

Lewis and Clark National Historical Park "Life at the Fort" Education Program

Welcome to Lewis and Clark National Historical Park! It is the goal of the park's staff to provide each park visitor an enjoyable, educational and safe experience. Please review this guide to prepare for your visit.

LIFE AT THE FORT Program Information

"Life at the Fort" is designed to give students a first-hand experience on the site of the 1805-06 winter encampment of the Lewis and Clark Expedition. To best experience the park, each program is designed to serve no more than 80 students with no more than 20 students in any rotation group for activities and visiting the park. School groups are combined together to fill the rotations. If you more than 80 students, special arrangements (space allowed) will be made upon reservations.

These groups of 20 students will be able to handle replica artifacts while interacting with a ranger dressed in buckskin. The students will participate in self-directed grade-specific activities, while walking the trails and visiting the visitor center. Groups have an opportunity to shop in the bookstore during the visitor center activity. The students will participate in a muzzle loading flintlock rifle or musket concluding program. A Natural History activity can be added to the schedule for groups of 65-80 students.

Student Pre-Visit Preparation

Our rangers will assume that students have a basic understanding of the Lewis and Clark Expedition prior to arrival in the park. To assist you, you'll find pre- and post-visit activity packets in this folder. We also suggest that groups view either "We Proceeded On...", "Clatsop Winter Story", and/or "Living History Demonstrations" DVD or VHS or prior to their visit. All videos are available for loan from the park. Please contact the park two weeks prior to your visit to arrange for loan, and return the materials on the day of your visit, or before.

Behavior Expectations

Included in this pre-visit packet are **Student and Adult Helper Job Descriptions**. Please follow these instructions to help support your National Park.

Group Organization

Unless otherwise directed by the park staff, divide large groups into smaller groups of no more than 20 students per group. Your smaller groups will be assigned a rotation based on the number of students from your school and if your group has been combined with another group. Programs being conducted for up to 60 students will consist of 3 groups: "Group A," "Group B" and "Group C." Programs being conducted for groups of 65-80 students will have a "Group D" added, and the program shall be an additional 30 minutes long.

Nametags

Please have all members of your group wear nametags to help us address individuals, as well as to identify your group. Nametags serve as admission passes once your entrance fee is paid or a fee waiver is on file. Due to the number of visitors to the park it is extremely important to be able to identify at a glance any members of school groups participating in our programs

Chaperones

Please arrange for at least one adult helper for every 10 students. Those groups which have obtained a "Park Waiver of Fees" are allowed up to one adult for every three students at no charge. Extra adults will be required to pay the admission fee (currently \$3 per person 16 and older). For those groups which did not request a waiver of fees, the fee is \$3 per person 16 and older (including any students).

What to Wear or Bring

Be prepared for rain! The North Coast of Oregon is the second wettest location in the lower 48 states. Coats, sweaters, hats and/or raincoats may be necessary on any day, at any time of the year (yes, even summer!). Safe footwear is necessary. High-heeled shoes and sandals are HIGHLY discouraged during the park's education programs. The trails consist of wood chips and the floor of the fort is uneven. When it is raining VERY large mud puddles will need to be negotiated. Due to increased security, the quick rotation schedule and small spaces your group will be visiting, please leave all backpacks, lunches and other large items on the bus. Also, food brought to the fort can encourage rodents and other pests.

Preserve and Protect the Park Environment

Please help us to cut back on food and container packaging at the park. Remind parents and students to pack food in reusable containers, bring recyclable containers home again and to bring only what they can eat during their lunch break.

Accessibility

The restrooms, theaters and majority of trails (wood chipped and crushed granite), at Lewis and Clark National Historical Park are accessible to all visitors. Parts of the Fort are accessible. Please contact us in advance so we can accommodate your needs. Foreign language and Braille brochures are available in the visitor center. The program presented at the fort replica is designed to be interactive so all students will have a worthwhile learning experience.

Arrival

Important... Arrive on time. Please call if you are delayed. If a group's arrival is more than 30 minutes after the scheduled time, the planned program will be greatly modified. Registration and restroom time has been figured into the arrival time. Please follow these directions:

- * Stop bus(es) at the Loading/Unloading area in front of the Picket Fence and Gates, allowing space for cars to pass. Students remain on bus.
- * Have lead teacher(s) bring confirmation letter, return videos or DVDs and school shopping container to ranger at Visitor Center Front Desk. Return to bus to unload students. Cameras are welcome - students please leave gum, electronics, food and valuables behind.
- * Please park bus in the overflow lot, motor off.
- * Gather students near flag pole outside Visitor Center or in foyer for bathroom break and check-in. Make sure nametags are on and intact. Lead teacher introduces adult helpers and fellow teachers to rangers.

Picnics or Lunch Breaks

Groups can eat lunch or snacks before or after school programs in the Picnic Area near the Visitor Center Parking Lot, or the Netul Landing, about 1.5 miles south of the entrance road into the visitor center and fort. There is plenty of parking, a covered area with interpretive exhibits and vault toilets nearby. A canoe/kayak launch area is available during daylight hours at the south area of Netul Landing. This site has a beautiful path along the Lewis and Clark River (Netul River) from the canoe/kayak launch to the shelter.

Bookstore

Students can shop in the Lewis & Clark National Park Association Bookstore during their visitor center activity. Please let us know before you arrive if you do not wish for your students to shop. Small groups of students must be accompanied by an adult helper, who is prepared to assist students with decision making, line monitoring and paying for items. Purchases will be marked with the shopper's name and placed in a labeled container provided by the school and then held behind the counter until the end of your program. Please bring a labeled box or bag to hold your students' bookstore purchases.

Program or Group Change Requests

If for some reason you find it necessary to cancel or reschedule your visit, notify the park as soon as possible. It is also important to notify the park if there are any changes in the size of your group. **Remember, if your group is less than 60 students another school may be booked with your group.** More questions? Please call the Education Program at (503) 861-4422. Thanks!

Adult Helper Job Description

We ask that teachers share the following information with their adult chaperones. We're delighted to have them help in providing a quality experience for visiting students, chaperones and educators. Lewis and Clark National Historical Park depends on adult helpers from each visiting school group to assist in providing a safe environment and a worthwhile experience for their group. It is very important that **all adult helpers** fulfill to their role and responsibilities. Here are some other ways chaperones can help:

- Please do not bring siblings. The programs are geared to the age of the group, and are set for a given number of students. Younger or older children may become bored and tired.
- Please have chaperones be familiar with the names of the students they are leading. This is extremely important in case of an emergency.
- Please have chaperones help students make wise choices throughout the visit. It makes a better park experience for all. We ask that school groups and others walk, and speak quietly in the park. Also, do not litter or collect animals or plants in the park.
- Please accompany students at all times, and follow the assigned schedule. Other school groups and visitors may be in the park at the same time as your school.
- Please assist students closely in the bookstore. A ratio of one-to-five students works best.
- During the program PLEASE no smoking. No gum chewing, eating, drinking or smoking during the program. Please ensure that everyone leaves all electronic devices, games and snacks on the bus. Please turn off or silence cell phones.

