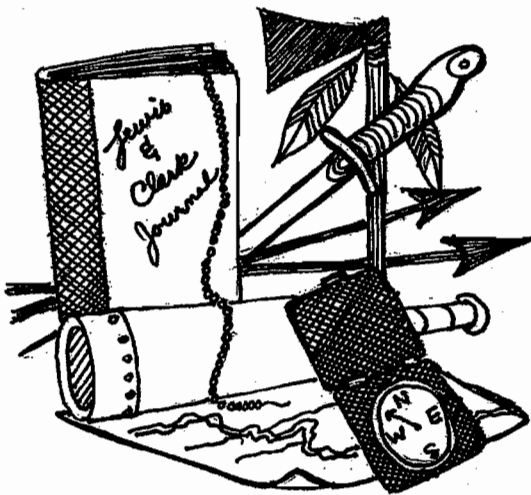




The activities in this packet were written by Paulette Howell, Auburn Career Center

The packet was illustrated by Annie King, Ohio Hi-Point Career Development Program



For additional activities, visit our website at www.ohiociad.com.

Issue 3 2007-2008 Elementary

The Lewis and Clark Expedition

Featuring Ohio's Academic Content Standards:

A Canoe Mobile: *Language Arts:* Research, Grades 3-4 B, D
Writing Conventions, Grades 3-4 A-D

Social Studies: History, Grades K-2 C

Journal It—Edit It: *English Language Arts:* Writing Process, Grades 3-4 A-F, G-I; Writing Conventions A-D

SACAJAWEA—A Hard Working Girl and Woman: *Language Arts:* Informational, Technical and Persuasive Text, Grades 3-4 B

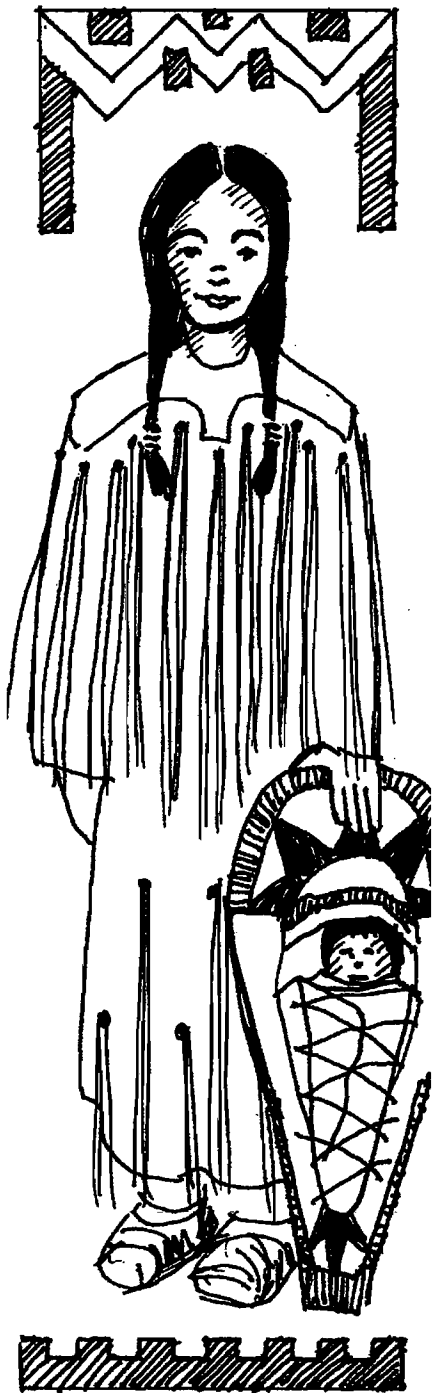
An Application to an Expedition: *Language Arts:* Writing Process, Grades 3-4 B, D, E, G, H

The Big Trade: *Social Studies:* Geography, Grades 3-5 A, B
Economics, Grades K-2 A-C; Grades 3-5 A; Grades 6-8 B
Social Studies Skills and Methods, Grades K-2 D; Grades 3-5 D

SACAJAWEA—A Hard Working Girl and Woman

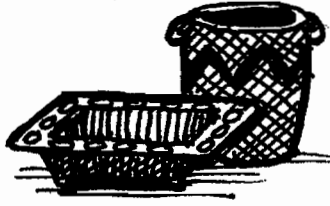
Fact or Opinion

The Lewis and Clark Expedition



Read one of the many books about Sacajawea: *Sacajawea, Guide to Lewis and Clark*; *Sacajawea: Native American Hero*; *Sacajawea: Westward with Lewis and Clark*; *Sacajawea*. Evaluate the following statements and decide if they are fact or opinion by marking an F (for fact) or O (for opinion). Under each statement explain why you believe it is fact or opinion.

