.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition, President Jefferson appointed me governor of the Upper Louisiana Territory as a reward for such good work on the expedition. I'd rather continue exploring. I died a mysterious death in 1809. Some people say my political enemies murdered me, while others say I shot myself.</p>

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# APPENDIX

**PRE-VISIT ACTIVITY #1 (REQUIRED)**  
**Organizing the Expedition - Nametags**  
**Squad #2 (continued)**

<p><b>Sergeant John Ordway</b> I'm from New Hampshire and in the 1st Infantry Regiment. I joined the expedition at Fort Kaskaskia, Illinois. When the captains were both absent from camp, I was in charge. Just as President Jefferson instructed, each day I wrote a journal of our adventures, especially noting new plants and animals, geography and climate, and the people we met. We discovered 178 plants and 122 animals new to science.</p> <p><b>Squad #2: Flora and Fauna</b></p>	<p>After the expedition I went with Captain Lewis and a party of Mandan Indians to Washington, D.C. to meet with President Jefferson. Then I discharged from the army and returned to New Hampshire. In 1809 I settled in Missouri and married. My wife and I died by 1817.</p>
<p>intentionally left blank</p>	<p>intentionally left blank</p>
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# APPENDIX

## PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #3

<p><b>Sergeant Nathaniel Pryor</b></p> <p>I'm from Virginia and moved with my family to Kentucky where I joined the expedition with my cousin Sergeant Charles Floyd. He died on the expedition, probably from appendicitis. Captains Lewis and Clark liked my hard work on the expedition and called me a "man of character and ability". We met over 20 different Indian tribes, each having interesting languages, cultures, clothing, and food. As instructed we wrote detailed descriptions, drew sketches, collected clothing and artifacts, and wrote a dictionary of their languages.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>On our return trip home from the Pacific Ocean, a party of Mandan Indians agreed to travel to Washington, D.C. to meet with President Jefferson. In 1807, I returned Chief Big White and his group to their village. Since Captains Lewis and Clark liked my hard work, they helped me become an officer in the U.S. Army. I fought in the War of 1812 and was a captain at the Battle of New Orleans. I resigned and went to what is now Oklahoma as an Indian trader and married a woman from the Osage tribe. I died in 1831.</p>
<p><b>Private George Gibson</b></p> <p>I'm from Pennsylvania and joined the expedition in Kentucky. I helped out with Indian negotiations as an interpreter. I also played the fiddle, but not as well as Pierre Cruzatte. At our Christmas and New Year's celebrations at Fort Mandan, the Mandan and Hidatsa Indians danced to our tunes. They gave us corn, squash, beans, meat, and pemmican to eat. Chief Big White drew us a much needed map to follow, since we were about to enter territory where no white men had ever gone before.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>On our return trip from the Pacific Ocean, Chief Big White and some of his people agreed to go to Washington, D.C. to meet President Jefferson. I wish I could have gone with them, but I stayed in St. Louis and died in 1809.</p>
<p><b>Private George Shannon</b></p> <p>I'm from Pennsylvania, moved with my family to Ohio, and then joined the expedition in Kentucky. I wasn't much help on the expedition. I got lost twice and nearly starved to death. But afterwards I became a responsible and productive citizen. The people we met on the expedition were very interesting. One tribe, the Chinook liked to strap their babies into headboards that flattened and slanted their foreheads. The Captains drew sketches for President Jefferson.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>On our return trip from the Pacific Ocean, Chief Big White and some of his people agreed to go to Washington D.C. to meet President Jefferson. After their meeting, I tried to return them to their villages but was shot in the leg by an Arikara Indian. My leg was amputated. I helped Captain Clark edit his journals. Later I became a lawyer and a Missouri Senator. I died in Missouri in 1836 while working on a court case.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #3 (continued)

