

LEWIS AND CLARK STATE HISTORIC SITE EXPEDITION ACTIVITY

MAIN IDEA:

In this activity students will be divided into three different teams. Each team will be responsible for a separate activity in the Visitor's Center. Team one will focus on journal writing, and they will record information based upon prompts provided. Team two will focus on pictures, and they will either photograph or draw pictures of items located throughout the museum and write short captions. Team three will focus on maps, and they will map the Lewis and Clark expedition and the major cities and rivers that the Corps of discovery encountered.

OBJECTIVES:

Students will be able to:

- 1) Create a map of Lewis and Clark's route.
- 2) Identify and describe important materials used and seen by Lewis and Clark on their expedition.
- 3) Summarize important historic highlights of the trip.
- 4) Explain the importance of maps and documentation on expeditions such as Lewis and Clark's.

MATERIALS:

- 1) worksheets provided
- 2) pens and pencils
- 3) cameras (optional)
- 4) clipboards or something hard to write on
- 5) paper or notebooks

LEARNING STANDARDS:

The materials may be appropriate for Illinois Learning Standards: 5.C.1a, 5.C.2a, 16.A.1b, 16.A.2b, 17.A.1a, 17.A.2a, 26.B.1d, 26.B.2d.

PREPARATION:

Before coming to the Visitor's Center, please print lesson materials provided and make enough copies for all students. Divide the class into three teams. One team will be focused on journal writing. One team will be focused on picture taking. One team will be focused on mapmaking.

*Teachers: After entering the Visitor's Center, your group will have fifteen minutes before the film starts. This means, the time spent on activities for the Exhibit Room #1 and Visions Exhibit Room #2 shouldn't exceed fifteen minutes.

LOBBY (EXHIBIT ROOM #1): "ACROSS THE CONTINENT"

The lobby is the first exhibit room you come to when you walk in the Visitors Center. Have the class gather around the globe to begin activity. Each team will be given a task in each exhibit room. Following are the tasks for students in the lobby.

- 1) Journal writers: Answer the question: "Why Explore the West?" (Journal page included at end of lesson description). Have them use text panels as an aid.
- 2) Illustrators: Draw/Take picture of the globe and write a caption about European trade routes based on the information provided on the globe.
- 3) Map makers: Begin filling out map (maps provided at the end of the lesson description)

*For older students, there is a map which includes all sites

*For younger students, there is an individual map for each exhibit area

Fill-in the following sites

- 1) Mississippi River
- 2) St. Louis
- 3) Missouri River

"VISIONS" (EXHIBIT ROOM #2)

Continue to the next exhibit room. Each team will be in charge of their own tasks.

- 1) Journal writers: Write a short description of Lewis and Clark based on the biographies on the panel in the center of the room.
- 2) Illustrators: Find and draw/take picture of the Peace Medals and write a short caption about who they were given to.
- 3) Map makers: Fill-in the following sites
 - 1) Ft. Kaskaskia
 - 2) Ft. Massac

***NOW THE STUDENTS WILL ATTEND THE FILM, A JOURNEY'S EDGE, ABOUT THE LEWIS AND CLARK EXPEDITION IN ILLINOIS.**

MAIN GALLERY: "BOUND WESTWARD"

- 1) Immediately outside of the theater is the Main Gallery. The students should start this portion at the recruiting exhibit (on the right). Included in this packet is an "Application for Enrollment." Each student should be provided with a copy of this. For this activity, each student will be asked to read what the major requirements were for becoming part of the expedition team, and then fill out their own applications with three qualities that would make them a strong member of an expedition team.
- 2) The next section is on the Winter Camp at River Dubois. The class should break back into their teams and carry out the following tasks.
 - A) Journal writers: EITHER, Pick their favorite recipe from the book and include this in their journals and why they chose this recipe, OR, Describe, from a first-hand perspective, what it's like to be in the camp (based on the text panels), OR, Describe three types of medicines that were used in the camp and what they were used for.
 - B) Illustrators: Take/Draw picture of the re-created cabin and write a caption about one of the items included inside.

