Exploring Your Own Community

Carol Buswell, Education Specialist, The National Archives

Additional Resources 1

Curriculum Materials and Resources at a Glance

General Needs:

- A computer connected to a whiteboard or a projector/projection screen.
- Web access
- Online resources used regularly throughout the Teachings.
  - [http://www.archives.gov](http://www.archives.gov) (The National Archives)
  - [http://www.docsteach.org](http://www.docsteach.org) (National Archives DocsTeach)
  - [http://lc-triballegacy.org](http://lc-triballegacy.org) (National Park Service: Lewis and Clark Tribal Legacy Project)
  - [https://diglib.amphilsoc.org](https://diglib.amphilsoc.org). (Lewis and Clark Journals, 1806)

Additional Resources Needed by Episode

- **Episode 1**:
  - Primary and Secondary Source Posters. See Appendix or create larger ones of your own.
  - An empty journal for each child with at least 60 blank pages.
  - EITHER
    - A large topographic map of the United States
    - A large-scale (close-up) map of your own community.
  - OR
    - Internet access to a mapping program such as Google Maps or Google Earth Tour Builder and the ability to print resulting maps.

- **Episode 2**
  - Journals from Episode 1.
  - Student access to a still and/or video camera, perhaps using their own cell phones or classroom equipment.
  - Student access to a voice recorder or voice recording app on a tablet or a cell phone.
  - Online Resources
    - Photographs & documents from The National Archives
      - [http://research.archives.gov/description/5900021](http://research.archives.gov/description/5900021)
      - [http://research.archives.gov/description/557117](http://research.archives.gov/description/557117)
      - [http://research.archives.gov/description/300353](http://research.archives.gov/description/300353)
      - [http://research.archives.gov/description/557087](http://research.archives.gov/description/557087)
    - Oral presentations from the Lewis and Clark Tribal Legacies Project
Exploring Your Own Community

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  - Specific pages from the Lewis and Clark Journals
    - http://diglib.amphilsoc.org/islandora/object/graphics%3A2620 (Lewis and Clark Journals, 1806) AND
    - http://diglib.amphilsoc.org/islandora/object/graphics%3A2831 (Lewis and Clark Journals, 1806)

- Episode 3
  - Objects to sort, such as blocks or interactives.
  - One copy of “Library of Congress and Dewey Decimal Systems” to display in the classroom. (See Appendix for Episode 3.
  - One copy of “National Archives Record Groups” to display in the classroom. (See Appendix for Episode 3.)
  - Three (3) legal sized file folders for each student
  - Three or more legal-sized archival boxes for the whole class. (Archives boxes usually measure 6x10:5x15. Two regular 1 cubic foot file boxes can be used if you are unable to obtain archival boxes.)
  - Shoeboxes or smaller containers for videos, audio tapes, etc.
  - Handouts (See Appendix for Episode 3)
    - “Dewey Decimal and Library of Congress Organization systems.” (See Appendix for Episode 3)
    - “List of National Archives Record Groups (Creators)”. (See Appendix for Episode 3.
  - Online Resources
    - Photographs and documents from the National Archives
      - http://commons.wikimedia.org/wiki/File:Documents_stacks_in_a_repository_at_The_National_Archives.jpg (Stacks of archival boxes at the National Archives)
      - http://research.archives.gov/description/5928179 (Transfer of the Charters of Freedom to the National Archives, 1952)

- Episode 4
  - Student journals from Episodes 1 and 2.
  - Sample interview form for each child. (See Appendix.)
  - A copy of the Louisiana Voices “Fieldwork Basics” (Fieldwork Basics) page for each student, (focusing on the Ethics portion) at
    http://www.louisianavoices.org/Unit2/edu_unit2_fieldworkbasics.html
Exploring Your Own Community

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- At the end of “Fieldwork Basics” there are permission slips for different activities. Print a permission slip for each community member to be interviewed by the students, including those interviewed at each student’s home.
- Invite a few visitors from the community to be interviewed by the class as a whole.
- You may want to prepare a letter to parents for the children to take home explaining the interview process and encouraging them to identify safe neighborhood members for the children to interview.