Student Job Description

We ask that teachers share the following with their students:

- Please follow directions given by the teachers, adult helpers, and park staff.
- Please stay with your assigned group and adult helper.
- Speak in quiet voices and listen closely.
- Walk, don't run, in the visitor center, at the fort and on the trails.

- Please keep to the trails. This helps control erosion and animal habitat.
- Look at all plants and animals, but leave them for others to enjoy.
- Help keep the park clean by not littering.
- Be careful with the hands-on items.
- Bring your camera and your money if you plan to shop in the bookstore.
- Please leave iPods, games, gum and snacks behind and turn off cell phones.
- Please help other visitors enjoy their visit.

Park Overview

The National Park Service was established on August 25, 1916 to:

"...promote and regulate the use of the Federal areas known as national parks, monuments, and reservations... by such means and measures as conform to the fundamental purpose of the said parks, monuments, and reservations, which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations."

Today there are many different types of national parks. In addition to sites celebrating natural history, such as Yellowstone National Park or Grand Canyon National Park, many parks commemorate historic events, people or cultures, such as the Lewis and Clark National Historical Park. Our park includes Fort Clatsop, a replica of the 1805-06 winter encampment of the Expedition, as well as other sites located on a 40-mile stretch of the Pacific Coast, from Long Beach, Wash., to Cannon Beach, Oregon. We also work in partnership with Oregon and Washington state parks to care for sites important to the expedition and people living here at the time.

At Fort Clatsop, education programs utilize visitor facilities, including the visitor center, fort exhibit, canoe landing, Netul River trail, Fort to Sea Trail and the Netul Landing. The visitor center contains exhibits, audio-visual programs, bookstore, restrooms and drinking fountain. The fort replica is located about 110 yards from the visitor center and is where costumed ranger and flintlock muzzle loading programs occur. The first replica was built in 1955, and burned 50 years later in 2005. A second replica was built by the NPS in partnership with community volunteers and rededicated in 2006. This fort exhibit is based on Captain Clark's original floor plan and sits amid second growth forest.

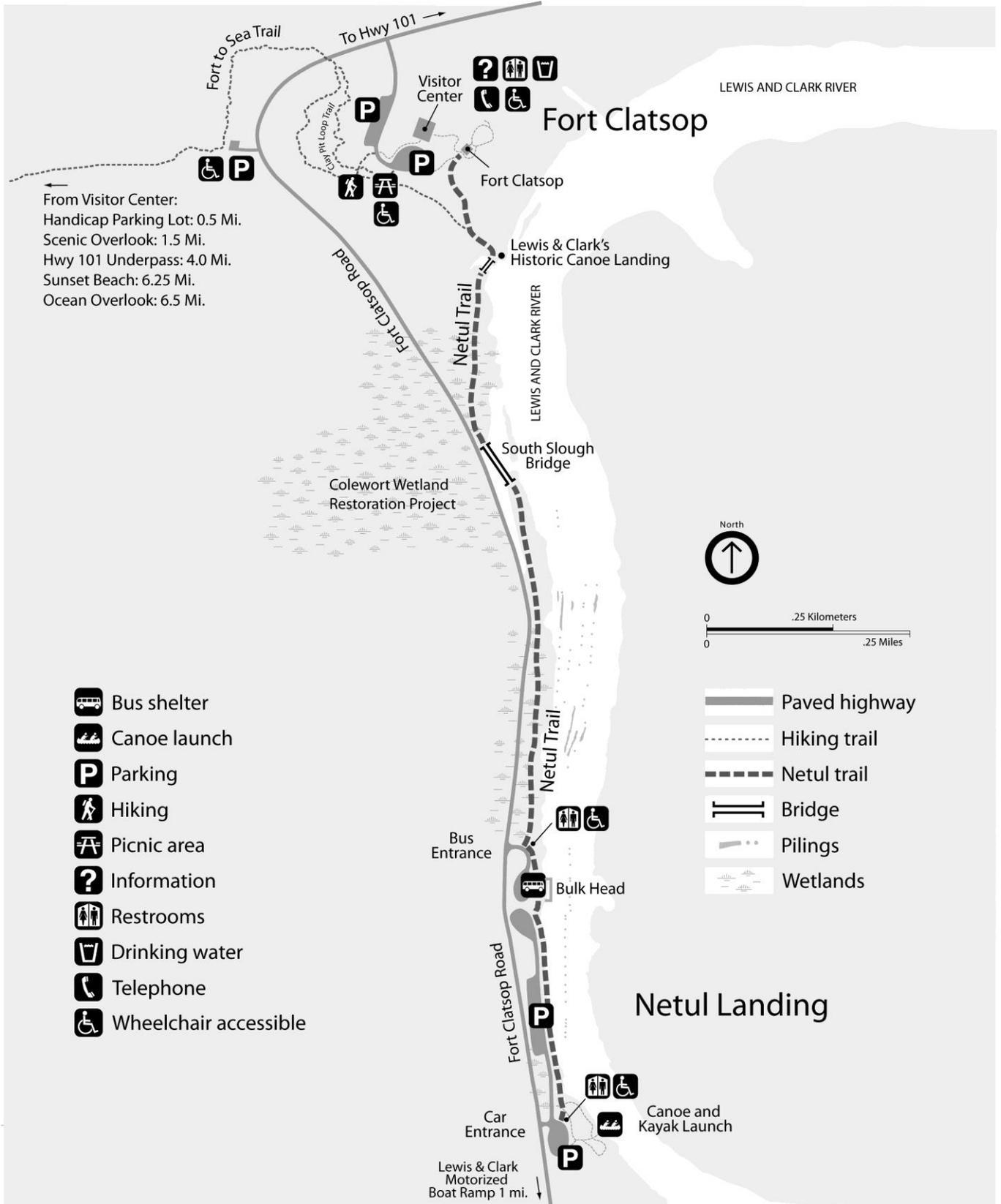
Paths from both the fort and the parking lot lead to the historic canoe landing on the banks of the Lewis and Clark River, called the Netul River by Clatsop peoples. This site is about 250 yards from the fort. It is also the beginning of the Netul River Trail, a gentle, approximately 1 mile walk. A picnic area and vault toilets are available for groups at the

Netul Landing, about 1.5 miles south of the entrance to the park. A canoe/kayak launch area is available during daylight hours at the south area of Netul Landing.

A short loop path (100 yards) behind the fort leads to a freshwater spring, thought to be used by the Lewis and Clark party.

The 6.2- mile Fort to Sea Trail starts from the visitor center at Fort Clatsop. The first two miles take you up a gentle climb to Clatsop Ridge, where on a clear day you can see the Pacific Ocean. From there, you descend through woods and reach a wooded pasture dotted with small lakes. The wooded pasture leads to the crossing tunnel under U.S. Highway 101 and near Camp Rilea. This stretch of the trail marks the beginning of sandy dunes and leads into beach woods before arriving at the Sunset Beach trailhead.