- F O Sacajawea was born into the Shoshoni tribe.
- F O As a young girl she was called Huichu meaning Little Bird.
- F O The nomadic life of the Shoshoni tribe was exciting.
- F O Sacajawea was captured by a band of Minnetaree warriors and taken to be a slave.
- F O Sacajawea knew how to locate edible plant roots.
- F O Sacajawea was perfectly content to have enough to eat and a few trinkets to wear.
- F O Sacajawea gave birth to a boy named Pompey.
- F O Sacajawea proved very valuable in the success of the Lewis and Clark Expedition.
- F O Little Bird was a very hard worker as a youngster.



Little Bird had many jobs to do when she was young. Compare the jobs you complete at school and/or at home to those of Little Bird. Write a paragraph explaining if you think it would be more challenging to live a life like that of Sacajawea or your current life.

Sacajawea	You
Put up/take down the tepee	
Prepare the tribe's belongings for travel	
Build a cooking fire	
Skin buffalo	
Tan hides to make robes, moccasins, and blankets	
Gather plants and berries	

A Canoe Mobile

Lewis and Clark Expedition

Every member of the Corps of Discovery made a contribution necessary for the success of the Lewis and Clark Expedition. Look at the chart below to see what contributions some of the members made.



Member of the Corps of Discovery	Contributions
Captain Meriwether Lewis	Command men and negotiate with Native Americans. Cure injuries and illnesses with plants found in the wild. Scientific knowledge of plants (botany) and animals. Ability to draw plants and animals very accurately.
Captain William Clark	Engineering skills to build forts and bridges. Skillful mapmaker (cartography). Steady, calm personality.
Sacajawea	Interpret and translate Native American language. Understanding of plants and animals for food, shelter and clothing. Navigation and awareness of various locations. Her presence made Native Americans feel comfortable with Corps of Discovery.
Collins and Willard	Hunters
Goodrich	Fisher
Cruzatte and Labiche	Expert boating skills
Gass	Carpenter
Whitehorse	Skills with buckskin (clothing, blankets, etc.)
Gibson and Cruzatte	Fiddle players (kept morale high)
Ordway	Record keeper
Bratton	Blacksmith
Field and Field	Woodsmen, hunters
Tunn	Navigator
Charbonneau	Translator, cook



Write a paragraph explaining which expedition job you feel you would most enjoy. What skills do you have that would make you successful? What could you do to gain the skills necessary to do the tasks for the job?

Choose three different members of the Corps to analyze. Research the following information:

- ☞ What *skills* are needed by the member to complete his/her tasks?
- ☞ What *school subjects* would help the member be better at his/her tasks?
- ☞ How would the *tasks* the member did be done today?
- ☞ What *modern jobs* might the member be interested in doing?
- ☞ In which *career field* could the member's job be?

Career Fields

(Use an online resource such as OCIS Jr. or Occupational Outlook Handbook to see sample careers in each field)

Agriculture & Environment Systems

Business & Administrative Services

Education & Training

Finance

Health Science

Human Services

Law & Public Safety

Marketing

Arts & Communication

Construction Technologies

Engineering and Science Technologies

Government & Public Administration

Hospitality & Tourism

Information Technology

Manufacturing Technologies

Transportation Systems

Complete the following task:

Construct a mobile using the forms provided and the conclusions you have made from your analysis of the three different members.

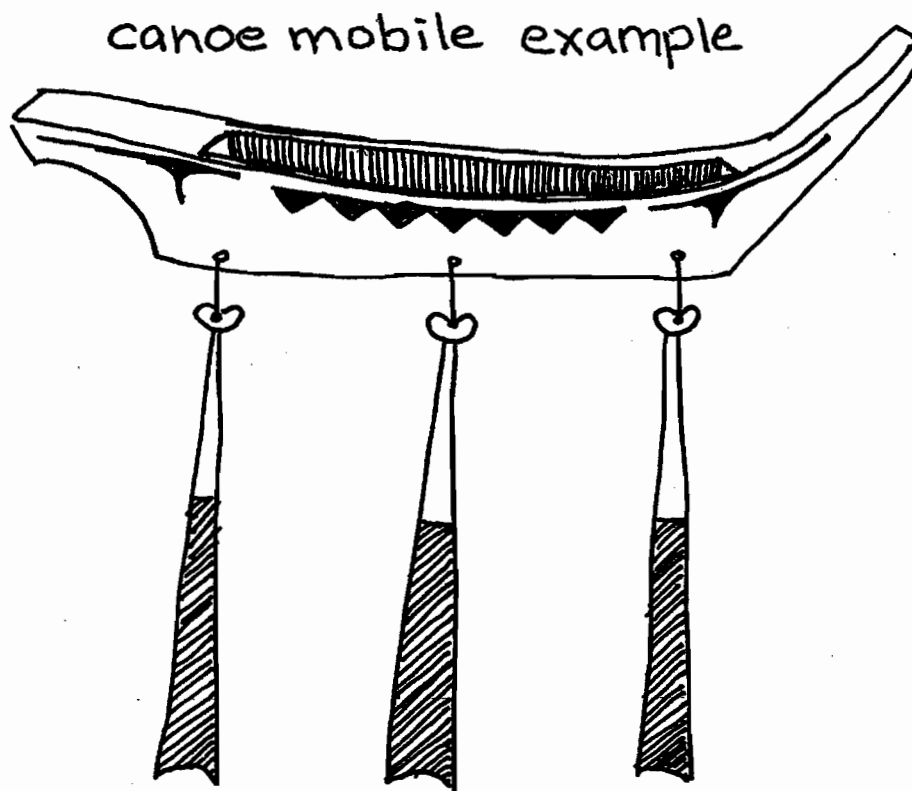
Write a Corps member's name and job on one side of the oar and write your conclusions on the back side of the oar (you can use a word processing program to type your conclusions, print them out, cut them out and paste them onto the oars).