<p><b>Private John Shields</b></p> <p>I'm from Virginia, moved with my family to Tennessee and joined the expedition in Kentucky. I'm a good blacksmith, gunsmith, and carpenter. We took along lots of peace medals, beads, scissors, thimbles, thread, knives, ivory combs, calico shirts, vermilion dye, mirrors, ribbons, and other things. We gave these gifts in friendship. The Indians liked them and some, like the Sioux people, wanted more. I put my skills to work by making tools, knives, axes, and weapons to trade. It helped us survive.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition, Captain Lewis asked Congress to pay me a bonus for the excellent work I did. Then I worked as a trapper in Missouri with my cousin, Daniel Boone. I settled in Indiana, where I died in 1809.</p>
<p><b>Private John Collins</b></p> <p>I'm from Maryland and not a very good character. On the expedition, I stole a hog, stole from the whiskey barrel, got drunk, and disobeyed orders. For punishment, the Captains had me whipped. Everyone was mad at me. Many of the Indians were friendly though. In fact, the Nez Perce people saved our lives. We were making our way through the Bitterroot Mountains—starving and freezing. They found us and fed us. The Shoshone people traded us 29 horses. We needed these to cross the mountains.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition, I went west to cash in on all the fur bearing animals we saw. I was a trapper with William Ashley in 1823 when we were attacked by Arikara Indians in what is now South Dakota. I died there.</p>
<p><b>Private Joseph Whitehouse</b></p> <p>I'm from Virginia and moved with my family to Kentucky. I joined the expedition at Fort Kaskaskia, Illinois. As President Jefferson instructed, I wrote a journal. When our uniforms wore out, we made our own clothes and shoes out of animal skins. We looked more like Indians than soldiers. Clothing was helpful in our negotiations. The Mandan and Hidatsa Indians liked our uniforms and we gave them our coats, hats, and flags. The Shoshone people gave Captain Lewis a coat of otter and ermine.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition I lived in Missouri and was arrested for debt. I rejoined the army and served in the War of 1812, but deserted in 1817. Nothing else is known of me.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #3 (continued)

<p><b>Private Peter Weiser</b></p> <p>I'm from Pennsylvania and joined the expedition at Fort Kaskaskia, Illinois. When we started out, some thought we would meet numerous, warlike nations of savages. But we met many friendly and curious people. The Clatsop Indians visited our fort every day. They wove cone shaped hats of cedar bark to protect themselves from the constant rain of the Pacific rainforest. They lived in homes made of wood and made beautiful canoes with elaborate carvings of animals on them.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition, word spread that the west was richer in beaver and otter than any country on earth. I joined Manuel Lisa, a big fur trader from St. Louis on a trip to the far West in 1807. My old friends from the expedition, John Colter, George Drouillard and John Potts went along. We had great success. I was killed before 1828, probably in a fight with Indians.</p>
<p><b>Private Pierre Cruzatte</b></p> <p>I am half-French and half-Omaha Indian and joined the expedition in St. Charles, Missouri. I was helpful to Indian negotiations as an interpreter and at playing the fiddle. The Indians liked my tunes and even danced to them. We particularly had fun at our first Christmas and New Year's celebrations at Fort Mandan with the Mandan and Hidatsa people and our second Christmas and New Year's at Fort Clatsop with the Clatsop people.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition I worked with fur traders and was killed by Indians before 1828.</p>
<p><b>Private Francois Labiche</b></p> <p>I joined the expedition at St. Charles, Missouri. I am French, Omaha Indian and African American. I helped with Indian negotiations as an interpreter and trader. The first council we held was with the Oto and Missouri Indians at a place we named Council Bluff, which is near today's Omaha, Nebraska and Council Bluffs, Iowa. The Indians seemed pleased with the change of government and our gifts of peace medals, tobacco, dye, and gunpowder.</p> <p><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition, I traveled to Washington, D.C. with Captain Lewis to interpret for the Mandan Chief named Big White. Later I lived near St. Louis and raised seven children.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #3 (continued)