Lewis and Clark National Historical Park Map - Fort Clatsop & Netul Landing



"Life at the Fort" Teacher Reminder Checklist

- ___ Make copies of materials for other teachers, adult helpers and drivers.
- ___ Arrange for adult helpers. Ratio Minimum 1:10 Maximum 1: 3
- ___ Brief adults and students on their responsibilities and your expectations
- ___ Contact bus company to verify routes and times. Give the drivers copies of Travel Time, Parking and Directions and the park map.
- ___ Complete pre-visit activities.
- ___ Watch videos. Complete video information form.
- ___ Make name tags for students and adult helpers.
- ___ Obtain cash or check for entrance fee payment if you do not have a fee waiver.
- ___ Label a bag or box with school name and the name of the teacher for each group's bookstore purchases.
- ___ Remember to bring the confirmation letter and park videos with you.
- ___ Upon arrival, have the bus driver pull into the "Load/Unloading Zone" in front of the Picket Fence and Gate, then when the bus is unloaded pull the bus to the parking area in the overflow lot.
- ___ Contact teacher registers in the visitor center, with the confirmation letter and the bookstore container. Return the videos. Students wait on the bus.
- ___ After the contact teacher checks in at the visitor center, unload the bus, use the restroom and wait in front of the visitor center by the flagpole. Please do not block the doors.
- ___ Remind students that cameras are allowed and that they will need their money if they plan to shop, but to leave other electronics, backpacks, gum and food.
- ___ Post-program, pick up purchases and evaluation forms.
- ___ Return evaluation forms to the park.

Travel Time, Parking and Directions

It is not necessary to add time to the planned arrival time. The arrival time includes 15 minutes for the contact teacher to check in at the visitor center, unloading the bus and for members of the group to have a restroom break before the ranger welcomes the group.

Highways 26, 30 and 101 can be slow roads for buses and other large vehicles. It is important to plan your travel time to include the possibility of road construction, detours, road closures, slow moving vehicles, breakdowns or any other unforeseen problems. Lewis and Clark NHP is located in the northwest corner of Oregon. It is six miles south of Astoria off Highway 101.

From Portland South:

Take Highway 26 West to Seaside. Go North on Hwy 101 through Seaside. Turn Right on Alternate (business) 101--approximately 15 miles north of Seaside. Follow the signs to the park, it is the second right turn (about 2-3 miles).

From Portland North:

Take I-5 or Hwy 205 North to Longview. Take the first exit to Longview (Hwy 432 or the truck route) follow truck route signs to Hwy 433 turn left and take the BIG bridge over the Columbia River. Turn right onto Hwy 30 West to Astoria. From I-5 to Astoria is approximately 50 miles. Go through Astoria and go south on Hwy 101. At the 3rd stop light after you have crossed the Youngs Bay Bridge, take the first left. This is a short street (Marlin Ave) to Alternate (Business) 101, turn left, follow the signs to the park--it is the second right turn (about 2-3 miles).

The driving distances and **minimum driving times for busses** from major communities in the area are:

Portland		
West	via Hwys 26 & 101, through Seaside	100 miles (2 ½ hours)
North	via 1-5 to Longview, then Hwy 30 through Astoria	100 miles (2 ½ hours)
Longview	via Hwy 30 through Astoria	60 miles (1 ½ hours)
Tillamook	via Hwy 101 through Seaside	60 miles (2 hours)
Aberdeen	via Hwy 101 across the Astoria-Megler Bridge	81 miles(2 ½ hours)

Bus Parking

When you arrive in the park please have drivers stop the buses in the area marked "**Bus Loading and Unloading**," which is in front of the Picket Fence and Gate. Be sure there is room for cars to pass. The students will remain on the bus while the contact teacher registers in the visitor center. Once buses are unloaded, drivers are to move the buses to the bus parking spaces in the RV lot. Bus engines must be turned off while in the park.

Car Parking

So registration in the visitor center can be done immediately, please have the contact adult, with the confirmation letter check in immediately. Please have drivers park their cars in the RV parking lot and then bring students in one group to the visitor center.

Lewis and Clark National Historical Park



"Life at the Fort"

Education Program

Pre/Post-Visit Activity Packet



How to Use This Packet

1. Read the *Brief History of the Lewis and Clark Expedition* and President Jefferson's letter of instructions to Meriwether Lewis.
2. Preview the videos and decide which one you want your class to see.
3. Familiarize yourself with the Pre/Post-Test and activities in this packet. These activities will give your students a firm background about the expedition and enable them to get the most out of their visit.
4. We have included several post-visit activities for you to use after you have visited Fort Clatsop and before you give the Post-Test.

Thank You!

Lewis and Clark National Historical Park

Historical Knowledge

In order to make the most of your visit to Lewis and Clark National Historical Park, please be sure your students have this basic information about the expedition prior to your visit.

- Who was the President at the time: Thomas Jefferson.
- Louisiana Purchase: In the spring of 1803 the United States purchased an 830,000 square mile parcel of land from France for \$15,000,000. Almost doubling the size of the United States, the Louisiana Purchase allowed the Lewis and Clark Expedition to travel from the Mississippi River to the Rocky Mountains without trespassing into foreign held territory.
- The United States consisted of 17 states and two territories in 1804 and extended to the Mississippi River.
- Letter of Instructions: The captains were told to look for the Northwest Passage and a water route to the Pacific, explore the Louisiana Purchase, collect specimens, map the country, record everything they saw, learn about the people, etc.
- Northwest Passage: Lewis and Clark were looking for this elusive passage to the west. It was hoped that it was a short portage between the Missouri and Columbia River's headwaters. The expedition proved that no such passage existed.
- The winter of 1804-05 was spent at Fort Mandan in present day North Dakota. This is where the expedition hired Toussaint Charbonneau as an interpreter. He brought his wife, Sacagawea, and their infant son (Jean Baptiste), along on the expedition.
- There were 33 members in the permanent party of the expedition. They were a team of men with special skills who volunteered for the special military assignment. There were civilians (Toussaint Charbonneau[Mandan/Hidatsa-French interpreter], Jean Baptiste Charbonneau [a baby], Sacagawea [the only woman], George Drouillard [American Plains Sign Language interpreter]), a Newfoundland dog and many American Indian guides and interpreters along the way.
- The captains encouraged the men to keep journals. These were bound books with rag paper. Lewis and Clark recorded celestial navigations, plant and animal descriptions, as

well as information about the people they met. Clark made maps and wrote about the land. They recorded information all along their journey. Lewis and Clark were considered educated men, but their writing and spelling were often incorrect by today's standards.

- The majority of the journey was by boat. They crossed the Rocky Mountains by pack horse.
- They stayed at Fort Clatsop because they needed a place to live during the winter. This was the best location because it had trees for a fort, fresh water, protection from storms, it was up and out of tide areas, there were animals nearby for food and clothing, there was easy access for canoes, and they could trade with the nearby Clatsop people.
- Important Dates: The expedition occurred from 1803-1806. The party left Camp Wood River on May 14, 1804. The expedition stayed at Fort Mandan November 2, 1804 to April 7, 1805. They stayed at Fort Clatsop December 7, 1805-March 23, 1806 and returned to St. Louis on September 23, 1806.

