

National Park Service
U.S. Department of the Interior

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102



African Americans of the West

Teacher Activity Guide

Grades 7-12





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AFRICAN AMERICANS OF THE WEST

PROGRAM DESCRIPTION

This forty-five minute museum program focuses on the experiences of African American pioneers who settled the frontier in the 1800s. They played important roles in American history as soldiers, cowboys, farmers, and entrepreneurs. Their legacy comes to life in the Museum of Westward Expansion.

Upon arrival, the park ranger will introduce your students to the museum. Using the exhibits and photographs, he or she will focus on the African-American experience in the American West during the nineteenth century. The program will include a roleplay activity, “Life, Liberty, and Property.” Students will assume the roles of residents of a frontier town and contend with controversial issues by making decisions about the future of their town.

Teachers and students are then encouraged to use POST-VISIT ACTIVITIES suggested in this activity guide to complete the program package.

CURRICULUM OBJECTIVES

The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this program and guide.

- Apply skills and knowledge gained in the social sciences to decision-making in life situations. (ILS 16.A; MAP 1.10; NCSS IIc)
- Associate a given historical event with its effect. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 5)
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Construct and analyze timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- Examine a conflict to resolve it, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NCSS VI; NSH 3G, 5)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify the importance of various groups in the westward expansion movement of the United States. (ILS 16.D; MAP 1.2; NCSS IIIh; NSH 3J)
- Identify and analyze responsibilities of a given occupation. (ILS 18.B; MAP 1.10, 4.8; NCSS VIIe)
- Identify differences in how various people perceive events and give reasons for them. (NCSS I; NSH 3)
- Identify key individuals in the development of significant historical or political events. (ILS 16.B; NCSS IV, NSH 5A)
- Organize information to plan and make presentations. (ILS 5; MAP 1.8, 2.1)

ILS: Illinois Learning Standards
MAP: Missouri Assessment Program
NCSS: National Council for the Social Studies
NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (suggested)



Did you know...

all-black regiments served in the United States Armed Forces until the military was integrated in the 1940s and 1950s? Members of these regiments boasted exemplary service records and excellent morale.



U. S. National Archives & Records Administration Photo

POINT-OF-VIEW

Every person has his or her own point-of-view built on life experiences. Empathy is being able to understand another person's point-of-view and "step into their shoes."

Divide your class into four groups. Assign each group one of the following characters:

Sergeant Marchbanks
Texas Ranger

Young Lady
Passenger on the Train

Have each group read the article below and discuss the event from their character's point-of-view. Use the questions on the next page for discussion.

Excerpt from "Sgt. Vance Marchbanks Views Brownsville, Texas, in 1899" in *The Voice*, December 1906, p. 549.

"... [W]hen I was down there, one Sunday I thought I would go down to Point Isabella, on the Bay, to spend the day. So in company with a young lady I went down to the depot and purchased two tickets (taking advantage of the excursion rates then offered), boarded the train (which was only a little better than walking), went into the car and took a seat. When the train started, one of the so-called "Texas Rangers" came up to me and told me I was in the wrong place. I said "No, I guess not; I just read your law, and it says the Negro and white passengers

will not ride in the same coach except on excursions." He replied, "Don't make any difference, you get out of here; you are too smart any way; I will break this gun over your head if you say much," the meantime menacing me with a six-shooter, of the most improved villainous pattern and caliber. Well I obeyed his orders because I was alone and could not help myself. I knew that I was being treated wrong, but he held a "Royal flush," and I only had a "four-card bob," and I knew I could not "bluff" him ..."

LANGUAGE ARTS



Have students write their reaction to the above incident in a "Letter to the Editor." They may write from their character's point-of-view, or express their own personal thoughts about what happened.

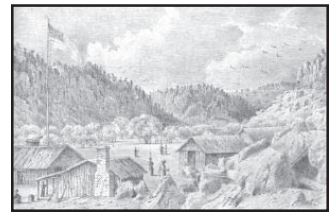


Questions for discussion

- What happened? What is the conflict?
- Who is right? Who is wrong? Why?
- How can the conflict be resolved?
- Whose point-of-view is represented in the news story?
- Write a version of the events from your character's point of view. (Example: a letter from your character.) Use persuasive language to convey your opinions.
- Is it easy or difficult to see your person's point-of-view? Why or why not?
- Is it easy or difficult to understand the other point-of-view? Why or why not?
- Why is it important to understand another person's point-of-view even when you do not agree with it?
- Although Sgt. Marchbanks was accompanied by a friend, he said he "was alone." What did he mean?
- Which Supreme Court decision gave the state of Texas the right to say that "Negro and white passengers will not ride in the same coach except on excursions?"