<p style="text-align: center;"><b>York</b></p> <p>I'm William Clark's slave and came on the expedition to serve my master. I'm big and strong and was helpful with Indian negotiations. Many of the Indian people had never seen white men before. They were even more surprised to see a black man. The Arikara people were very curious about me and tried to rub the color off my skin. We gave them gifts of vermillion dye, beads, mirrors, knives, tomahawks, sugar, and salt. They gave us corn, beans, and bread.</p> <p style="text-align: center;"><b>Squad #3: Indian Negotiation</b></p>	<p>Ten years after the expedition, by 1816, I gained my freedom. I joined my wife and family, and started my own freight hauling business. I died sometime before 1832 while I was on my way to join my old master, William Clark.</p>
<p style="text-align: center;"><b>Sacagawea, Toussaint, &amp; Jean Baptiste Charbonneau</b></p> <p>I am a Shoshone Indian and joined the expedition with my Canadian husband Toussaint Charbonneau at Fort Mandan. We are interpreters. I speak Shoshone and Hidatsa, and my husband speaks Hidatsa and French. At Fort Mandan, I gave birth to our son, Jean Baptiste. Captain Clark nicknamed him "Pomp" and promised to give him a good education. With a baby traveling along, we helped the expedition make friends with the Indians. I also helped find edible and medicinal plants and herbs.</p> <p style="text-align: center;"><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition I worked with fur traders and was killed by Indians before 1828.</p>
<p style="text-align: center;"><b>George Droulliard</b></p> <p>I'm from Canada and am French and Shawnee Indian. I joined the expedition at Fort Massac, Illinois as an interpreter. I'm good at Indian sign language and know several Indian languages. I was very helpful in making peaceful negotiations with the different Indian people.</p> <p style="text-align: center;"><b>Squad #3: Indian Negotiations</b></p>	<p>After the expedition I partnered with Manuel Lisa, a St. Louis fur trader, to build a fur trading post at the Three Forks of the Missouri River. Some Blackfeet Indians killed me near the post in 1810.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #4

<p><b>Corporal Richard Warfington</b></p> <p>I'm from North Carolina and Captains Lewis and Clark considered me of good character, reliable and efficient. They put me in charge of the "return party" from Fort Mandan. As President Jefferson instructed, we should communicate with him copies of our journals, reports, and notes. Since there was no mail service from Fort Mandan, my squad loaded the keelboat with our first year's discoveries, returned to St. Louis and shipped everything to Washington, D.C. in care of the President.</p> <p><b>Squad #4: Presidential Communiqué</b></p>	<p>After our safe return with the keelboat and its contents to St. Louis, everything was received in Washington, D.C. I received a bonus for my excellent command of this assignment. President Jefferson was very pleased with everything we sent him.</p>
<p><b>Private Robert Fraser</b></p> <p>I'm from Virginia and volunteered to go on the expedition as far as the Mandan villages, so I was assigned to this squad to escort our first year's discoveries back to St. Louis. As President Jefferson instructed, I wrote a journal, but it was lost. A map that I drew survived. Others wrote journals, but Captains Lewis and Clark's journals were the most detailed with illustrations of birds, fish, and animals, descriptions of the most remarkable places and climates, the customs of the people we met, and a dictionary of the different Indian languages.</p> <p><b>Squad #4: Presidential Communiqué</b></p>	<p>Because Moses Reed deserted, I was chosen to travel all the way to the Pacific Ocean, and Reed was sent back to St. Louis. After their return, they shipped everything to President Jefferson in Washington, D.C. He was very pleased with our work. I settled in Missouri and died in 1837. The journals from the expedition were published and you can borrow them from your library or read them on the Internet.</p>
<p><b>Private John Boley</b></p> <p>I'm from Pennsylvania and joined the expedition at Fort Kaskaskia, Illinois. I was assigned to this squad as punishment for causing trouble at Fort Wood. I should have known there are consequences for my actions. This squad had an important mission: to bring the first year's journals and scientific discoveries to President Jefferson. We packed the keelboat with interesting things, including cages of live animals. There were 4 magpies, 1 prairie dog, and 1 grouse.</p> <p><b>Squad #4: Presidential Communiqué</b></p>	<p>After we returned the keelboat to St. Louis and shipped everything to President Jefferson, I went with Lieutenant Zebulon Pike to explore the source of the Mississippi River. Then we explored across what is now Kansas and down the Arkansas River. After returning to St. Louis, I married and settled in Carondelet, just south of St. Louis.</p>