Life at the Fort Pre/Post-Test

Name _____

- 1) Name the United States president that was in office in 1803-06.
- 2) Which objectives did the expedition have to carry out?
 - a) Sail around the world
 - b) write descriptions of things they saw
 - c) make friends with native peoples
 - d) set up a trading post
- 3) How many forts did the expedition build? Name them.
- 4) Which of these American Indian Tribes did the expedition meet along the way?
 - a) Chippewa
 - b) Clatsop
 - c) Teton Sioux
 - d) Navajo
 - e) Iroquois
 - f) Shoshone
 - g) Nez Perce
 - h) Ute
- 5) Draw or name 3 different containers the coastal American Indian people made and used.
- 6) What was the expedition's main food source while they were at Fort Clatsop?
- 7) Name three other things this animal was used for.
- 8) Which of these plants or animals did Lewis and Clark discover?
 - a) candlefish
 - b) raccoon
 - c) beaver
 - d) chickaree
 - e) Oregon grape
 - f) cherry tree
 - g) California Condor
 - h) slug
- 9) Name two reasons the expedition chose the site they did for Fort Clatsop.
- 10) What did the men do during the winter at Fort Clatsop? List as many things as you can.

Mapping the West



Subject: History, Geography
Duration: 45 minutes
Location: School Site/Indoors
When: Pre-visit
Grade: 3-5 or Middle School

Objectives:

Students will be able to: a) identify which present-day states the Lewis and Clark Expedition traveled through; b) identify and label the Pacific Ocean, Canada, St. Louis, Missouri River, and Fort Clatsop; c) identify where the expedition began; and d) identify what the United States looked like in 1803.

Materials:

Map of United States, handout, glue sticks, crayons, pens or pencils.

Procedure:

3rd-5th

1. Introduce students to what the United States looked like in 1803 when the expedition began. Use the *Map Puzzle* handout for this activity. Have students cut out the pieces of the different territories and place them in the correct place on the large map of the United States. A map from your textbook can be used to assist them. Then show them a map of the United States as it appears today. Discuss how and why the country has changed since Lewis and Clark's time.

2. Next, discuss where the Lewis and Clark Expedition traveled on a current map of the United States. This could be a research activity. Then have students complete the handout "Map Exercise."

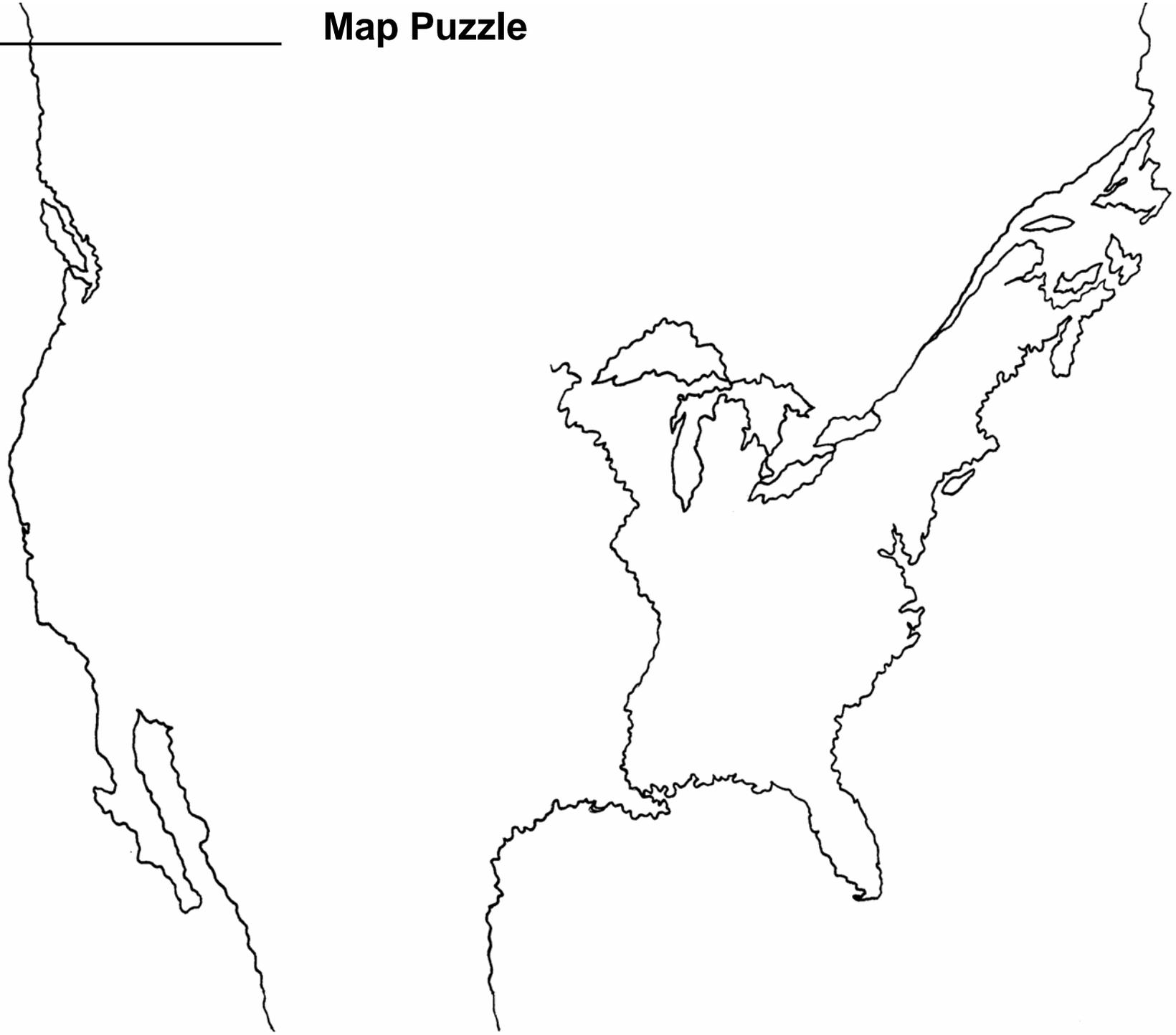
Middle School

Give students a blackline map of the present day United States. Review what the United States looked like in 1803. Have students color and label the United States boundaries and the Louisiana Purchase boundaries on their map. Label the states of 1803.