Repeat this step for the other two members you analyzed.

Which job would you most like to have? Color that oar green.

Which job would you most dislike having? Color that oar red.

Color the other oar yellow.



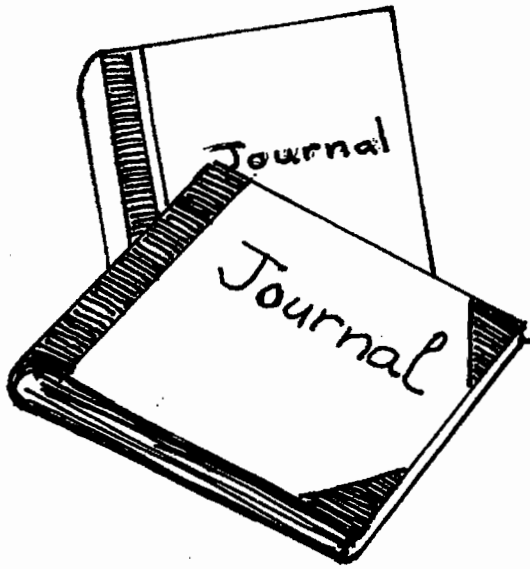
Ohio's Academic Content Standards
Language Arts: Research, Grades 3-4 B, D
Writing Conventions, Grades 3-4 A-D
Social Studies: History, Grades K-2 C

Career Information
Employability Skills
Self Awareness



Journal It—Edit It

Lewis and Clark Expedition



The men of the Corps of Discovery left us journals describing in detail each day of the expedition. The journals told what the weather was, an accurate account of the Corps location, what was accomplished, and the flora and fauna that was observed.

Today's employers want workers who are good communicators. That means they want workers who have the following skills: Listening Skills, Writing Skills, Reading Skills and Speaking Skills. Some of the men on the expedition were not very good at writing. Below is an excerpt from Captain William Clark's journal.