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## APPENDIX

### PRE-VISIT ACTIVITY #1 (REQUIRED) Organizing the Expedition - Nametags Squad #4 (continued)

<p style="text-align: center;"><b>Private John Dame</b></p> <p>I'm from New Hampshire and was assigned to this squad to return the first year's discoveries to President Jefferson. We packed the 55-foot keelboat full of amazing things, including fossilized bones from a 45-foot prehistoric fish, a stuffed pronghorn antelope, and a pint of muddy Missouri River water.</p> <p style="text-align: center;"><b>Squad #4: Presidential Communiqué</b></p>	<p>After I returned to St. Louis with the keelboat, nothing is known about me. But the specimens we brought back on the keelboat still exist in the collections of the Peabody Museum at Harvard University and the Academy of Natural Sciences in Philadelphia.</p>
<p style="text-align: center;"><b>Private Ebenezer Tuttle</b></p> <p>I'm from Connecticut and was in the army when I joined the expedition. I was assigned to this squad to deliver our first year's discoveries to the President. We sent him an amazing collection of animal skins, buffalo robes, ram horns, skeletons, pressed plants, minerals, soil, Indian corn, beans, tobacco, and insect specimens. Our findings in the west were unusual and exciting and contributed to further exploration, fur trapping, and settlement.</p> <p style="text-align: center;"><b>Squad #4: Presidential Communiqué</b></p>	<p>Nothing is known about me after my return to St. Louis. But President Jefferson was very pleased with the specimens we brought back.</p>
<p style="text-align: center;"><b>Private Isaac White</b></p> <p>I'm from Massachusetts and was in the army when I joined the expedition. I was assigned to this squad, the "return party", to return the first year's discoveries to the President. We packed the keelboat full of interesting things, including Mandan and Hidatsa Indian items, an earthen pot, bow and quiver of arrows, deer skin dresses, and decorated buffalo robes.</p> <p style="text-align: center;"><b>Squad #4: Presidential Communiqué</b></p>	<p>After I returned to St. Louis, nothing is known about me. But the artifacts we sent to President Jefferson told a wealth of information about the Indian people. The President was very pleased and displayed many of the artifacts in an "Indian Hall" at his home. Some of the Mandan people with their Chief Big White even visited with President Jefferson in Washington, D.C.</p>