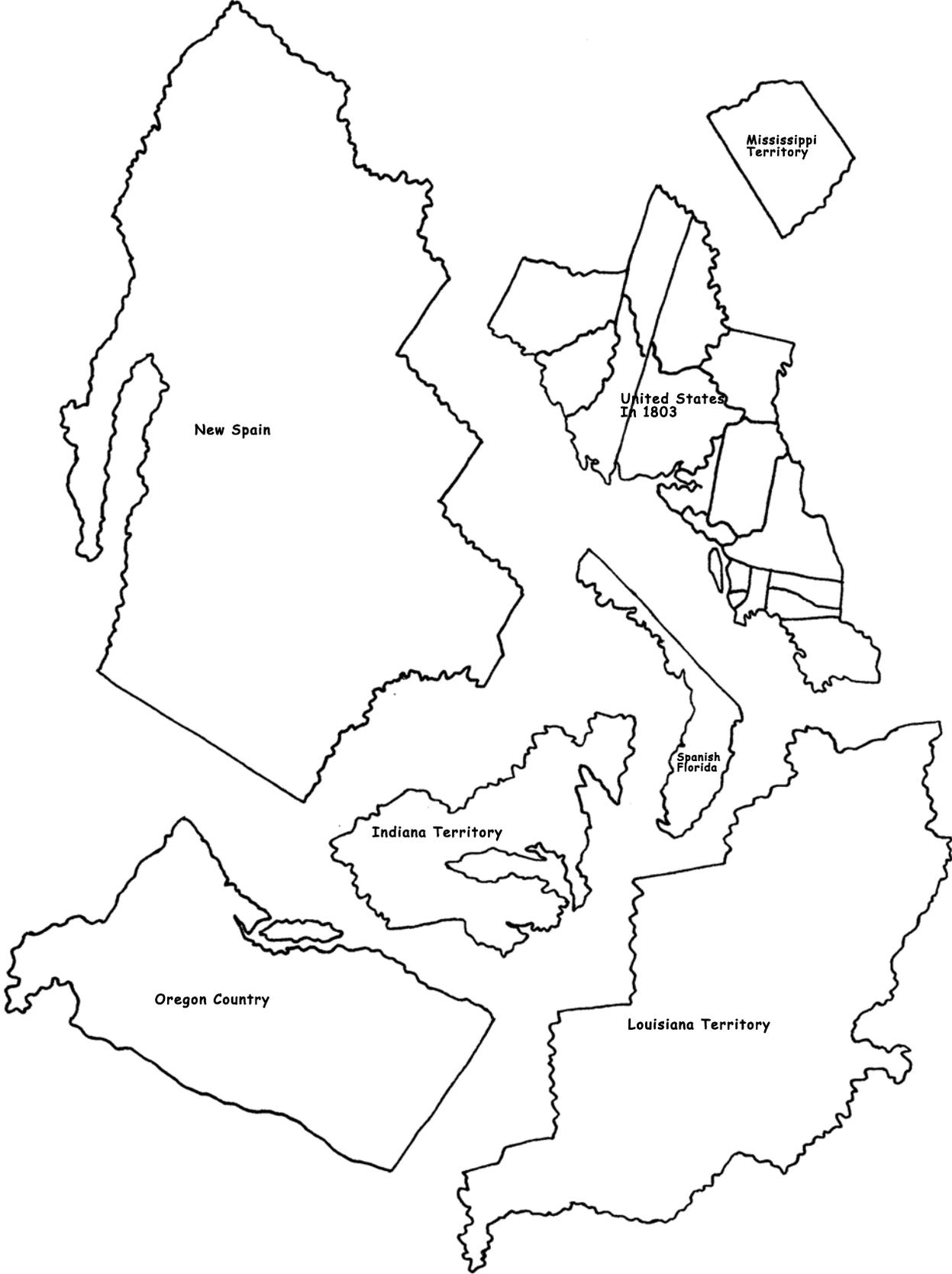
Now have students draw the route Lewis and Clark took from Camp Dubois to Fort Clatsop. Label the important rivers and the Pacific Ocean. Draw in the Rocky Mountains and label. Finally, have them draw the return route in a different color.

Name _____

Map Puzzle

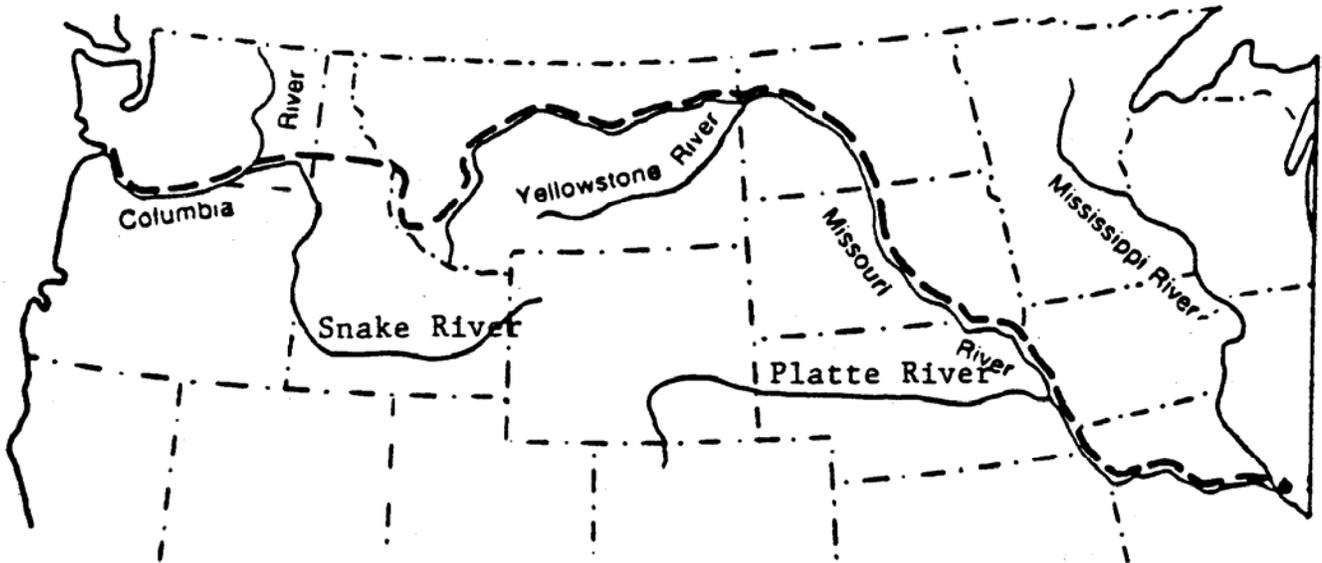


Map Puzzle Pieces



Map Exercise

Name _____



1. The map above shows the route used by the Corps of Discovery on its journey to the Pacific Ocean and includes present-day state boundaries. At the time of the expedition there were no state boundaries established in the unexplored west. Fill in the names of the states that the expedition traveled through and were later established in this area.
2. Locate and label the Pacific Ocean and Canada.
3. Locate and label Camp Dubois, where their journey began; Fort Mandan, where they wintered in 1804; and Fort Clatsop, where they spent the winter of 1805-06 before their return trip.
4. On what river did their journey begin?

Object of Your Mission



Subject: Language Arts, Reading
Duration: 45 minutes
Location: School Site/Indoors
When: Pre-visit
Who: All grades

Objectives:

Students will be able to: a) list the reasons the Lewis and Clark Expedition was sent to the Pacific Ocean; b) identify those things important to know and learn when going to new places and meeting new people.

Materials:

President Jefferson's letter of instruction to Meriwether Lewis (found in the Resource Materials section).

Background:

Before the Lewis and Clark expedition, the region between the Mandan villages in present-day North Dakota and the Pacific Ocean was known only to the American Indians inhabiting the region. Thomas Jefferson had been curious about this part of North America for many years and had tried several times without success to mount an expedition. When he became president in 1801, he hired Meriwether Lewis to work for him as secretary and began to plan another expedition to explore the west. Jefferson wrote a long letter to Lewis giving him instructions for the trip. Lewis then invited his former army commander and friend William Clark to join the expedition as co-captain.