EXPLORATION AND ENRICHMENT

The African-American regiments stationed at Fort Davis, Texas, during the 1800s helped to fight during the Indian Wars and to keep peace along the Mexican border. Today, Fort Davis National Historic Site interprets the life and times of the "buffalo soldiers." See Appendix page 26 for contact information.



www.nps.gov/foda (painting by Capt. Arthur T. Lee, 1850s)

ART AND MUSIC

Ballads are a traditional form of storytelling set to music. Each verse relates a series of incidents and dialogue building up to a dramatic conclusion or realization. Examples include "Streets of Laredo" and "Stagolee." Have students pen a ballad telling the story about Sergeant Marchbanks and the Texas Ranger.



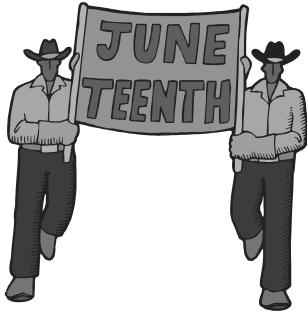


PRE-VISIT ACTIVITY #2 (REQUIRED)



Did you know...

historic all-black towns like Nicodemus have since integrated or gone, but some continue hosting rodeos, Juneteenth celebrations, community tours, and reunions?

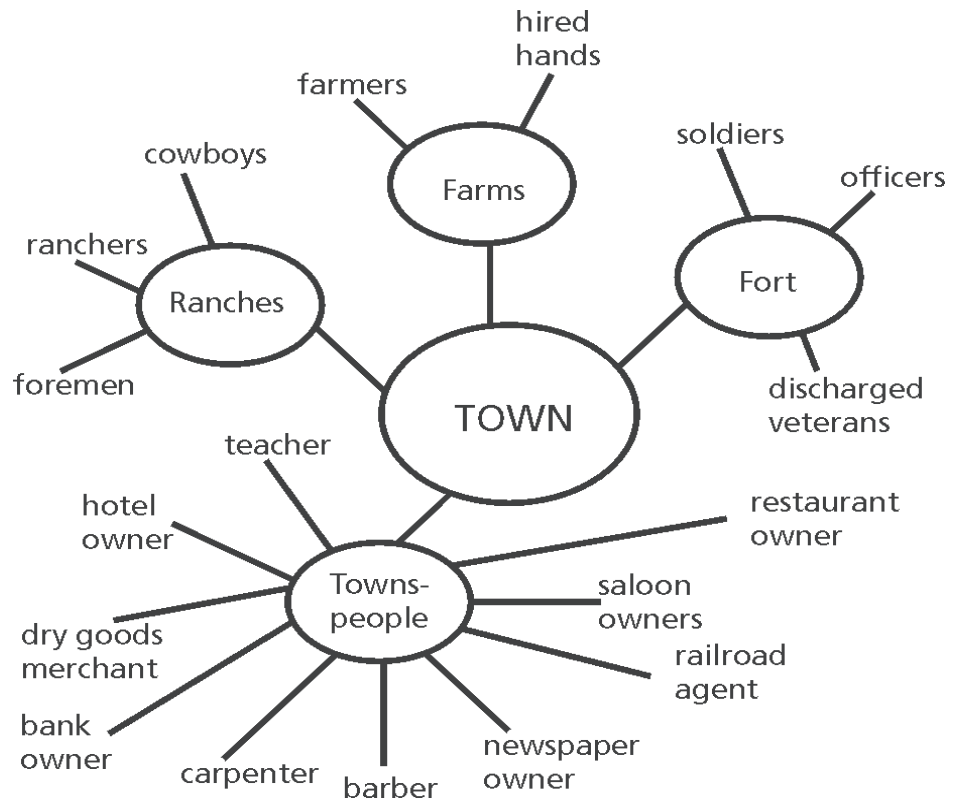


BUILDING A COMMUNITY

In moving west, many African Americans formed all-black towns and communities like Nicodemus, Kansas. Able to govern themselves and provide their own services, citizens of these towns experienced a freedom and equality they never had back east.