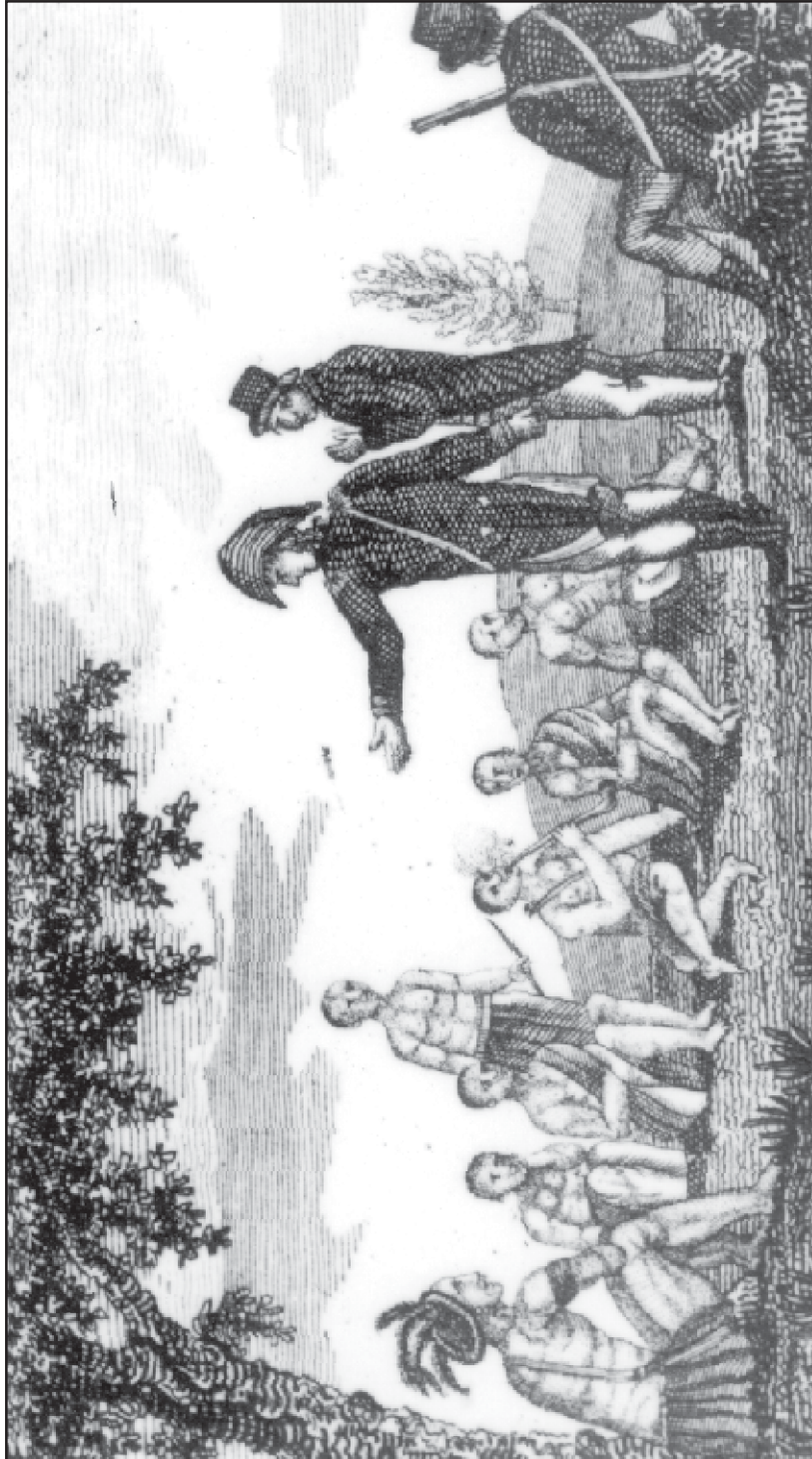
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## APPENDIX