The first objective was for the explorers to find, if possible, and map the fabled Northwest Passage, or as Jefferson wrote, "...the most direct & practicable water communication across this continent for the purposes of commerce." As the explorers traveled across the continent, William Clark accepted the responsibility of describing and mapping their route. After the expedition, he produced a map of the region from the Mississippi River to the Pacific Ocean. This map was published in 1814 and was the first fairly accurate map made of the west. With their discovery of the extensive Rocky Mountains, the Corps of Discovery finally put to rest the rumor of the existence of a Northwest Passage across the continent.

Their second objective was to learn about the people living in the west and to tell them about the United States. The explorers wrote extensively about the American Indians they encountered.

They learned and recorded as much as they could about the politics, languages, occupations, food, clothing, tools, health, customs and beliefs of the people they met. Lewis and Clark also held diplomatic meetings with the chiefs to encourage them to be friends with the United States and be peaceful with other native nations.



Jefferson's third objective for the expedition was scientific. He asked Lewis to learn about the soil, land formations, plants, animals, fossils, geology and climate of the areas they traveled through. Lewis and some of the others spent much time and energy accomplishing these scientific tasks. Meriwether Lewis and William Clark wrote scientific descriptions of 122 new kinds of animals and 178 new kinds of plants. Most of this work was accomplished at Fort Clatsop.

Procedures:

1. Discuss what goals and objectives are. To illustrate, ask students why people were sent to the moon or why we explore the ocean.
2. Discuss with students what they would like to learn about a different country, culture or people they don't know, if they were given the opportunity to visit. Then have them write out their "objectives" for their visit to this new place. What would they need to know to survive? What would help them get along with the people? How does the countryside differ from their own home? What would they do to find the answers to these questions?
3. Have students identify why they are going on the trip to Fort Clatsop and what they want to learn about the site (and things along the way).
4. How would they learn about these places without visiting?
5. Read or give to your students copies of President Jefferson's letter of instruction to Captain Lewis. Have them identify the reasons for the expedition. Then have them discuss what else they might have included in that letter of instructions and why.

Evaluation:

1. After students have read President Jefferson's letter of instruction, have them answer the following questions: a) Name President Jefferson's three main goals for the expedition; b) did Lewis and Clark find the Northwest Passage? Why or why not? c) What types of things were Lewis and Clark to learn about the people they met along the way? d) What types of scientific things were Lewis and Clark to learn about? Then, as a group, discuss each of the questions. Was there anything additional the expedition was to accomplish?

"We Proceeded On..." Video

Subject: Language Arts, Reading
Duration: 32 minutes for the video and 25-30 minutes for answering questions
Location: Classroom
When: Pre-visit
Who: All grades

Objectives:

Students will identify at least 5 important facts about the expedition and Fort Clatsop.

Materials:

"We Proceeded On..." video, pencils.

Procedures:

Have students watch the video. Use the following questions for discussion or for a written assignment.

Questions:

1. How much did the United States pay for the Louisiana Purchase? Ans: \$15 million or 3 cents an acre.
2. Name the two captains who would lead the expedition. Ans: Meriwether Lewis and William Clark.
3. What year did they begin their westward journey? Ans: 1804
4. How did they move the boats up the river? Ans: polling, rowing, pulling
5. Name the main river they traveled when they began their journey. Ans: Missouri River
6. Name some hazards of river travel. Ans: floating logs, sandbars, caving banks, sunken logs
7. Which American Indian tribe tried to stop the expedition from going up the Missouri River? Ans: Teton Sioux
8. Who was the only person to die on the expedition and where did he die? Ans: Sergeant Floyd, Council Bluffs (near modern day Sioux City, Iowa)

Note: Middle school students should take notes while watching the video. Then have each student create a study sheet and an answer sheet using their notes. The questions should consist of short answer, true/false, multiple choice and fill in the blanks.

"

Great Joy in Camp..."



After Eighteen Months, Expedition Reaches the Pacific

Subject: Art, Spelling
Duration: 2 hours
Location: School Site
When: Pre-visit

Objectives:

Students will be able to: a) draw or construct what they think the November camp looked like; and; b) identify the reasons the expedition chose to build their winter camp on the south side of the Columbia River.

Materials:

Handout, paper, crayons, glue, construction paper, tape, string, scissors, cardboard boxes, tissue, cotton balls, paint, etc...

Background:

At long last, the explorers knew they were approaching their goal--the mouth of the Columbia River. The first indication they had that they were nearing the continent's edge was when they noticed the tide's effect on the river--the periodic rise and fall of the water's level. This occurred on October 31, 1805 at Beacon Rock more than one hundred miles inland. Now, there was no doubt that this great river would take them to the sea.

On November 7, 1805 the Corps of Discovery camped on the north shore of the Columbia River. William Clark wrote in his journal that day:

"...Encamped under a high hill...opposit to a rock situated...a half a mile from the Shore, about 50 feet high and 20 feet Diamiter, we with dificuelty found a place Clear of the tide and Sufficiently large to lie on the only place we could get was on round Stones on which we lay our mats rain Continud. moderately all day...our Small Canoe which got Seperated in the fog this morning joined us this evening...Great joy in camp we are in View of the Ocian, this great Pacific Octean which we been So long anxious to See. and the roreing or noise made by the waves brakeing on the rocky Shores (as I

Suppose) may be heard distinctly."

What the explorers thought was the Pacific Ocean was actually the Columbia River estuary, where the river spreads out and becomes several miles wide. They were still more than twenty miles from the river's mouth. The closer they approached the ocean, the more difficult became traveling and finding a dry camp. On November 11, Clark wrote,

"...during the last tide the logs on which we lay was all on float Sent out Jo Fields to hunt, he Soon returned and informed us that the hills was So high & Steep, & thick with undergroth and fallen Timber that he could not get out any distance; about 12 oClock 5 Indians came down in a canoe, the wind verry high from the S. W. with the most tremendous waves brakeing with great violence against the Shores, rain falling in torrents, we are all wet as usial and our Situation is truly a disagreeable one; the great quantites of rain which has loosened the Stones on the hill Sides, and the Small Stones fall down upon us, our canoes at one place at the mercy of the waves, our baggage in another and our Selves and party Scattered on floating logs and Such dry Spots as can be found on the hill Sides, and Crivices of the rocks...those people left us and Crossed the river (which is 5 miles wide at this place) through the highest waves I ever Saw a Small vestles ride. Those Indians are Certainly the best Canoe navigaters I ever Saw..."

