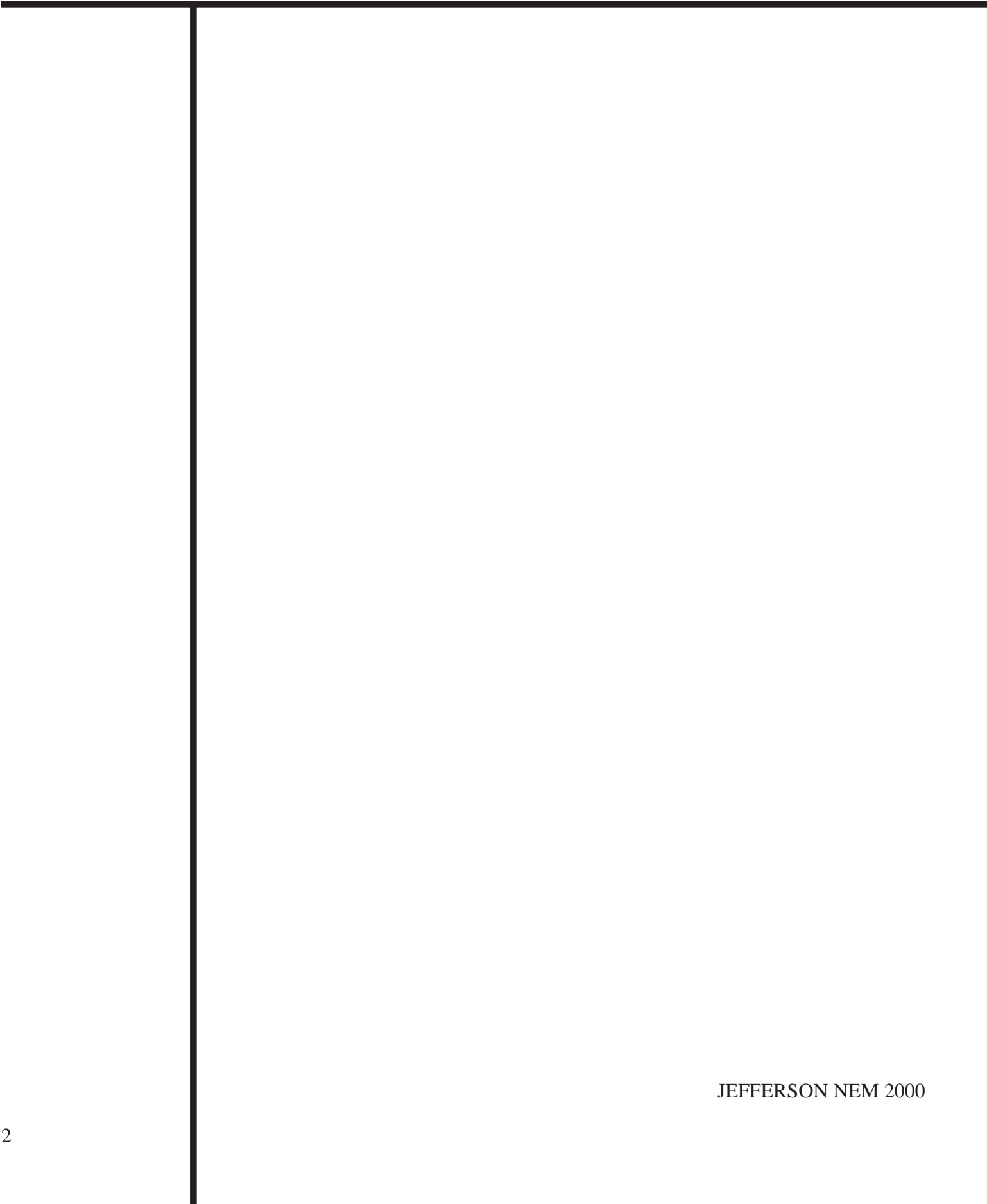


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### ***Pre-Trunk Activity***

Traveling Trunks are mini-museums. They bring a little bit of history to your classroom. In each trunk, there are photographs, clothing, toys and many other items used in daily living on the western frontier in the 1800s. These artifacts help to tell the story of the past.

Have each of your students prepare a list of contents for their own “Traveling Trunk”. These should be objects or pictures that represent their lives. Have them share with the class why they chose these items.







# LETTER FROM JOHN COLTER



In 1764 Pierre Laclède and Auguste Chouteau founded St. Louis as a French fur trading post. The settlement struggled in its early years and was nicknamed “pain court” which is a French term meaning, “short of bread”. President Thomas Jefferson purchased the Louisiana Territory in 1803 and sent Meriwether Lewis, William Clark, and the Corps of Discovery to explore it. They outfitted in St. Louis and set out in 1804. Two and one half years later, they returned to St. Louis with news about their discoveries. In his letter to President Thomas Jefferson on September 23, 1806, Meriwether Lewis reported the “portion of the continent watered by the Missouri and all its branches...is richer in beaver and otter than any country on earth.” This news opened the west to fur trappers, who were also known as mountainmen.

This trunk once belonged to John Colter, a member of the Lewis and Clark expedition who became a mountainman and discovered the beautiful valley at the headwaters of the Yellowstone River and its geysers, which became the world’s first national park. (This story is based on real people and events.)

Divide your class into small groups and give each group one of the items from the trunk. Ask students to work together to analyze the items and their use. Then have your students take turns reading the following story to the class. When he/she gets to an item, (the underlined part in the story, i.e. pelt) have a representative from that group stand up, show the item, and pass it around. Items should be returned to the trunk after everyone has a chance to touch and look at them closely.