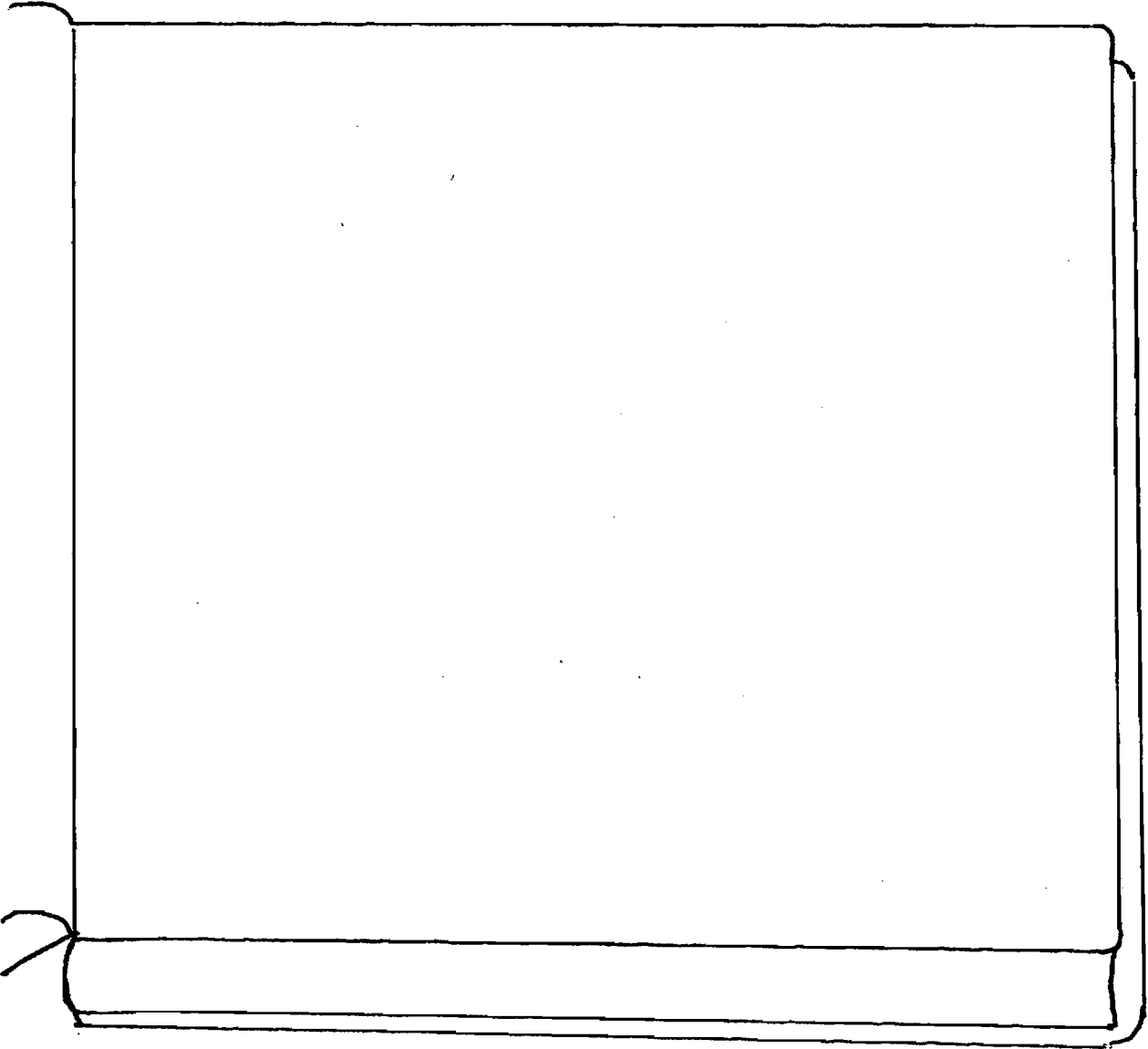
River a Dubois opposit the mouth of the Missourie River

Sunday May the 13th 1804

...all in health and readiness to Set out. Boats and every thing Complete, with the necessary Stores of provisions & such articles of merchendize as we thought ourselves autherised to precure -- tho' not as much as I think necssy for the multitud of Inds. tho which we must pass on our road across the Continent &c. &c.

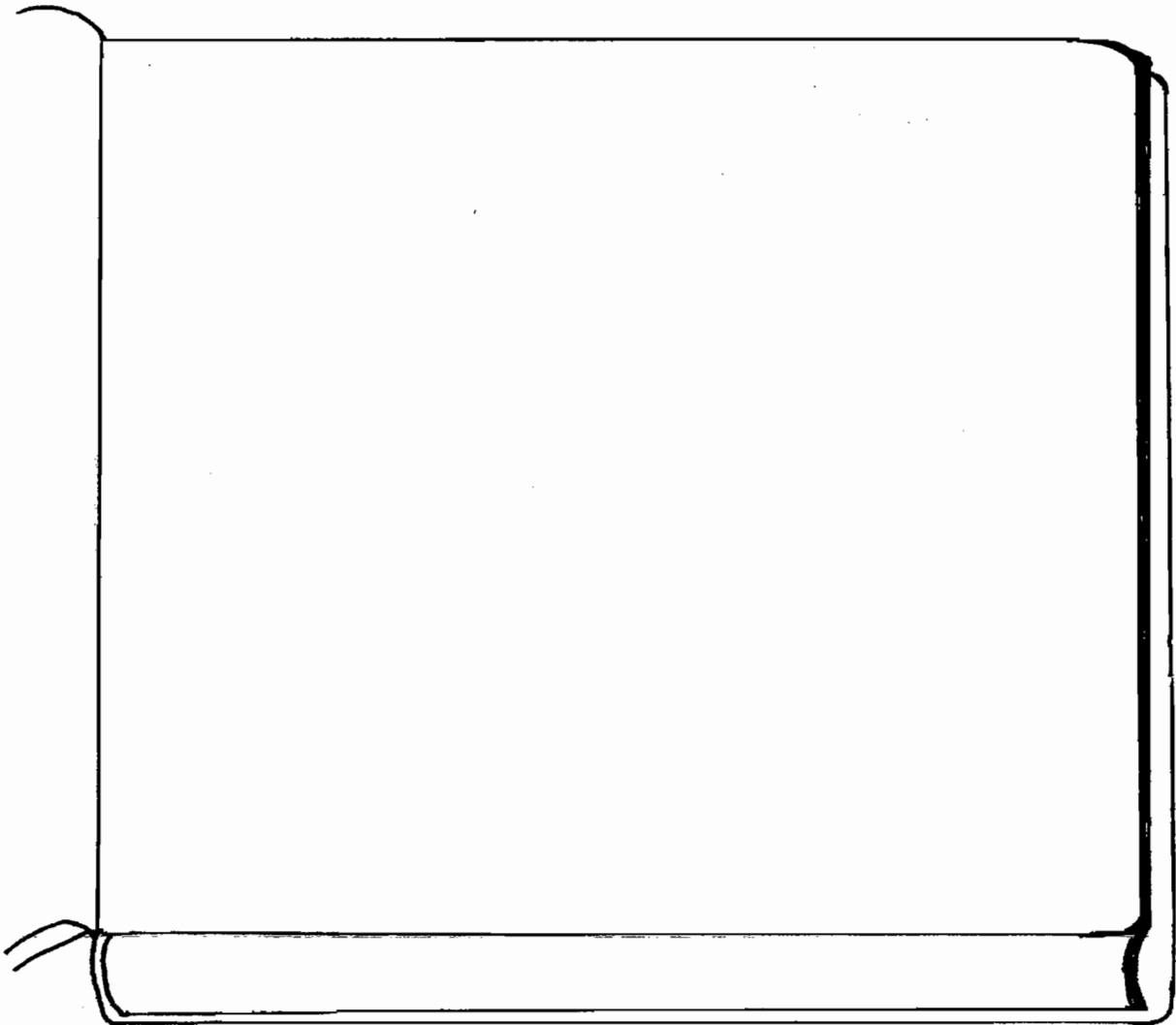
Do you think that Captain Clark was a good writer? Why/Why not?