The next day, things got even worse. Clark's journal entry for November 12, tells it best,

"a tremendous thunder Storm abt. 3 oClock this morning accompanied by wind from the S.W. and Hail...untill about 6 oClock at intervals it then became light for a Short time when the heavens became darkined by a black Cloud from the S.W.& a hard rain suckseeded which lasted untill 12 oClock with a hard wind which raised the Seas tremendously high braking with great force and fury against the rocks & trees on which we lie, as our Situation became Seriously dangerous, we took the advantage of a low tide & moved our Camp around a point a Short distance to a Small wet bottom at the mouth of a Small Creek which we had not observed when we first Came to this Cove, from its being very thick and obscured by drift trees & thick bushes, Send out men to hunt they found the woods So thick with Pine & timber and under groth that they could not get through...It would be distressing to a feeling person to See our Situation at this time all wet and cold with our bedding &c. also wet, in a Cove Scercely large nough to Contain

us, our Baggage in a Small holler about 2 a mile from us, and Canoes at the mercy of the waves & drift wood...our party has been wet for 8 days and is truly disagreeable, their robes & leather Clothes are rotten from being Continually wet, and they are not in a Situation to get others, and we are not in a Situation to restore them... Three men Gibson Bratton & Willard attempted to descend in a Canoe...they Could not proceed, as the waves tossed them about at will, they returned after proceeding about 1 mile--we got our Selves tolerable Comfortable by drying our Selves & bedding..."

The Corps of Discovery tolerated the miserable weather and camping conditions for two weeks. By November 24th, they had explored out to the coast and determined this was not a good area for a winter encampment. Every member of the group was given an opportunity to suggest where they should look for winter quarters.

Procedures:

1) Read the journal entries (or background section) to the class. Discuss with the class how the men felt about their situation. Have the students ever experienced something similar?

2) Have students create dioramas of the expedition's arrival at the Pacific or of their encampment in November. Or have them draw pictures. Give students some descriptions that Captain Clark used:

hard rain/hail/lightning/thunder/high winds

floating logs

high, steep hills with undergrowth and fallen timber

tremendous waves breaking with great violence against the shore

loosened stones on the hillside falling down on them

canoes in one place at the mercy of the waves

baggage in another place

the party scattered on floating logs and dry spots on the hillsides and in the crevices of the rocks

wet and rotten bedding and clothing

Extension:

1) Lewis and Clark were considered educated men, but their writing and spelling were often incorrect by today's standards. Use the journal entries to demonstrate this.

2) Using the handout "Correct the Spelling," have students complete the exercises.

Correct The Spelling

Name _____

Many of the words used by Captain Clark in his journal entries for November 7th, 11th and 12th have been spelled incorrectly. He also used capital letters when they weren't necessary. Correct the spelling and eliminate the unnecessary capitals. Write the corrected words in the blanks.

opposit _____

dificuelty _____

Continud _____

Seperated _____

roreing _____

Scercely _____

rockey _____

distictly _____

dureing _____

undergroth _____

verry _____

tremendious _____

usial _____

quantites _____

Crivices _____

vestles _____

navigaters _____

nough _____

darkined _____

Suckceeded _____

untill _____

decend _____

Ocian/Octean _____

Captain Clark also used imaginative spelling for two words, so they meant something different than he intended:

He used "brakeing" (braking) which means "to stop:" he meant "to curl over and fall apart"

How do you spell the word correctly?

He used "holler" which means "to shout or cry:" he meant a similar sounding word for "a small valley or basin"

How do you spell the word correctly?

"Cross and Examine"



Explorers Search for Winter Encampment Site

Subject: Geography
Duration: 1.5 hours
Location: Classroom
When: Pre and Post-Visit

Objectives:

Students will be able to: a) identify why the site was chosen for Fort Clatsop and b) identify how the expedition chose the site.

Materials:

Handouts, pencil/pen

Background:

When the Corps of Discovery decided that a winter encampment on the north shore of the Columbia River wasn't feasible, the captains asked for everyone's opinion on where to camp. In Clark's journal entry for November 24, 1805, there is a list of what everyone thought they should do. ("do" means "ditto" or "the same as above.")

<i>Sergt J. Ordway</i>	<i>Cross & Examine</i>	<i>S</i>
<i>Serjt. N. Pryor</i>	<i>do do</i>	<i>S</i>
<i>Sgt. P. Gass</i>	<i>do do</i>	<i>S</i>
<i>Jo. Shields</i>	<i>proceed to Sandy R</i>	
<i>Go. Shannon</i>	<i>Examn. Cross</i>	<i>falls</i>
<i>T.P. Howard</i>	<i>do do</i>	<i>falls</i>
<i>P. Wiser</i>	<i>do do</i>	<i>S. R</i>
<i>J. Collins</i>	<i>do do</i>	<i>S. R</i>
<i>Jo Fields</i>	<i>do do</i>	<i>up</i>
<i>Al. Willard</i>	<i>do do</i>	<i>up</i>
<i>R Willard</i>	<i>do do</i>	<i>up</i>
<i>J. Potts</i>	<i>do do</i>	<i>falls</i>
<i>R. Frasure</i>	<i>do do</i>	<i>up</i>
<i>Wm. Bratten</i>	<i>do do</i>	<i>up</i>
<i>R. Fields</i>	<i>do do</i>	<i>falls</i>

<i>J: B: Thompson</i>	<i>do</i>	<i>do</i>	<i>up</i>
<i>J. Colter</i>	<i>do</i>	<i>do</i>	<i>up</i>
<i>H. Hall</i>	<i>do</i>	<i>do</i>	<i>S. R.</i>
<i>Labeech</i>	<i>do</i>	<i>do</i>	<i>S R</i>
<i>Peter Crusatte</i>	<i>do</i>	<i>do</i>	<i>S R</i>
<i>J. B. Depage</i>	<i>do</i>	<i>do</i>	<i>up</i>
<i>Shabono</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>S. Guterich</i>	<i>do</i>	<i>do</i>	<i>falls</i>
<i>W. Werner</i>	<i>do</i>	<i>do</i>	<i>up</i>
<i>Go: Gibson</i>	<i>do</i>	<i>do</i>	<i>up</i>
<i>Jos. Whitehouse</i>	<i>do</i>	<i>do</i>	<i>up</i>
<i>Geo Drewyer</i>	<i>Examine other sidefalls</i>		
<i>McNeal</i>	<i>do</i>	<i>do</i>	<i>falls</i>
<i>York</i>	<i>"</i>	<i>"</i>	<i>lookout</i>
	<i>falls</i>	<i>Sandy River</i>	<i>lookout up</i>
	<i>6</i>	<i>10</i>	<i>12</i>

Janey in favour of a place where there is plenty of Potas.