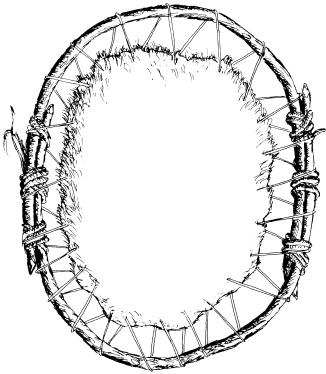
## Did You Know?

Jean Baptiste Charbonneau, the baby born to Sacagawea on the Lewis and Clark expedition, grew up and worked as a mountainman for a few years.

Dear Grandchildren,  
I am leaving you my trunk of personal belongings, so that you will remember me. I also hope that you will appreciate the beautiful land and animals of the western territories as I do and that you will treasure them always.

I was born near Staunton, Virginia sometime around 1775. No one seems to remember the exact date. It was just a short time before our country gained its independence. In 1803 President Thomas Jefferson bought the Louisiana Territory from France. He sent Meriwether Lewis and William Clark to explore this new land west of the Mississippi River. On October 15, 1803 I enlisted as a Private at Louisville, Kentucky with the Corps of Discovery. That was the unofficial name of the Lewis and Clark expedition. Not to be a braggart, but the captains mentioned me frequently in their journals.

On November 13, 1805 I saw the Pacific Ocean for the first time. The Corps of Discovery spent the winter on the Pacific Coast and then headed back. On the return journey, at the Mandan villages, I asked to be released from duty to join two mountainmen. Mountainmen were trappers who lived, worked and traveled in the mountains. As a token of appreciation, Captains Lewis and Clark consented to let me leave the expedition there, in what is today's North Dakota on August 16, 1806. I spent that fall and spring trapping beaver, for it is in those seasons that the beaver pelts are thick and in their prime. I've packed one pelt in the trunk for you to touch. Notice the two types of hair. There is long wiry hair and underneath is lots of thick soft fur. The soft fur from these pelts was used to make felt hats. Felt made from the soft wool of the beaver's undercoat held up well in bad weather and through long use. Hat companies paid high rates for beaver pelts. In St. Louis, pelts or "furry bank notes" sold from \$2.50 to \$6.00 per pound. During the nineteenth century few men earned this much for a full week's work.



**CLASSROOM ACTIVITY #1:**

If the average price of a beaver pelt is \$6.00, have students calculate the total amount of money earned for:

- 3 days at 10 pelts per day
- 7 days at 14 pelts per day
- 4 days at 5 pelts per day
- 4 days at 9 pelts per day
- 1 day at 0 pelts.

(Answers in the Appendix, page 23.)



**Did You Know?**

Making hats could be a dangerous job. Remember the mad hatter from "Alice in Wonderland"? The chemical mercury was used in the hat making process. Prolonged exposure to its fumes caused insanity.



### Did You Know?

If mountainmen were injured, there were no hospital emergency rooms available. After being shot with an arrow by an Indian, Jim Bridger carried an arrowhead in his back for three years, until he met up with Dr. Marcus Whitman, who removed it. Dr. Whitman was a missionary who was later killed by the Cayuse people. His home and mission are preserved as a national park. To learn more, visit [www.nps.gov/whmi](http://www.nps.gov/whmi)

Winter would be a good time for thick pelts too, but the weather was just too cold for human survival. I tried to spend the winters in a mountain valley that provided wood for fuel, grass for animal forage, and wildlife for food. There were no stores, hotels, or restaurants. I had to hunt for my food and clothing and doctor myself if I got sick or injured. It was a lonely life. Hopefully, there would be friendly Indians camped nearby. We might hunt elk, deer, bison, and pronghorn together. I would also trade with them. They liked ribbons, pound beads, seed beads, silver trade



items, and tobacco twists. I

always tried to have a supply of trade goods on hand and



stored them inside a leather pouch that I wore over my chest and shoulder. Sometimes I met up with other mountainmen and we'd play cards and share tall tales of our adventures. Mountainmen were very interesting people because they were composed of people of many nationalities. I met Spanish, French, Canadian, British, European, African American, Russian, and American Indian mountain men.

### Classroom Activity #2

“Yarning” or telling tall tales was a favorite activity for mountainmen around the campfire at night. (Show this photo from the trunk.) Have students tell a “yarn” about their own experiences or imagine that they are mountainmen encountering a grizzly bear or a monster-sized beaver.



(Use this photo from the trunk.)

*Allouette* by John Clymer

Winter was grueling, with temperatures dropping to more than 40 degrees below zero. Starvation was a real possibility. (Show this photo from the trunk.) I heard about seven men led by Robert Stuart who would have perished had they not come across a dead buffalo. Lacking wood to build a fire they ate the raw meat. I didn't care much for raw meat. I always tried to make a fire using my tinder box, striker and flint. To build a fire, I'd slip the striker around the fingers of one hand (curly ends underneath). Then I'd hold a piece of flint in the fingers of the other hand and strike the edge of it sharply with the striker. Soon sparks fly and they could be directed into a bed of dry grass or twigs that I gathered. I carried dry tinder with me in case I couldn't find any when I needed it. A spark would catch on the tinder, and then I would blow on the tinder, fanning the small flames until I got a small fire going—then I could carefully add more wood, small pieces first, then larger ones.



I always tried to carry this tin cup with me for drinking water. I also carried a canteen. It looks like a small gourd, but is made from rawhide. I usually stored water in it, but could also use it for beads or bullets. Winter was also a good time to make my moccasins from bison skin and rawhide.



Winter Camp by John Clymer

(Use this photo from the trunk.)



