

# Fremont 2008

Fremont traveled through Wyoming in 1842. He kept a journal of records of Longitude, Latitude, Elevation and created maps using state of the art equipment. Almost immediately his documentation enabled westward expansion. His name shows up in place names all over Wyoming.

As a group create documents for distribution that include maps of Fremont's travels between Deer Creek and the Sweetwater confluence. Explain in a formal paper the historical significance of Fremont's work. Present your products to community members on September 10<sup>th</sup>.

Field Trips to Fremont sites

Fremont, Preuss journals.  
*Longitude*, by Dava Sobel  
*Devil's Gate*, Tom Rea

<http://homepage.mac.com/pkimble7/Fremont>

## Language Arts

Reading  
Writing  
Speaking and  
Listening  
Primary sources

## Science

Air pressure  
Night Sky  
Earth rotation and  
revolution  
Scientific Equipment  
(old and new)  
Changes in  
topography,  
vegetation, wildlife

## Social Studies

Wyoming history  
Geography  
Mapping  
Longitude/Latitude  
Imperial expansion  
Manifest destiny

## STANDARDS FOR FREMONT PROBLEM 2008

### **Social Studies**

4. Time, Continuity and Change  
Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.
5. People, places, and environments  
Students demonstrate an understanding of interrelationships among people, places, and environments.  
Students interpret charts, maps and graphs to answer questions dealing with people, places, events and environments using historical and current technologies.

### **Language Arts**

1. Reading  
Students use the reading process to demonstrate understanding of literary and informational texts.
2. Writing  
Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces
3. Speaking and listening  
Students use listening and speaking skills for a variety of purposes and audiences

### **Science**

3. History and Nature of Science  
Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.