Clark continued in this entry to explain the reasoning for moving to the south shore to look for a winter encampment site,

"...being now determined to go into Winter quarters as Soon as possible, as a convenient Situation to precure the Wild animals of the forest which must be our dependance for Subsisting this Winter, we have every reason to believe that the nativs have not provisions Suffient for our Consumption, and if they had, their price's are So high that it would take ten times as much to purchase their roots & Dried fish as we have in our possession, including our Small remains of merchindiz and Clothes &c. This Certinly enduces every individual of the party to make diligient enquiries of the nativs the part of the Countrey in which the wild Animals are most plenty. They generaly agree that the most Elk is on the opposit Shore, and that the greatest numbers of Deer is up the river at Some distance above--

The Elk being an animal much larger than Deer, easier to kiled better meat (in the winter when pore) and Skins better for the Clothes of our party: added to--, a convenient Situation to the Sea coast where we Could make Salt, and a probibility of vessels Comeing into the mouth of Columbia ("which the Indians inform us would return to trade with them in 3 months) from whome we might precure a fresh Supply of Indian trinkets to purchase provisions on our return home: together with the Solicitations of every individual, except one of our party induced us Conclude to Cross the river and examine the opposit Side, and if a Sufficent quantity of Elk could probably be procured to fix on a Situation as convenient to

the Elk & Sea Coast as we Could find-- added to the above advantagies in being near the Sea Coast one most Strikeing one occurs to me i.e. the Climate which must be from every appearance much milder than that above the 1st range of Mountains, The Indians are Slightly Clothed and give an account of but little Snow, and the weather which we have experienced Since we arrived in the neighbourhood of the Sea Coast has been verry warm, and maney of the fiew days past disagreeably So. if this Should be the Case it will most Certainly be the best Situation of our naked party dressed as they are altogether in leather."

On November 25, 1805 the expedition packed up their camp and began the trip to the south side of the Columbia River. Although the American Indians had been seen crossing the Columbia River near their camp, the Captains' had the men retrace their path upriver to a place where the river narrowed and was easier for their unstable canoes to cross. The party then turned and headed downriver again. The captains chose for their base camp a portion of land extending into the river which they named Point William (today known as Tongue Point). On November 29th a small group of men led by Lewis set out to find a location for their winter site. On December 5th Lewis returned to report they had found a suitable spot on a high point of land about 10 miles away. On December 7th the party arrived on "the most eligable" location, 3 miles up today's Lewis and Clark River, and began their construction of a winter fort.

"...we assended a river which falls in on the South Side of this Bay 3 miles to the first point of high land on the West Side, the place Capt. Lewis had viewed and formed in a thick groth of pine about 200 yards from the river, this situation is on a rise about 30 feet higher than the high tides leavel and thickly Covered with lofty pine. this is certainly the most eligable Situation for our purposes of any in its neighbourhood."

Wm. Clark December 7, 1805

Procedure:

- 1) Discuss what is needed for a campsite. You may want to draw on the students' own camping experiences. For example: Have they ever set up their tents in a dry spot only to find out it was in a puddle of water when it rained? Relate this experience to the expedition's search for a campsite. After reaching the lower Columbia River, where did the expedition first camp? Why did they move?
- 2) Use the "Winter Encampment Fill-In the Blanks" or "Winter Encampment Matching."

Evaluation:

- 1) Discuss if the site of Fort Clatsop is a good campsite.
- 2) Have the students look at a map, or think about the north coast area. Is there another possible location for the fort?

Winter Encampment Fill-In The Blanks

Name _____

Use the word list below to fill-in the blanks in the sentences.

solicited consumption merchandise trinkets advantages
diligently provisions dependance convenient

- 1) William Clark saw several _____ to camping for the winter on the south shore of the Columbia River.
- 2) Before deciding what to do, the captains _____ the opinions of the other members of the expedition.
- 3) The Corps of Discovery knew that if they found a winter encampment site a _____ distance from the ocean, they might be able to buy needed things from a trading ship.
- 4) Many of the trading ships that anchored at the mouth of the Columbia River brought a variety of _____ with them to trade to the American Indians in the area.
- 5) The explorers realized their _____ on the elk and deer might make survival difficult during the winter of 1805-06.
- 6) The Corps of Discovery tried _____ to learn about the wildlife south of the Columbia River.
- 7) In order to buy _____ from the American Indians, the explorers needed to have items to trade.
- 8) By the time they reached the Pacific Ocean, the Corps of Discovery's supply of _____ to trade with the American Indians was very small.
- 9) William Clark thought that during the winter the meat of the elk would be more fit for _____ than deer meat.

Home In the Wilderness



Subject: Language Arts, Math
Duration: Several class periods
Location: Classroom
When: Post-visit

Objectives:

Students will be able to: a) draw the floor plan of the fort replica to scale and b) identify and record items they saw in the fort.

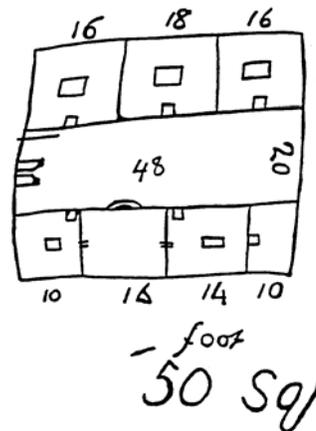
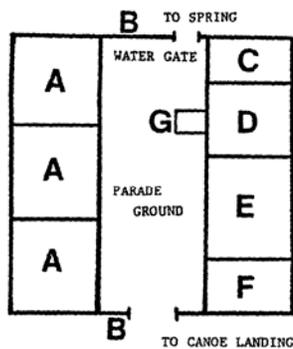
Materials:

Paper, pencils, rulers, diagram of the fort for the teacher, craft sticks, glue, etc....

Procedure:

Briefly review what was seen in some of the rooms at the fort, as well as what was in the Visitor Center. Then have students do either A or B.

- A) Individually, or in small groups, have students draw to scale the floor plan of the fort. Each room should be labeled. Depending on ability, the students should either draw in items they saw in the rooms, write the names of items in each room or list items on a separate piece of paper.
- B) Build to scale a model of the fort. Then have students write an essay explaining how each room was used (this essay could be given as an oral report). The essay or report should include: what building materials were used, how the fort was heated, what the furnishings were like and how they were obtained, as well as the items used in each of the fort rooms and why they were important.



A - ENLISTED QUARTERS

Three huts, serving also as eating areas, housed 8-9 enlisted men each.

B - PALLISADES

The two rows of huts were sealed by gates.

C- STOREROOM

Meat, trade goods and other valuable supplies were kept here for safekeeping.

D - ORDERLY ROOM

The headquarters of the sergeant of the day and guard detail. Sentries were constantly posted under the command of the sergeant.

E - CAPTAINS' QUARTERS

This large room served as the office and quarters of Captains Lewis and Clark.

F - CHARBONNEAU ROOM

To our best knowledge, the quarters of Toussaint Charbonneau, his wife Sacagawea and their infant son, Jean Baptiste Charbonneau.

G - GUARD BOX/SENTRY

Built as protection for the sentry from the constant rains.

Daily Life



Subject: Language Arts, Math
Duration: Several class periods
Location: Classroom
When: Post-visit

Objectives:

Students will be able to list at least five ways life was different for members of the Lewis and Clark Expedition from present day life.

Materials:

Paper, crayons, markers, glue, butcher paper, pencils, pens, colored paper, research materials.

Procedure:

Divide your class into small groups or pairs. Assign them a topic (see example list). Have the groups discuss their respective topics to determine what should be included. Each group will then draw a poster, picture or mural which visually describes how life was different. These drawings will be presented to the class. Their presentation must include how life was different in 1805-06 from what it is today. They might want to make two pictures - one for 1805 and one for today.

Topics

Daily routine, clothing, food, transportation, tools, entertainment and chores/duties.

For older students have them research ways the Lewis and Clark Expedition is different from an expedition today and what other topics might be included.