

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> (The National Archives)
 - <http://www.docsteach.org> (National Archives DocsTeach)
 - <http://lc-triballegacy.org> (National Park Service: Lewis and Clark Tribal Legacy Project)
 - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/lewisandclark/> (Library of Congress: Fill Up the Canvas)
 - <https://diglib.amphilsoc.org> . (Lewis and Clark Journals, 1806)
 - <http://www.nmai.si.edu/searchcollections/home.aspx> . (National Museum of the American Indian)

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/557117>
 - <http://research.archives.gov/description/300353>
 - <http://research.archives.gov/description/557087>
 - Oral presentations from the Lewis and Clark Tribal Legacies Project

- <http://www.lc-triballegacy.org/video.php?vid=342> (Diane Milackan, Nez Perce)
- 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://research.archives.gov/description/6436820> - A periodicals library. (National Archives: Office of the Secretary of Defense, 1987)
 - <http://research.archives.gov/description/7431303> - A small library in the White House. (National Archives:Records of the White House Photo Office. , 2007)
 - <http://research.archives.gov/description/6665056> - A library on a military base. (National Archives: Office of the Secretary of Defense, 2004)
 - 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://blogs.archives.gov/online-public-access/?p=8440> (Record Collecting, 2012) A view of the stacks 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

Carol Buswell, Education Specialist, The National Archives

- 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
 - <http://www.lc-triballegacy.org/video.php?vid=31> Craig Falcon, Blackfeet Encounter) Tribal Legacies Project
 - 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> Special help for analyzing primary sources
 - <http://www.archives.gov/education/lessons/worksheets> Document analysis pages (Also see Appendix)
 - National Park Service Tribal Legacies Project
 - <http://lc-triballegacy.org/video.php?vid=950> Craig Howe, Lakota Sioux, talks about differences between the primary sources created by the Lewis and Clark expedition and Lakota understanding of the land in question.
 - Lewis and Clark College Special Collections
 - <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.)

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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.
 - Newman Myrah, “Bartering Blue Beads for Otter Robe”. (Fort Clatsop National Memorial Collection FOCL 000104 Cat. No. 698)
http://www.history.army.mil/LC/Explore/frontier_forts_lc.htm
 - Map of Fort Clatsop.(Library of Congress) Nicholas King after Meriwether Lewis and William Clark. “Map of Part of the Continent of North America . . . as Corrected by the Celestial Observations of Messrs. Lewis and Clark during their Tour of Discoveries in 1805.” Washington, D.C., 1806? Copyprint of manuscript map. Courtesy of the Boston Athenaeum, Boston (70)
<http://www.loc.gov/exhibits/lewisandclark/lewis-landc.html>
 - Drawings of Fort Clatsop (National Park Service, Lewis and Clark Historic Trail)
<http://www.nps.gov/lewi/historyculture/histcult-places-focl.htm>
- Online resources
 - Resources from the National Park Service Tribal Legacies Project
 - <http://lc-triballegacy.org/video.php?vid=78> Narcisse Blood, Blood Tribe (Kainai)
 - <http://lc-triballegacy.org/video.php?vid=487> Tony Incashola, Salish & Pend d’Oreille
 - <http://lc-triballegacy.org/video.php?vid=1237> Dan Jack, Kaw (Kansa)
 - <http://lc-triballegacy.org/video.php?vid=682> Elaine La Bonte, Grand Ronde Confederated Tribes
- **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/> “Culture Quest.”
 - <http://www.nmai.si.edu/searchcollections/home.aspx> Collections of artifacts and documents.
 - <http://www.census.gov/population/www/documentation/twps0056/tab01.pdf> Numbers of population by race in 1990
- **Episode 9**
 - Online Resources
 - National Archives
 - <http://docsteach.org/activities/12791> DocsTeach activity Indian Nations vs. Settlers on the American Frontier: 1786–1788
 - Wikimedia

- http://commons.wikimedia.org/wiki/File:United_States_1805-07-1809.png
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
 - <http://www.census.gov/population/www/documentation/twps0056/tabA-24.pdf> Numbers of population by Race during the Lewis and Clark period.
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- **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://nd.water.usgs.gov/lewisandclark/mapping.html> (US Geological Survey-Lewis and Clark maps)
- <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?)
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