**Did You Know?**  
Being a mountainman was a dangerous job. Thomas Fitzpatrick's gun barrel exploded and mangled his hand. After that, his fellow mountainmen called him "Broken Hand".



Summer time was just too warm for trapping. Just like we shed our clothes in the summer, so do the beaver. Their pelts were very thin during this time of the year. Summer was when we traveled to the nearest trading post to trade or barter our pelts for new rifles, ammunition, traps, knives, tools, blankets, clothing, and numerous other items. You had to be careful, though. Traders sometimes charged prices that were 2000% higher than in St. Louis.



**Did You Know?**

Early in the fur trade, mountainmen brought their pelts to fur trading posts, like St. Louis. In 1825 William Ashley, a St. Louis politician and fur trader, began taking supplies in large wagon caravans to the mountains. This made it easier for the mountainmen to trade their pelts. These annual events were known as “rendezvous”, which is French for a pre-arranged meeting place.

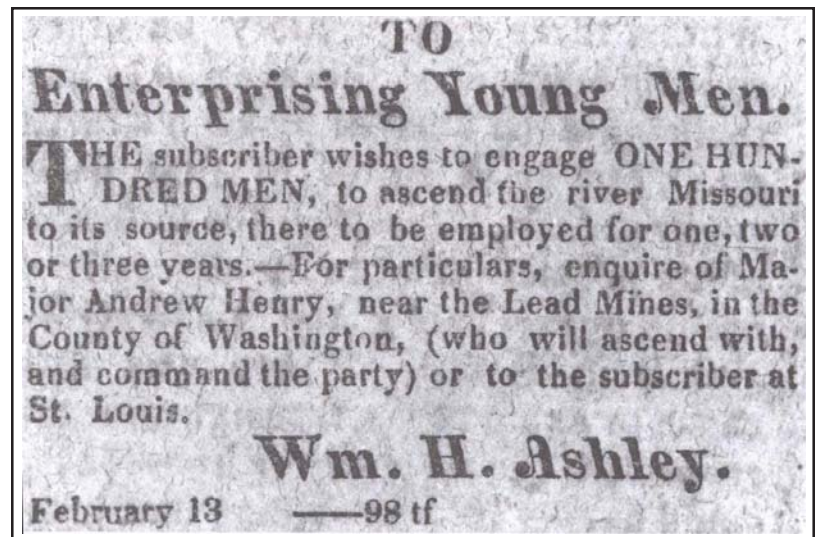
**Classroom Activity #3**

In 1822 William H. Ashley revolutionized the fur trade. He placed this advertisement in the Missouri Gazette newspaper on February 13, 1822. Using this photo from the trunk, have students read and discuss. What is he asking for? How would this affect the mountainmen? How would this affect the beaver population and the environment?

“To Enterprising Young Men: The Subscriber wishes to engage one hundred men, to ascend the river Missouri to its source, there to be employed for one, two or three years—For particulars enquire of Major Andrew Henry, near the lead mines, in the county of Washington, (who will ascend with and command the party) or to the subscriber at St. Louis.”

*Missouri Gazette*  
February 13, 1822

(Use this photo from the trunk.)



**Did You Know?**

Jim Bridger, Thomas Fitzpatrick, William Sublette, Kit Carson, Jim Beckwourth, and Jedediah Smith were some of the well-known mountainmen who answered this ad.



To trap beaver, I first looked for a wooded area near a river, creek, lake, pond, or marsh. That's where beaver live. Then I looked for signs of them, such as freshly chewed trees, pawprints, dams and lodges. Then I would wade into the cold stream and set my trap. The traps are dangerous. Traps can cut and break your hand really fast. Rather than pack a real one, I've packed a picture of a trap for you to see. I'd take the bait bottle and use some of the castoreum, which is a dark brown oil from the

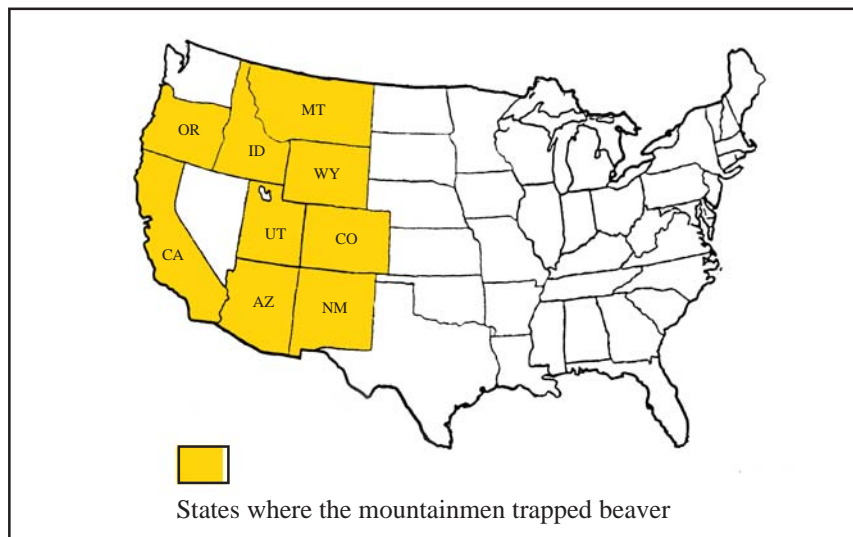


beaver's glands, to bait the trap. Castoreum is used by beaver to mark their territories and keep other beaver away. When a beaver smells the familiar scent, it looks for the intruding beaver. Hopefully it steps into the trap and finds its foot caught in the trap's jaws. Instinct causes the animal to dive toward deep water. Unable to swim away and weighted down by the trap, the beaver eventually drowns. I'd set many traps along the streams and check on them every few days. When I'd find a drowned beaver in a trap, I'd skin it and stretch it on a round frame made of willow branches to dry. I'd save the castor glands for bait or sell the extra to traders, which might eventually be made into perfume in Europe.