Rewrite Captain Clark's entry using correct grammar and spelling. You may also change some of the words to modern-day terminology. Helpful Hint: "&c. &c." can be interpreted to mean "and so on".



It took Lewis and Clark two and one-half years to complete their expedition and each day was journalized. Pick a 2-½ hour block of time to journalize. The 2-½ hours can be during school time, playtime, home chore time, or family time. Write exactly what happened during the 2-½ hours; as well as, any observations you made. Draw a picture of something you saw during that time. Also, describe the item by listing appropriate adjectives.

Trade your 2-½ hour journal entry with a classmate and edit their entry. In 20 words or fewer summarize your classmate's journal entry. Would your classmate make an effective employee based on the entry? Did he/she follow directions, spell words correctly, form grammatical sentences?



Ohio's Academic Content Standards

English Language Arts: Writing Process, Grades 3-4 A-F, G-I
Writing Conventions A-D

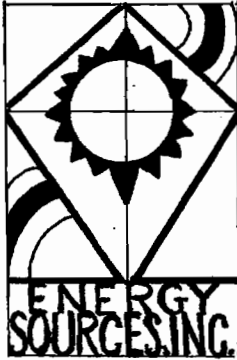
Employability Skills



An Application to an Expedition

Lewis and Clark Expedition

Help Wanted



Skilled workers needed to participate in an expedition to locate new energy sources. Must have the following skills: science and math skills, communication skills, computer skills, teamwork skills, problem-solving skills, and leadership skills. Needs to be adaptable and show initiative.

Send letter of application and resume to:

Energy Sources, Inc.
123 Solar Boulevard
Windy City, OH 54321

The Letter of Application

Write a letter of application to Energy Sources, Inc. informing them of your awareness of the job opportunity and the skills you have that make you a good candidate. Follow this format for your letter:

Date

Proper Salutation

Body of the Letter:

Paragraph 1—State your awareness of the job opportunity.

Paragraph 2—State why you would make a good candidate.

Paragraph 3—Summarize the purpose of the letter.

Proper Closing

Signature



The Resume



SNAP SHOT

MY NAME IS: CONTACT ME: EXPERIENCE:

MY JOB OBJECTIVE: SKILLS: ACTIVITIES: EDUCATION:

The purpose of developing a resume is to give a possible future employer a snapshot of who you are: name, address, a way to contact you (phone number or email), job objective (what job you would like to have), education, work experience, skills and activities. Neatness and spelling count!

Using the resume form provided, develop your resume for the Energy Sources, Inc. job. Think of three people—relatives don't count—who can verify your work habits. Write their names below and state why they would be a good reference.

- 1.
- 2.
- 3.

The Question

Would you hire you? Write an evaluation of why you would or wouldn't make a good candidate for the job.

The Resume

Name _____

Address _____

Phone Number or Email Address _____

Job Objective _____

Education: School Name _____

Years Attended _____

Skills: _____

Employment History: Jobs you have had at home and school.

Extra-curricular Activities, Hobbies, Clubs, Interests:

References furnished upon request.