CLUSTER DIAGRAM ACTIVITY

Living on the frontier required cooperation and effort. People living in places like Nicodemus contributed what they were able to build the town and help it succeed. With your class, brainstorm a list of occupations you might find on the frontier during the 1800s.



MATH



Have students create a budget for the town's government based on the minimum wage. A police officer for example, makes three times the minimum wage ($3x$) and a judge makes ten times ($10x$). What happens when revenues remain the same, but the minimum wage (x) increases? When revenues drop? Establish equations for each circumstance.



FRONTIER JOB SEARCH

The object of this activity is to explore some of the jobs and roles found on the Western frontier during the 1800s. Divide your class into the following groups:

Ranches Farms Fort

A-Town (takes one-half of town jobs)

Z-Ville (takes second half of town jobs)

Each group will research the jobs and roles listed in their assigned cluster. Each group completes the worksheet below.

Questions for Research

Job Title or Occupation:

Duties: (What did they do?)

Type of training, education, or skills needed for the job:

(copy/cut)

CREATE YOUR OWN TOWN

- ☐ Each group reports to the whole class what they learned about jobs in frontier communities.
- ☐ The whole class makes a map of their community, including locations of fort, farms, ranches, railroad tracks, main street, town hall, businesses, and residences.
- ☐ If there are multiple opinions where a facility should be located, the class may vote after hearing each proponent present his or her point of view.
- ☐ Name your town.

SCIENCE



Much of the Great Plains' natural ecosystem was destroyed by the continual plowing of frontier farmers. Some states and private organizations are working to reestablish the prairie ecosystem. Have students use the Internet and library to research what happened to the grassland prairies and the efforts to restore them.

EXPLORATION AND ENRICHMENT

Like many other rural communities in the West, all-black towns withered under economic hardships and environmental disasters. Nicodemus National Historic Site reminds people of the dreams held by many African Americans seeking freedom on the frontier. See Appendix page 26 for contact information.

Photo Courtesy Fermilab's
Visual Media Services





PRE-VISIT ACTIVITY #3 (REQUIRED)



Did you know...

in his junior year of high school, Martin Luther King, Jr. won a contest with his speech “The Negro and the Constitution?”



CIVIL RIGHTS

Citizens of all-black towns established governments to protect their rights and freedoms. Though the Constitution of the United States and its Bill of Rights guaranteed these same basic rights, some blacks were not able to secure them, even after going to court.

COOPERATIVE RESEARCH ACTIVITY

What are our rights as citizens of the United States? How does the Constitution and the Bill of Rights protect them?

In this activity, students will identify the rights, freedoms, and liberties guaranteed by The Bill of Rights. Divide students into small groups and assign each group one of the first ten amendments (Appendix page 28). Each group will work together to interpret the meaning of their amendment in order to explain its significance to the rest of their classmates. Students will define terms and give examples of each right ensured.

AMENDMENT

Terms:

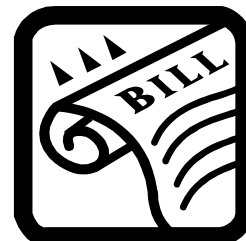
Rights protected:

Examples:

LANGUAGE ARTS



The language used in the Bill of Rights is debated and discussed in courtrooms across the nation. Are students able to agree on the meaning of certain amendments, such as Amendment II or VIII? Ask them to find and investigate specific instances where these debates are being played out in current events. Ask students why they think the language is so broad. What would happen if it were more specific?



RESEARCH ACTIVITY

Following Emancipation, the Constitution was amended several times to protect the rights of American citizens, regardless of “race, color, or previous condition of servitude.” However, conflicts soon developed as some state governments refused to enforce the laws well into the mid-1900s. In fact, the Supreme Court ruled in 1896 that distinctions based on color and race did not violate the Constitution or its amendments.

Divide the class into four groups. Assign each group one of the following civil rights actions to research. Use a copy of the worksheet on page 19.

Pre-1900

Thirteenth Amendment

Fifteenth Amendment

Fourteenth Amendment

Plessy v Ferguson

Questions for Discussion

- What happens when a civil right is not protected?
- Is indifference to protecting civil rights the equivalent of violating civil rights? Why or why not?
- What does “separate but equal” mean?
- What did it mean to the Supreme Court in the 1890s?
- What did it mean to people in the rest of the United States?