#### **Classroom Activity #4**

##### **Mapping**

Copy the map in the Appendix on page 22 and have students identify the current states where the mountainmen trapped beaver: Wyoming, Colorado, Montana, Idaho, and Utah. Trapping also spread to the southern Rocky Mountain states of New Mexico and Arizona, and to the Pacific West Coast states of Washington, Oregon, and California. Were any of these areas states during the time of the mountainmen (1820-1840)?



#### **Did You Know?**

Jim Beckwourth was an African American mountainman who was adopted by the Crow nation. Later he headed to the California gold fields and opened a ranch, trading post, and hotel at the summit of Beckwourth Pass. In 1863 he headed to the gold fields of Colorado and opened a store.



In 1807 I met Manuel Lisa's Missouri Fur Company trapping party at the mouth of the Platte River. Manuel was a wealthy trader from St. Louis and convinced me to travel with him. Along with him were my old friends George Drouillard and John Potts. We served together in the Corps of Discovery. At the mouth of the Big Horn River on November 21, Lisa began building a trading post called Fort Raymond. He sent me on a mission to the Crow Indians and other tribes south of the Yellowstone River. I was alone and on foot carrying a pack of thirty pounds, and my gun and ammunition. This was a daring venture through a region wholly unknown to white men. I discovered hot springs and geysers of water shooting out of the ground. It was a marvelous sight.



#### **Did You Know?**

A portion of Manuel Lisa's rock warehouse is on exhibit in the history galleries at the Old Courthouse. It was built in 1818 where the Gateway Arch is located today. It housed furs including buffalo, deer, badger, skunk, and beaver. To learn more, visit [www.nps.gov/jeff](http://www.nps.gov/jeff)



#### **Did You Know?**

The land of hot springs and geysers that John Colter went to, became the world's first national park in 1872. Visit Yellowstone National Park on the Internet at [www.nps.gov/yell](http://www.nps.gov/yell).



#### **Did You Know?**

Mountainmen explored much of the west and discovered special places. Jim Bridger was the first white man to see the Great Salt Lake. After tasting its water, he reportedly said, "We are on the shores of the Pacific."



#### ***Classroom Activity #5***

Have students imagine they work as reporters for the nineteenth century St. Louis newspaper, *The Weekly Reville*. The editor wants an interview with John Colter about the Yellowstone geysers. Write an article answering the questions: Who, What, Where, When, Why, and How and a catchy headline. Since cameras haven't been invented, sketch a picture for the front page. Use *The Weekly Reville* masthead in the Appendix, page 24.

From Fort Raymond, in the spring of 1808, John Potts and I journeyed to the Three Forks of the Missouri River, which was very rich in beaver. Blackfeet Indians considered this area home and we fought against them with the Crow and Flathead Indians. One day, while we were checking traps, the Blackfeet attacked us. They killed my friend John Potts and chased me for miles through the countryside. I can still hear their bloody screams pounding in my head. Finally I hid from them in an icy cold stream using a reed as a snorkel. From there I descended the Yellowstone and the Missouri Rivers to the Hidatsa villages, at the mouth of the Knife River to recuperate.

Manuel Lisa's expedition found me there in September 1809 and hired me to guide them to the Three Forks area where they wanted to build a fur trading post. Months later, I barely escaped an attack from the Blackfeet Indians. Five other trappers were killed, including my friend George Drouillard. That put a fierce scare in me, so I started for St. Louis about April 21 and arrived before the end of May.



### Did You Know?

Mountainmen tried to live peacefully with the American Indians, but nations belonging to the Blackfeet Confederacy were extremely hostile and frequently attacked. Part of the problem was that mountainmen were friends with the Flathead, Nez Perce, and Crow. These people were enemies of the Blackfeet. Another problem was that the Blackfeet had trapped beaver and traded the pelts for European goods. The mountainmen, by moving into their territory, were killing off the beaver and getting the rewards themselves, cutting the Blackfeet out of the trade picture.



**Did You Know?** Knife River Indian Villages National Historic Site tells the story of the Hidatsa and Mandan people. The Hidatsa people helped Colter recuperate from his injuries. To take a virtual tour of a Hidatsa earthlodge, visit [www.nps.gov/knri](http://www.nps.gov/knri)



### Did You Know?

Grizzly bears could be fierce. Jedediah Smith, a mountainman was mauled by a grizzly bear. His friends Jim Bridger and Thomas Fitzpatrick left him for dead. But he crawled for many miles, surviving on berries and the carcasses of buffalo calves brought down by wolves. When he met up with his friends again, they thought he was a ghost.



I never went back to the wilderness. As a reward for serving with the Corps of Discovery, I received some land on the Missouri River near St. Louis. I married Sally, your grandmother, and settled down. I'll always remember those exciting days—exploring the wilderness with Lewis and Clark, trapping in the mountains, and encountering the beautiful Yellowstone geysers. I'd like to think that I was making history by helping to open the West. Perhaps someday you will travel there and see how beautiful the West really is. Appreciate it and take care of it, so that your grandchildren can also enjoy it.

Your Grandfather,  
John Colter



### Did You Know?

John Colter was one of the earliest non-Indian trappers in the west. Most of the mountainmen trapped beaver from 1820-1840. By 1840 the beaver were trapped nearly to extinction. The fashionable beaver felt hats were replaced with silk hats.