The Big Trade

What Does It Take to Get the Goods for an Expedition?

Lewis and Clark Expedition



Lewis and Clark needed to take many items on the expedition in order for it to be successful. They had a scarcity of space and couldn't bring everything they would need. It wasn't realistic to bring all the food they would use and so they would have to hunt and use vegetation along the way. They thought they might need horses to cover areas impassable by boat. They would get the horses by trading goods with the Native Americans. The items had to be valuable to the Native Americans or they wouldn't

make any trades. The Native Americans accepted the trade items and gave the Corps of Discovery a promise of safety, as well as horses.

Some of the goods that were brought on the expedition to trade or give as gifts were:

- *brass kettles *sewing thread *small scissors *pocket mirrors
- *vermilion face paint *sewing needles *tomahawks *knives
- *bright-colored cloth *combs *silk ribbons *handkerchiefs
- *tiny beads (blue was the most valuable colored beads to the Native Americans)
- *Jefferson Peace Medals

If Lewis and Clark were going on an expedition today, name five things that they might bring with them to trade.

- 1.
- 2.
- 3.
- 4.
- 5.

Today, your job is to be a scientist on an expedition whose mission is to explore an area to locate energy sources. Energy sources may include:

- ☞ Fossil Fuel (oil)
- ☞ Splitting of Atoms (nuclear)
- ☞ Solar
- ☞ Wind Power
- ☞ Methane (comes from animals)
- ☞ Ethanol (comes from plants)
- ☞ Hydroelectricity (water)
- ☞ Tides (works similarly to hydroelectricity)

You will need to gather goods for the journey. You have been given a set of goods to start. Some of the goods are necessary for your mission; other goods may be needed by other expedition groups. How valuable are your unneeded goods to someone else? Can you acquire all the goods you need? Let's find out!

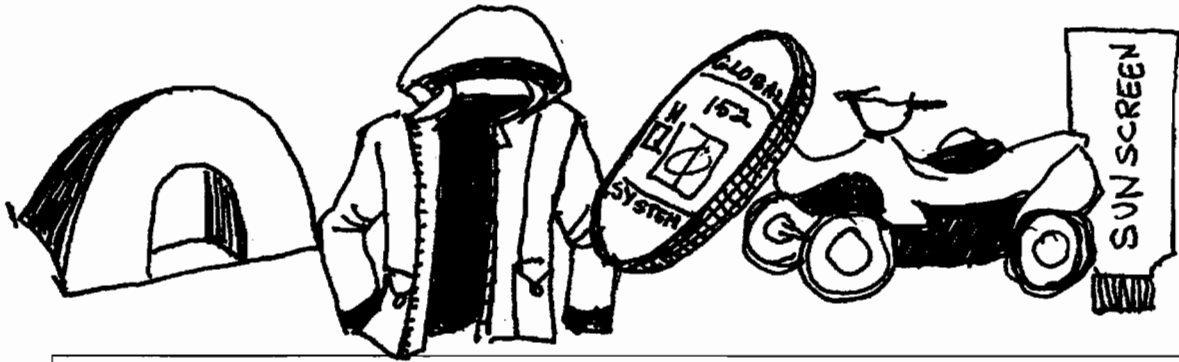


Ohio's Academic Content Standards

Social Studies: Geography, Grades 3-5 A, B
Economics, Grades K-2 A-C; Grades 3-5 A; Grades 6-8 B
Social Studies Skills and Methods, Grades K-2 D; Grades 3-5 D

Economics
Employability Skills





Expedition 1

Congratulations on being hired as an expedition crew member whose mission is to explore the Southeastern United States to locate energy sources.

As a scientist on this expedition make a hypothesis of the kind of energy sources you think you will find:

To successfully accomplish your expedition you will need the following goods: Water, GPS System, hovercraft boat, first aid kit, 10 pairs of pants, 10 shirts, 10 pairs of socks, 10 pairs of waterproof boots, 10 sleeping bags, tent, fan, sunscreen, computer, digital camera, 5 days worth of food, topographic map of Southeastern U.S.

You already have the goods listed below. Cut out the goods. Decide which goods you are able to trade in order to obtain the goods you need.

Hovercraft boat	First aid kit	First aid kit	10 pairs of pants	10 pairs of pants
10 shirts	10 shirts	10 shirts	10 pairs of socks	10 sleeping bags
Fan	Digital camera	Topographic map of Great Lakes Region	Topographic map of North-eastern Region	Topographic map of Pacific Coastline Region





Expedition 2

Congratulations on being hired as an expedition crew member whose mission is to explore the Northeastern Region of the United States to locate energy sources.