- C) Map makers: Fill-in the following sites
 - 1) Camp Dubois
 - 2) Cahokia
- 3) There is a replica of the keelboat in the gallery which Lewis and Clark used for supplies on the expedition. Have the students gather around the boat. Each team will focus on the following.
 - A) Journal writers: Make an inventory of five of the supplies on the boat. Answer the question: Why do you think they chose these supplies?
 - B) Illustrators: Take/Draw picture of the boat and include a caption about what was on the boat.
 - C) Map makers: Fill-in the following sites
 - 1) Pittsburgh
 - 2) Ohio River

ROUND EXHIBIT ROOM: "AN EPIC JOURNEY"

This is the rounded section of the display which traces Lewis and Clark's expedition after leaving Camp Dubois. Have the students gather around the seating area and carry out the following tasks.

- 1) Journal writers: Describe three things that Lewis and Clark saw on their journey.
- 2) Illustrators: Draw/Take picture of an animal that Lewis and Clark encountered and include a caption describing the animal.
- 3) Map makers: Fill-in the following sites
 - 1) Ft. Mandan
 - 2) Rocky Mountains
 - 3) Ft. Clatsop
 - 4) Pacific Ocean

EXIT AREA: "REDISCOVERING THE CORPS"

Round the corner and go up the ramp to finish the tour. This exhibit area focuses on what happened to the corps after the expedition. Have the students finish the following tasks.

- 1) Journal writers: Answer the question: What happened to Lewis and Clark after the expedition? (include information on both of them based on text panel information).
- 2) Illustrators: Locate the commemorative medal display. Design your own commemorative medal (blank picture of medal provided).
- 3) Map makers: Shade in the area which signifies the Louisiana Purchase and label that area.

Teachers should gather the final work of all the teams. When back at school, the students can fill out the "Members of Lewis and Clark State Historic Site Expedition Team" page (provided). Compile all of the gathered sheets into a journal to be put together and copied (journal cover page provided). Staple the sides so that the sheets form a booklet. Each student will then have their own journal which includes the entries, pictures, and maps created by everyone.



APPLICATION FOR ENROLLMENT

APPLICANT'S NAME:

DATE:

QUALIFICATIONS:

MEMBERS OF THE LEWIS AND CLARK STATE HISTORIC SITE EXPEDITION TEAM

Private: _____

Private: _____

Private: _____

Private: _____

Private: _____

Private: _____

Private: _____

Private: _____

Sgt. _____

Sgt. _____

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LEWIS AND CLARK
STATE HISTORIC
SITE EXPEDITION
JOURNAL

LOBBY: "ACROSS THE CONTINENT"

ILLUSTRATORS: DRAW/TAKE A PICTURE OF THE GLOBE AND WRITE
A CAPTION ABOUT EUROPEAN TRADE ROUTES BASED ON THE
INFORMATION PROVIDED ON THE GLOBE.



EXHIBIT ROOM #2: "VISIONS"

ILLUSTRATORS: FIND AND DRAW/TAKE PICTURE OF THE PEACE MEDALS AND WRITE A SHORT CAPTION ABOUT WHO THEY WERE GIVEN TO.



MAIN GALLERY: "BOUND WESTWARD"

ACTIVITY #1: WINTER CAMP AT RIVER DUBOIS

ILLUSTRATORS: TAKE/DRAW PICTURE OF THE RE-CREATED CABIN AND WRITE A CAPTION ABOUT ONE OF THE ITEMS INCLUDED INSIDE.



MAIN GALLERY: "BOUND WESTWARD"

ACTIVITY #2: KEELBOAT

ILLUSTRATORS: TAKE/DRAW PICTURE OF THE BOAT AND INCLUDE
A CAPTION ABOUT WHAT WAS ON THE BOAT.



ROUND EXHIBIT ROOM: "AN EPIC JOURNEY"

JOURNAL WRITERS: DESCRIBE THREE THINGS THAT LEWIS AND CLARK
SAW ON THEIR JOURNEY.

ROUND EXHIBIT ROOM: "AN EPIC JOURNEY"

ILLUSTRATORS: DRAW/TAKE PICTURE OF AN ANIMAL THAT LEWIS AND CLARK ENCOUNTERED AND INCLUDE A CAPTION DESCRIBING THE ANIMAL.



EXIT AREA: "REDISCOVERING THE CORPS"

DESIGN YOUR OWN COMMEMORATIVE MEDAL

Illustrators: Locate the commemorative medal display. Design your own commemorative medal. Include a caption about what your medal symbolizes.