### *Classroom Activity #6*

Have students pretend they are mountainmen. Have them write a journal entry about their experiences trapping in the wilderness.

### *Classroom Activity #7*

Before the camera was invented, artists were important in documenting daily life. An artist by the name of Alfred Jacob Miller went west with the mountainmen and painted pictures of them. Use this photo from the trunk. Have students discuss what is happening in the painting. Then have them imagine they are artists. Have students sketch scenes of the daily life and adventures of the mountainmen, such as trapping beaver, trading with the Indians, and camping in the mountains.



*Trapping Beaver*  
Alfred Jacob Miller  
Courtesy of Walters Gallery

(Use this photo from the trunk.)

JEFFERSON NEM 2000



## ***Classroom Activity #8***

### **Mapping**

There were several geographical features of the west that were important to the mountainmen. Using a classroom atlas, have groups of students locate the following areas. If you were a mountainman, chart out your route and where you plan to trap.

### **Yellowstone Plateau**

North of the Grand Tetons is the vast Yellowstone Plateau. The Yellowstone has a large fresh water lake and a number of hot boiling springs.

### **Snake River and Jackson Hole**

The Snake River flows south out of the Yellowstone country down through Jackson's Hole. Jackson's Hole was the crossroad of the fur traders since several trails met there. It was also abundant with beaver.

### **The Wind River Mountain Range**

Southeast of Jackson's Hole, the Wind River Mountain Range forms a solid barrier to the valleys of the Green and Snake Rivers and the Great Salt Lake to the west and the Yellowstone and Bighorn Rivers to the northeast.

### **South Pass**

At the south end of the Wind River Mountain Range is South Pass. It was an important discovery for both the mountainmen and for later overland pioneers traveling across the mountains to settle in Oregon.

### **Great Basin**

Southwest of the Wind River Range the Green River flows toward the Great Basin. It is a vast, inhospitable area with a large salt lake. Death Valley and the Mojave Desert lie hundreds of miles to the south.

### **Taos Region**

In the southern Rocky Mountains is the upper Rio Grande River. The Rocky Mountains rear up amidst prairie and semi-arid land, in southern Colorado and New Mexico, very unlike the forests and meadows of the north. Beaver was plentiful here for many years.



### **Did You Know?**

After the end of the beaver trade, many mountainmen became trail guides for the overland wagons to California and Oregon. Thomas Fitzpatrick guided the missionaries Marcus and Narcissa Whitman in 1836 along what became the Oregon Trail. From his 21 years as a mountainman, Jim Bridger explored the West from Mexico to Canada. He discovered Bridger's Pass and built Fort Bridger, which became an important way station for pioneers along the Oregon and California trails.



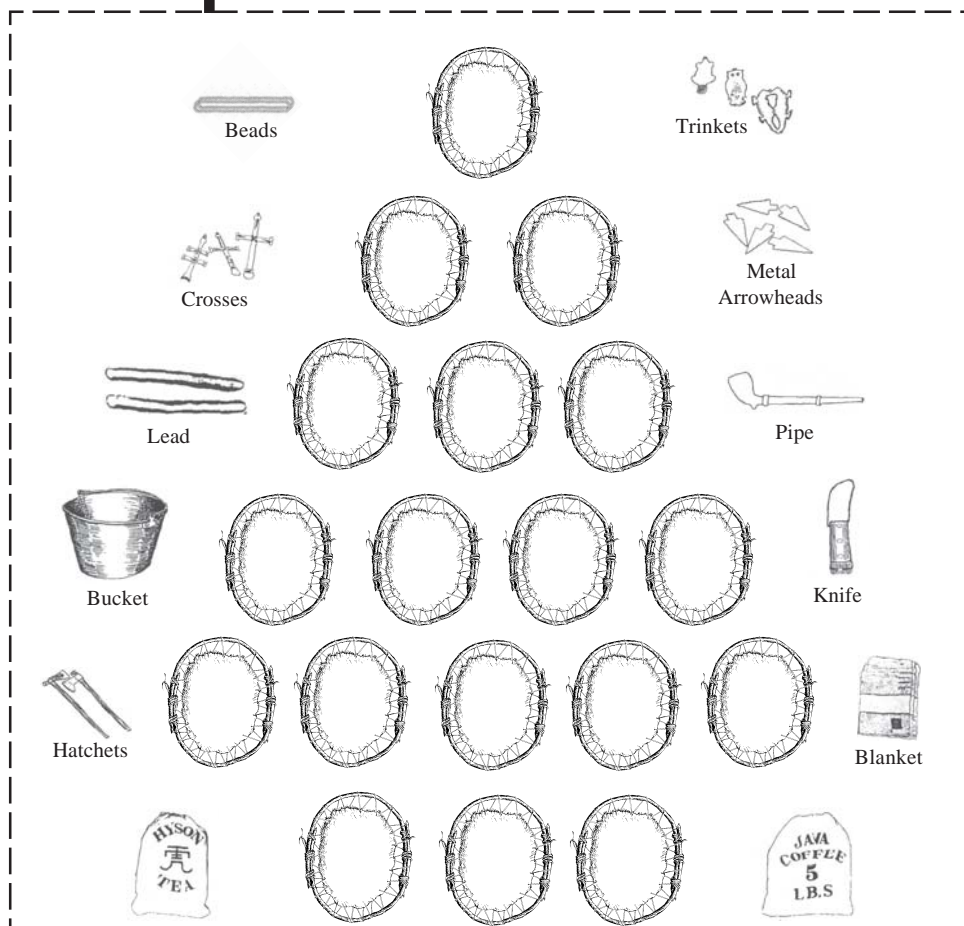
### Classroom Activity #9

Ask your students if they could go back in time to the 1800s and become a mountain man, would they do so? Why or why not? Then ask them to write a song about the life of the mountain men.