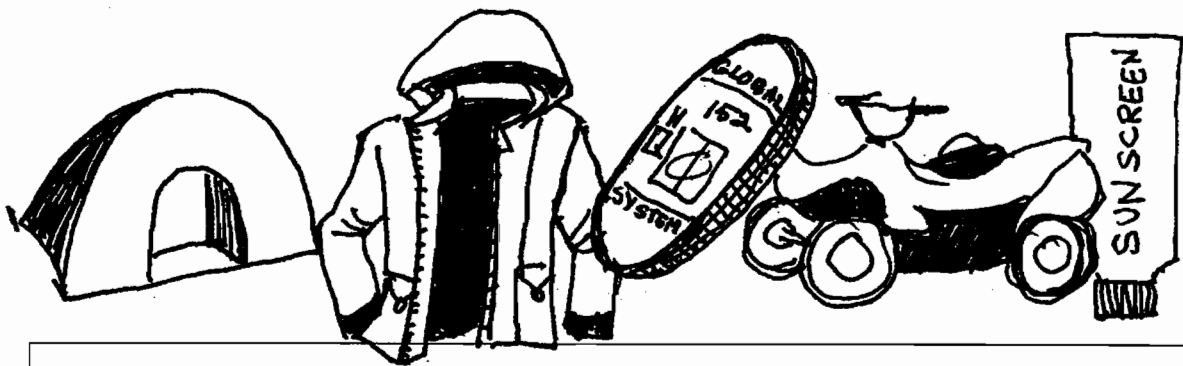
As a scientist on this expedition make a hypothesis of the kind of energy sources you think you will find:

To successfully accomplish your expedition you will need the following goods: Water, GPS System, 4-wheel drive vehicle, first aid kit, 10 pairs of pants, 10 shirts, 10 pairs of shorts, 10 sleeping bags, tent, space heater, 10 pairs of hiking boots, computer, digital camera, 5 days worth of food, topographic map of Northeastern U.S.

You already have the goods listed below. Cut out the goods. Decide which goods you are able to trade in order to obtain the goods you need.

GPS System	GPS System	4-wheel drive vehicle	Large passenger van	10 shirts
10 pairs of shorts	10 sleeping bags	10 sleeping bags	10 pairs of hiking boots	Space heater
10 shirts	Topographic map of Northeastern Region	Digital camera	Digital camera	Digital camera





Expedition 3

Congratulations on being hired as an expedition crew member whose mission is to explore the Great Lakes Region of the United States to locate energy sources.

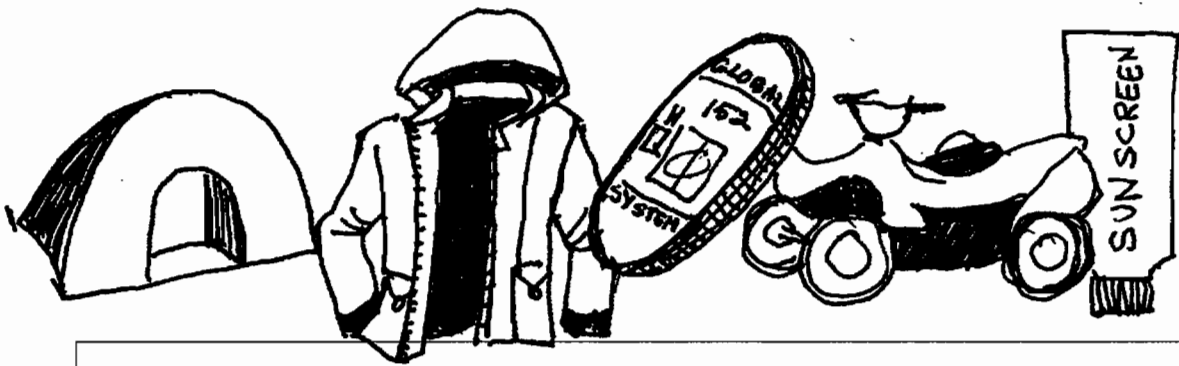
As a scientist on this expedition make a hypothesis of the kind of energy sources you think you will find:

To successfully accomplish your expedition you will need the following goods: Water, GPS System, Great Lakes worthy boat, first aid kit, 10 pairs of pants, 10 shirts, 10 medium-weight jackets, 10 sleeping bags, tent, space heater, 10 pairs of waterproof boots, computer, digital camera, 5 days worth of food, topographic map of the Great Lakes Region of the U.S.

You already have the goods listed below. Cut out the goods. Decide which goods you are able to trade in order to obtain the goods you need.

GPS System	Great Lake worthy boat	First aid kit	10 pairs of pants	10 medium-weight jackets
10 sleeping bags	10 sleeping bags	Tent	Tent	10 medium-weight jackets
Computer	5 days worth of food	5 days worth of food	10 pairs of waterproof boots	10 pairs of waterproof boots





Expedition 4

Congratulations on being hired as an expedition crew member whose mission is to explore the Great Plains Region of the United States to locate energy sources.

