

Landscape of Lewis and Clark: Discussion and Drawing

(40 minutes)

STEP ONE. Begin the activity by discussing the Lewis and Clark Expedition. *Who were Lewis and Clark? What did they do?* Discuss that the purpose of their Expedition was to explore the Louisiana Purchase and find a water route to the Pacific. Along their journey they were responsible for “painting a picture” of the land for people back east by recording their observations with writing, sketching, and mapping. Review the 5 senses with the students and mention that Lewis and Clark used all of their senses to learn about the places they traveled.

STEP TWO. Read the attached journals of Lewis and Clark to the students.

STEP THREE. Next, have students read pages 3 and 4 in the *What’s in Your World?* booklet.

STEP FOUR. Ask students to think about what their local landscape looked like in the time of Lewis and Clark.

Is it the same as today?

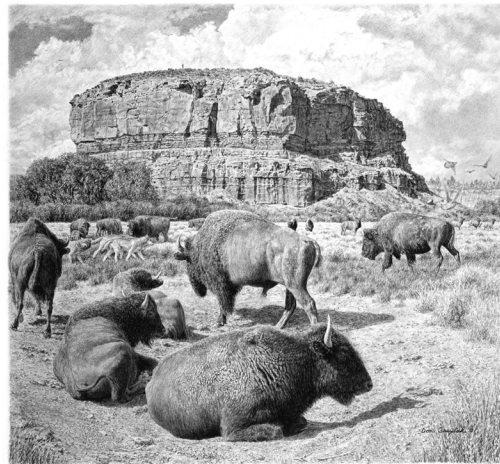
Has it changed?

Why or why not? Was it a forest?

Or did prairie grasslands stretch as far as the eye could see?

STEP FIVE. Tell students that they are going to use their imaginations to re-create their local landscapes in the time of Lewis and Clark. Using journals or notebooks, have students create a drawing of what they think their local landscape would look like back then. Give the students 20 minutes to complete their drawings.

STEP SIX. Once students have completed their drawings, ask for volunteers to share their drawings. Discuss features in drawings that are the same as the current landscape and different than the current landscape.



Present and Future Landscapes Map

(40 minutes)

STEP ONE. Begin by having students brainstorm a list of their favorite outdoor places where they live in their journal or notebook.

STEP TWO. Now, tell the students that as Lewis and Clark did, they are going to make a map with all their favorite places.

What kind of things does a map have?

Discuss all the features of maps including keys, symbols, compass rose, structures, natural features, landmarks, etc. Hand each student a piece of large paper and give them 20 minutes to create a map.

STEP THREE. Once students have finished their maps, ask for volunteers to share their maps with the class.

STEP FOUR. Now, ask the students how some of these places and landscapes might change over time. *Will it look the same?*

What if noxious weeds invaded the landscape? How might noxious weeds change the landscape?

STEP FIVE. Ask students to go back to their list of favorite places and write one way each of these places might change. Ask the students to include one way that noxious weeds might change the landscape.

STEP SIX. Wrap up by asking the students to draw some of the changes on their maps of their favorite places. Ask volunteers to share with the class.

How fast do these changes occur?

How fast are the effects of noxious weeds?