### Classroom Activity #10

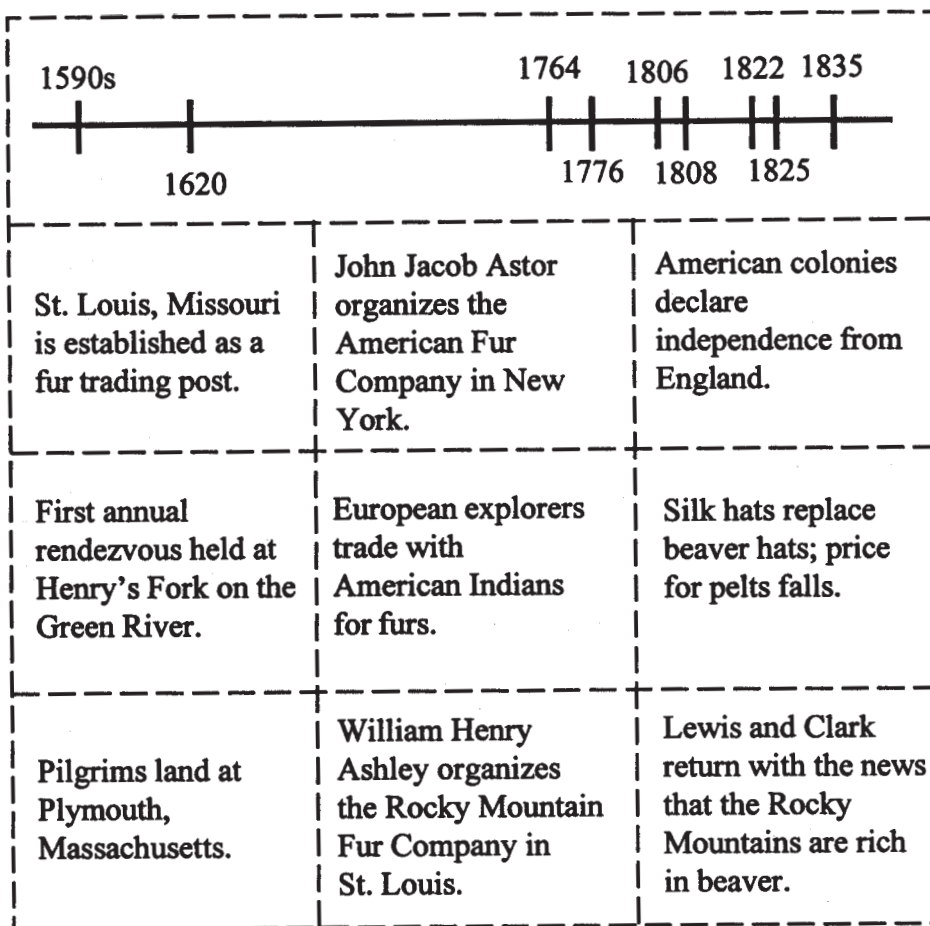
#### Trading Game

In 1825 William Ashley introduced the “rendezvous” system. Each summer, large supply wagons from St. Louis traveled up the Platte and Missouri rivers to a predetermined site in the Rocky Mountains. The mountainmen met the supply trains, bringing with them their year’s worth of furs. The furs were then traded for provisions that the men needed to stay in the mountains for another year. Organize your students into small groups of mountainmen and traders. Copy and cut out the trade goods in the Appendix (on page 25). Each trader should receive an equal amount of trade goods. Copy and cut out the beaver pelts (on page 25). Each mountainman should receive an equal number of beaver pelts. Traders should decide their own prices for their goods and mountainmen should try to get the best price for their pelts. Have students trade for a few minutes. After the trading ends have the traders count the number of beaver pelts they have. The group with the most pelts is the best traders. Using the trading goods chart on this page, have the mountainmen figure out how many beaver pelts they would get for the trade goods they just received. The mountainmen with the most made the best deal. Change the chart every time you do this activity so students won’t know which trade goods are worth the most.



**Classroom Activity #11**

Organize students into groups and provide each group with a copy of the timeline and event cards below. Using the timeline, each group should work cooperatively together to sequence the events into chronological order. Each team should make sure that each member understands and can defend the sequence. Using the “Numbered-Heads Approach” have a member of each group present their timeline to the class. Each group may want to redraw and enlarge the timeline for the activity. The answers can be found on page 25 in the Appendix.



(copy/cut)



# PARKS AND THE PAST



## Did You Know?

National parks preserve and protect nature and the environment. When your students are older, they can volunteer in national parks to help take care of these special places.

## CLASSROOM ACTIVITY #12

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at [www.nps.gov](http://www.nps.gov) to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 17. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers on page 23.)

### Fort Union Trading Post National Historic Site

This was the principal fur trading depot in the Upper Missouri River region, 1829-1867.  
[www.nps.gov/fous](http://www.nps.gov/fous)

### Bent's Old Fort National Historic Site

Built in 1833, the original fort was important to trading with mountainmen and Plains Indians. Check out their Traveling Trunk for schools and their Virtual Tour. [www.nps.gov/beol](http://www.nps.gov/beol)

To learn more about the importance of national parks, view "Conviction of the Heart" and "The Challenge of Yellowstone" video found in the trunk.