### PRE-VISIT ACTIVITY #3 Photo Analysis



**Captains Lewis and Clark Holding Council with the Indians  
The Journal of Patrick Gass**

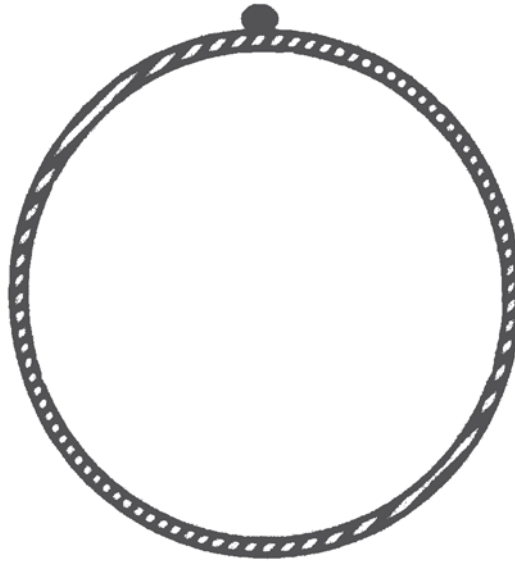


## APPENDIX

### POST-VISIT ACTIVITY #1 Artifact Analysis

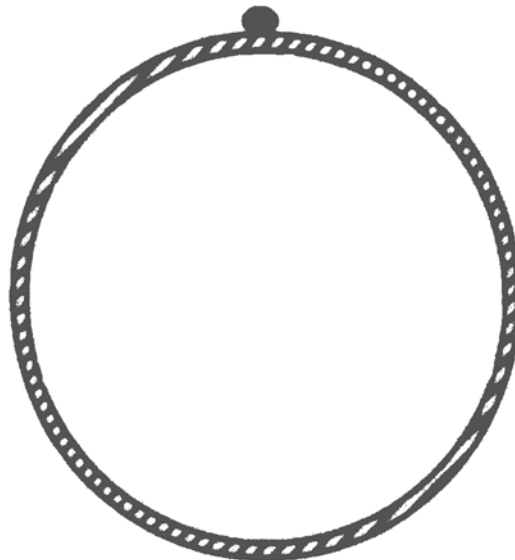
# DESIGN A PEACE MEDAL

If you were president today, how would you design your peace medal?  
What values would be represented?



OBVERSE

(The front or principal side of the medal)



REVERSE



(copy/cut)



# APPENDIX

## POST-VISIT ACTIVITY #2 Timeline Activity

**WESTERN EXPLORATION**

1492 — 1600 — 1700 — 1800 — 1990

Spain                      Great Britain                      France                      Russia                      United States

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## APPENDIX

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### POST-VISIT ACTIVITY #2

#### Critical Thinking



What interests of their representative nations may have been in conflict with the interests of President Jefferson and the United States?



What interests of their representative nations were altered or affected by the Expedition?



How or why were those interests altered or affected?



Assume today the Louisiana Territory is French; California, Nevada, Utah, Arizona, and New Mexico are Mexican; and Oregon and Washington belong to Britain. Invite your students to describe the economic and political relationships of the United States with Canada and Mexico if those powers still had the same holdings on the North American continent.



# APPENDIX

## POST-VISIT ACTIVITY #3 Conflict Resolution/Critical Thinking

	Animals	Plants	Inanimate Objects	Developers	Environmentalists
Concerns					
Goals					
A l t e r n a t i v e s					

**WIN-WIN SOLUTION**

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## **APPENDIX**

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### **POST-VISIT ACTIVITY #1**

#### **Exploration and Enrichment**

For more information on this park, contact:

Lewis and Clark National Historic Trail  
National Park Service  
1026 Dodge Street  
Ford Warehouse Building  
Omaha, NE 68102  
(402) 514-9311  
Fax (402) 827-9108  
[www.nps.gov/lecl](http://www.nps.gov/lecl)

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### **POST-VISIT ACTIVITY #2**

#### **Exploration and Enrichment**

For more information on this park, contact:

Fort Clatsop National Memorial  
92343 Fort Clatsop Road  
Astoria, OR 97103  
(503) 861-2471 x 214  
Fax (503) 861-2585  
[www.nps.gov/focl](http://www.nps.gov/focl)

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### **POST-VISIT ACTIVITY #3**

#### **Exploration and Enrichment**

For more information on this park, contact:

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1700  
Fax (314) 655-1735  
[www.nps.gov/jeff](http://www.nps.gov/jeff)



## READING LIST

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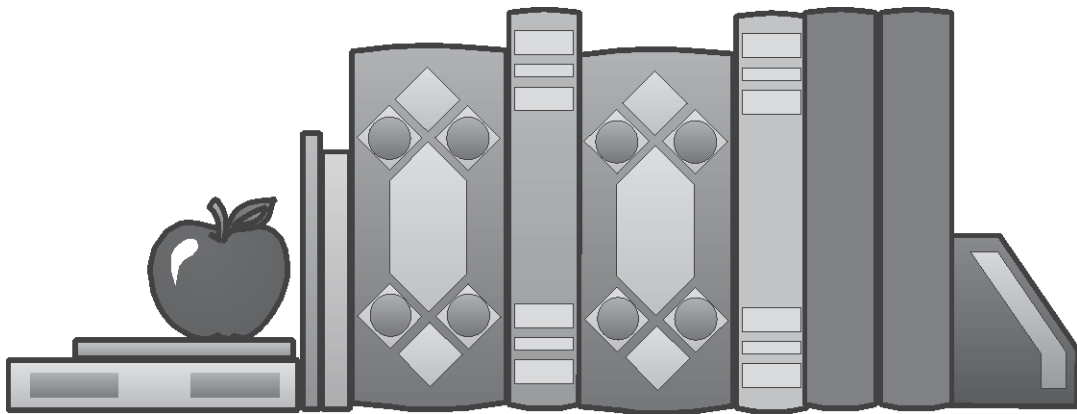
### PARK RANGERS RECOMMEND THESE BOOKS