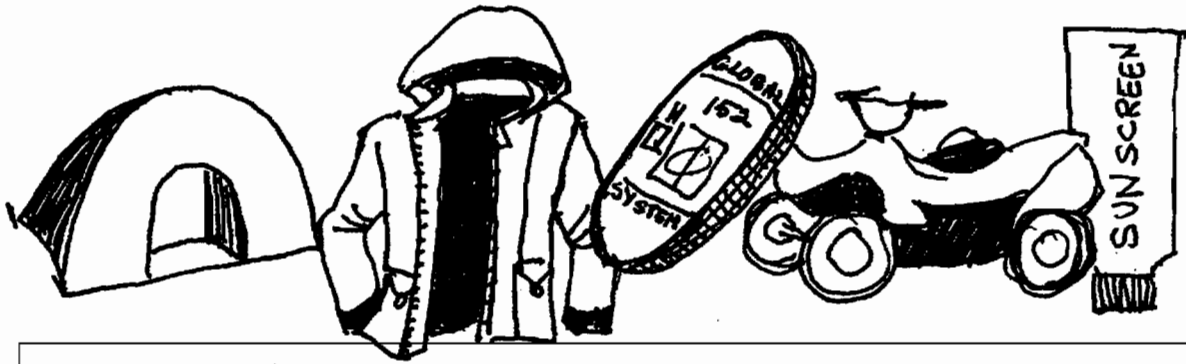
As a scientist on this expedition make a hypothesis of the kind of energy sources you think you will find:

To successfully accomplish your expedition you will need the following goods: Water, GPS System, large passenger van, first aid kit, 10 pairs of pants, 10 shirts, 10 pairs of socks, 10 light weight jackets, 10 sleeping bags, tent, 10 pairs of waterproof boots, computer, digital camera, 5 days worth of food, topographic map of the Great Plains Region of the U.S.

You already have the goods below. Cut the goods out. Decide which goods you are able to trade in order to obtain the goods you need.

First aid kit	First aid kit	Water	Sun screen	10 pair of pants
10 shirts	10 pair of socks	10 light weight jackets	Digital camera	10 sleeping bags
10 sleeping bags	Computer	Computer	Topographic map of Great Plains region	Topographic map of South-eastern region





Expedition 5

Congratulations on being hired as an expedition crew member whose mission is to explore the Pacific Coastline Region of the United States to locate energy sources.

As a scientist on this expedition make a hypothesis of the kind of energy sources you think you will find:

To successfully accomplish your expedition you will need the following goods: Water, GPS System, 10 all-terrain vehicles, first aid kit, 10 pair of pants, 10 shirts, 10 sleeping bags, tent, suntan lotion, 10 slicker jackets, 10 pair of waterproof boots, computer, digital camera, 5 days worth of food, topographic map of Pacific Coastline Region of the U.S.

You already have the goods listed below. Cut out the goods. Decide which goods you are able to trade in order to obtain the goods you need.

Water	Water	Water	10 all-terrain vehicles	GPS System
10 pairs of pants	10 shirts	10 shirts	10 waterproof boots	Tent
10 slicker jackets	5 days worth of food	5 days worth of food	5 days worth of food	Computer



The Big Trade

What Does It Take to Get the Goods for an Expedition?

Lewis and Clark Expedition

TEACHER PAGE

This activity can operate in two ways. Each student can be given an expedition team card and the student can make the trades necessary for his/her expedition either within a small group or with the entire class. Or, divide the class into small groups and the groups can make the trades necessary for the group's expedition with other groups. Have the students locate their regions on various maps. Ask them to describe the terrain, population, climate, and natural resources of the region. Once the trade goods are cut out, explain to the students that they will be given five minutes to make trades using the goods that aren't necessary for the success of their own expedition. Sometimes it may take a crew member a couple of trades to acquire valuable goods from other expedition crews who have something they want. This is called bartering. After the first round of trading ask the students if they have made all the necessary trades. Trade for another five minutes, if necessary. Not all trades needed may occur. This activity can get noisy and appear chaotic. Keep in mind that the goal is to trade unnecessary goods for needed goods. Ask the students the following questions:

- ☞ How easy/difficult was it making trades that were satisfying for both parties? Did you have to make compromises? Were the trades always one item for one item?
- ☞ How did you let others know what goods you had available to trade?
- ☞ Was there any scarcity of goods?
- ☞ Was there any surplus of goods?
- ☞ What other goods do you think your expedition could use?
- ☞ How do countries receive goods that they need?
- ☞ What goods do you think the U.S. imports from other countries?
- ☞ What goods do you think the U.S. exports to other countries?

Bonus: After the trading is complete, the students can research their hypothesis to see if the energy sources are available in their assigned locations.