### Fort Vancouver National Historic Site

From 1825-1849 Fort Vancouver was the western headquarters of the Hudson's Bay Company's fur trading operations.  
[www.nps.gov/fova](http://www.nps.gov/fova)

### Fort Laramie National Historic Site

Originally founded in 1834 as a fur trading post, it was a center for mountainmen and Plains Indians. Check out their Virtual Tour.  
[www.nps.gov/fofa](http://www.nps.gov/fofa)





**Decision Making:**  
*What is the one job that you would enjoy doing the most? How does what you are learning in school help prepare you for this job? What character traits would help you in these jobs?*

**Careers Search**



S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	W	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	F	B	U	W	L	U	T	Y	N	F	R	T	Y	A
R	F	N	M	L	I	B	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	L	E	I	H	A	A	I
Q	N	E	A	R	C	O	H	P	A	A	N	W	L	I	T	T	V
I	O	C	G	K	I	N	B	T	W	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	S	A	T	C	R	R	R
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G



# CHARACTER COUNTS

Beavers were almost trapped to extinction in the nineteenth century to provide gentlemen with fashionable hats. If beaver hats had not gone out of style, there probably would be no beaver left today. Have students discuss the following: Should people be more concerned about the environment or fashion styles? Are there animals in danger of becoming extinct today, because people wear something fashionable made from them? Should fashion styles be allowed to endanger the environment? Arrange a debate on the following issue: Should wild animals be trapped or killed, just to provide clothing for humans? How can nature and the environment be protected and preserved, yet still be used and enjoyed?



## *Post-Trunk Activities*

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!



# ADDITIONAL RESOURCES

Now that your students have experienced life as mountain men, use the following resources to learn more about St. Louis history, Westward Expansion, and National Parks.

## INTERNET

Jefferson National Expansion Memorial

<http://www.nps.gov/jeff>

National Park Service

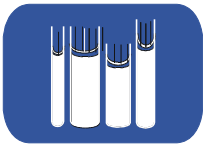
<http://www.nps.gov>

## VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700, extension 0.

- ◆ Charles Russell – An American Artist (grades 4-12)
- ◆ Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- ◆ Gateway to the West (grades 4-12)
- ◆ Monument to the Dream (grades 3-12)
- ◆ A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- ◆ Touring the Gateway Arch (grades 5-12)





# READING LIST



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## 4-6

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- Cobblestone Magazine. "Daniel Boone." Peterborough, New Hampshire: Cobblestone Publishing, June 1988.
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Cobblestone Magazine. "Mountain Men."

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Cobblestone Magazine. "Environmentalism."

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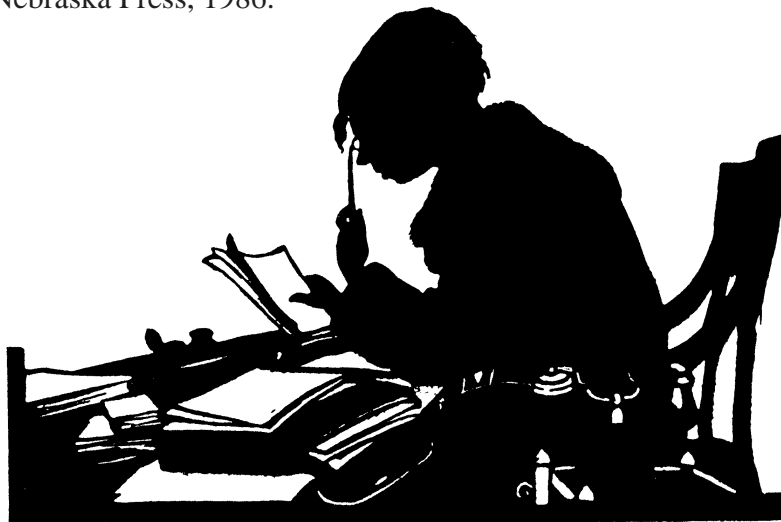
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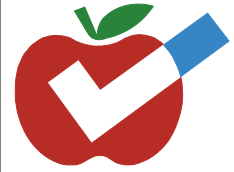


# APPENDIX



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Answers to Classroom Activity #11 on page 15

- 1590s European explorers trade with Indians for furs.
- 1620 Pilgrims land at Plymouth Rock.
- 1764 St. Louis, Missouri is established as a fur trading post.
- 1776 American colonies declare independence from England.
- 1806 Lewis and Clark return from their expedition with the news that the rivers and streams of the Rocky Mountains are rich in beaver.
- 1808 John Jacob Astor organizes the American Fur Company in New York.
- 1822 William Henry Ashley organizes the Rocky Mountain Fur Company in St. Louis.
- 1825 First annual rendezvous held at Henry's Fork on the Green River.
- 1835 Silk hats replace beaver hats; price for pelts falls.

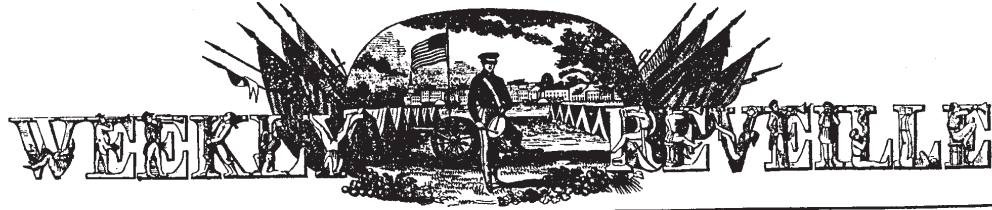
Answers for Classroom Activity #1 on page 5.