#### For Students:

Ambrose, Stephen E. *Undaunted Courage*. New York: Simon Schuster, 1996.  
*Cobblestone Magazine*. "Lewis and Clark Exploration, 1804-1806." Peterborough, New Hampshire: Cobblestone Publishing, September, 1980.  
Hall, Eleanor J. *The Lewis and Clark Expedition*. San Diego: Lucent Books, Inc., 1996.  
Herbert, Janis. *Lewis and Clark for Kids*. Chicago: Chicago Review Press, Inc., 2000.  
Sullivan, George. *Lewis and Clark*. New York: Scholastic Inc., 1999.

#### For Teachers:

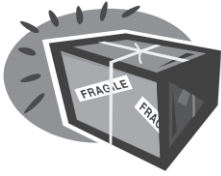
Ambrose, Stephen E. *Undaunted Courage*. New York: Simon Schuster, 1996.  
Andrist, Ralph K. *To the Pacific with Lewis and Clark*. New York: Beech Tree, 1995.  
Cutright, Paul Russell. *Lewis and Clark, Pioneering Naturalists*. Lincoln/London: University of Nebraska Press, 1969.  
Duncan, Dayton and Ken Burns. *Lewis and Clark: The Journey of the Corps of Discovery*. New York: Knopf, 1997.





## ADDITIONAL RESOURCES

### Traveling Trunk



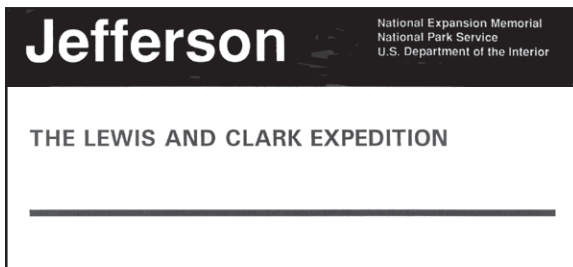
Lewis and Clark  
Jefferson National Expansion Memorial  
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St. Louis, MO 63102-1810  
(314) 655-1635

### Museum Gazettes



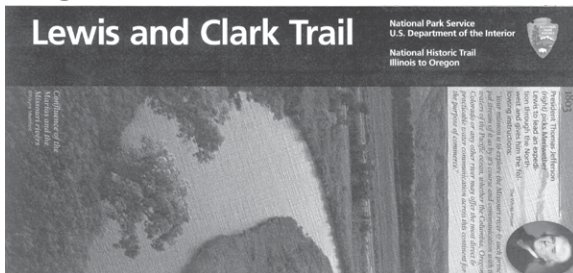
“The Louisiana Purchase”  
“William Clark: The Red-Headed Chief”  
“Exploration with a Microscope:  
The Great Western Geological Surveys”  
“Sacagawea and Her Prismatic Story”  
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### Site Bulletin



“The Lewis and Clark Expedition”  
Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102-1810  
(314) 655-1600

### Unigrid Brochure



“Lewis and Clark Trail”  
Lewis and Clark National Historic Trail  
1709 Jackson Street  
Omaha, NE 68102  
[www.nps.gov/lecl](http://www.nps.gov/lecl)  
(402) 514-9311

### Internet



See our special web pages on Lewis and Clark and an online Curriculum Guide. Our address on the World Wide Web is:  
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