**Episode 5**
- Student journals from earlier Episodes.
- If a tape recorder, tablet, cell phone, or other recording device is used, provide basic instructions for operation (teacher provided).
- A videotape recorder, cell phone or tablet with voice recording capability.
- Online Resources
  - National Park Service
      - Tribal Legacies Project
    - [http://www.cr.nps.gov/history/online_books/lewisandclark/site22.htm](http://www.cr.nps.gov/history/online_books/lewisandclark/site22.htm) Photograph of geographic area and description of location of Blackfeet encounter by Lewis and Clark. (National Park Service Online Books)

**Episode 6**
- Butcher paper or papers taped together to form a long strip to use as a rather large and eventually elaborate timeline.
- A census page or pages of the citizens in your geographic area from every available United States census since your community began. (See Episode 6 for suggested sources.) For instance 1850, 1860, 1870, 1880, 1900, 1910, 1920,1930, and 1940 for your town.
- Gather primary sources from and about your own community. Students can help with the online searches to locate documents. See Episode 6 lesson for suggested sources for these records.
- Online Resources
  - National Archives
    - [http://docsteach.org/resources](http://docsteach.org/resources) Special help for analyzing primary sources
      (Also see Appendix)
  - National Park Service Tribal Legacies Project
  - Lewis and Clark College Special Collections
    - [http://library.lclark.edu/specialcollections/shortL&Chistory.html](http://library.lclark.edu/specialcollections/shortL&Chistory.html) Short publication history of biographies written by members of the Corps of Discovery

**Episode 7**
- Display the classroom timeline from Episode 6.
- Make several copies of *Sample Secondary Source Analysis* (Buswell C.) for each student. (See Appendix for Episode 7.)
Exploring Your Own Community

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- Obtain at least 2 books that demonstrate differences of viewpoint between authors of secondary sources, either about your community or about the Lewis and Clark journey.
- Obtain some books and pamphlets relating to elements of your own community, such as histories, cookbooks, biographies of local personalities, building histories, local musical events, and the like.
- Print or display the following painting, map, and drawings of Fort Clatsop.
- Online resources
  - Resources from the National Park Service Tribal Legacies Project

- **Episode 8**
  - Several items from your home and classroom that have some age, such as a pair of old shoes, an old flag, a cooking utensil and pan, etc.
  - Online Resources
    - National Museum of the American Indian website
      - [http://nmai.si.edu/exhibitions/infinityofnations/culturequest/ion/#/activities/](http://nmai.si.edu/exhibitions/infinityofnations/culturequest/ion/#/activities/)
        - “Culture Quest.”
      - [http://www.nmai.si.edu/searchcollections/home.aspx](http://www.nmai.si.edu/searchcollections/home.aspx) Collections of artifacts and documents.

- **Episode 9**
  - Online Resources
    - National Archives
    - Wikimedia
Exploring Your Own Community  
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  Map of the continental United States in 1805

  - National Park Service Tribal Legacies Project
    - http://lc-triballegacy.org/main.php  Map showing tribal groups along the
      Lewis and Clark Trail.

  - US Census Bureau
      Numbers of population by Race during the Lewis and Clark period.

- Episode 10
  - Materials depend upon the particular project you choose. See Episode 10 for suggestions.

**Additional Online Resources for the Teacher**

- http://www.docsteach.org (National Archives DocsTeach)
- http://www.digitalvaults.org (National Archives Interactive for younger or struggling students)
- http://www.archives.gov/search/research (National Archives Online Catalog)
- http://www.nps.gov/petr/historyculture/what.htm (National Park Service Petroglyphs-What?)
- http://www.nps.gov/petr/historyculture/why.htm (National Park Service Petroglyphs-Why?)