- \$180
- \$588
- \$120
- \$216
- \$0



Career Search Answer Key

S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	N	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	P	B	U	W	L	U	T	Y	N	E	R	T	Y	A
R	F	N	M	L	I	R	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	L	E	I	H	A	A	I
Q	N	E	A	R	C	H	P	A	A	N	W	L	I	T	T	V	
I	O	C	G	K	I	N	B	T	W	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	S	A	T	C	R	R	R
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G



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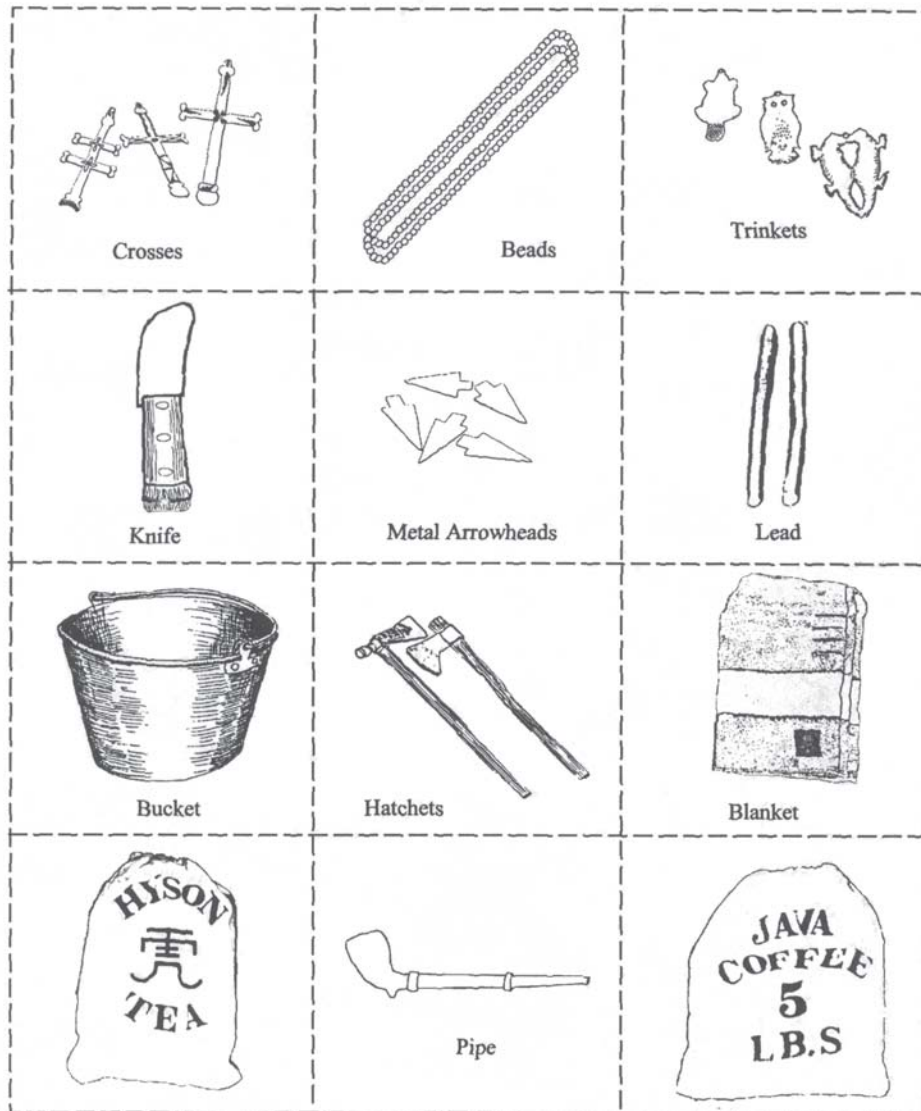
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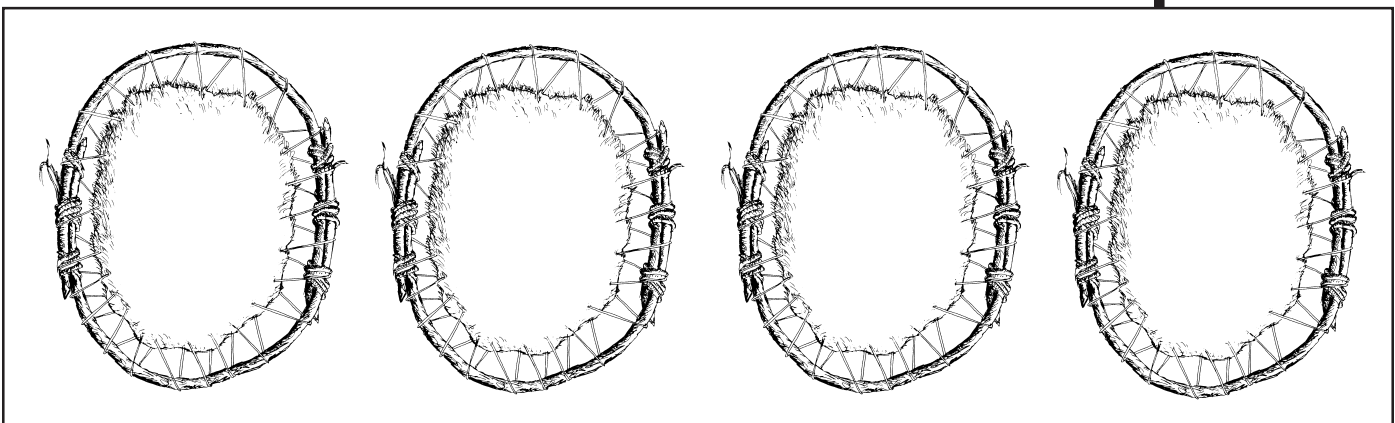


**Trade Goods for  
Classroom Activity #10**

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**Beaver pelts for Classroom Activity #10**



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