EXPLORATION AND ENRICHMENT

Martin Luther King’s career as an activist, writer, and orator left behind a legacy of civic action based on his principals of love, tolerance, and nonviolence. Discover some of the works that inspired him, and perhaps become inspired yourself, by visiting the website for Martin Luther King, Jr. National Historic Site. See Appendix page 26 for contact information.

ART AND MUSIC

Newspaper comic strips, such as “Boondocks,” “Mallard Fillmore,” and “Doonesbury,” offer commentary on social and political issues from different perspectives. After having students follow these strips for a period of time, ask them to express their opinion about civil rights using their favorite character from one of the strips.





THE MUSEUM EXPERIENCE



Did you know...

increasing interest in African-American heritage is leading to more archeological studies about African-American cultural diversity, the African Diaspora, and slavery?



Excavated African-American household at Manassas National Battlefield Park from www.nps.gov/rap/exhibit/mana/text/rhouse01.htm

AFRICAN AMERICANS OF THE WEST

Upon arrival, register your group at the Information Desk, review Museum Manners with your students, and proceed to the entrance of the Museum of Westward Expansion. There you will meet the park ranger presenting your program.

BRIEFING

Students should come prepared with general knowledge of the occupations in a frontier community (PRE-VISIT ACTIVITY #2) and civil rights (PRE-VISIT ACTIVITY #3).

COOPERATIVE LEARNING ACTIVITY

Students will assume the roles of residents in a frontier town and make decisions about the future of their town.

INTERPRETIVE PROGRAM

Students will experience the challenges facing African Americans in the west as soldiers, farmers, cowboys, and entrepreneurs.

HANDS-ON OBJECTS

The park ranger will provide objects for your students to touch, thereby enhancing multisensory exploration.

VISUALS

Mounted photographs, maps, and the museum's photomurals will provide excellent visual stimuli.

MATH



From surveying property boundaries to engineering public and private structures, African American pioneers needed solid math skills. Today, African Americans continue to contribute to the field of professional mathematics. Have students use the Internet and library to research historic and contemporary African-American mathematicians.



VOCABULARY

abolition - the act of doing away with something completely

cavalry - soldiers who fight on horseback

deed restrictions - clause in a deed or contract limiting to whom people could sell their property

discrimination - the practice of treating persons or things in different ways because of prejudice

exoduster - a free African American who migrated West from the South when the promise of citizenship and equality disappeared after Reconstruction ended in 1877

grandfather clause - a law which stated that the poll tax was waived if a voter's grandfather had voted before the United States Civil War

infantry - soldiers who are trained and armed for fighting on foot

Jim Crow - system of laws which segregated or separated African Americans from whites after the United States Civil War, and placed voter restrictions on African Americans

Juneteenth - the time in mid-June when many blacks celebrate emancipation; equivalent to Independence Day

lynch - to kill by the action of a mob, without a lawful trial, as by hanging; sometimes involved hanging or burning African Americans accused of crimes in the post-Reconstruction era

prejudice - dislike or distrust of people just because they are of another race, religion, or nationality

Reconstruction - the process of bringing the Southern States back into the Union after the Civil War, or the time when this took place (1867-1877)

redlining - the practice of drawing lines on a map to indicate boundaries between black and white neighborhoods

redemption - the white backlash after Reconstruction, when conservative whites sought to "redeem" the South by enacting discriminatory Black Codes and Jim Crow laws and by terrorizing and intimidating African Americans and sympathetic whites

segregation - to set apart from others, especially to keep people of different races separate

sundown town - a town which enforced laws requiring all African Americans to be gone by the time the sun went down. This meant that no blacks could stay overnight or reside in the town.

EXPLORATION AND ENRICHMENT

The National Park Service's Archeology and Ethnography Program and the Southeast Archeological Project continue to make important discovery's about the role of African American's in our nation's history. Learn more about African-American archeology and history by visiting the websites for these programs. See Appendix pages 26 and 27 for contact information.

SCIENCE

Princeton University's website "The Faces of Science: African Americans in the Sciences" highlights the contributions of men and women in biology, chemistry, geology, genetics, medicine, meteorology, physics, veterinary medicine, and zoology (www.princeton.edu/~mcbrown/display/faces.html). Have students work in small groups or with partners to research and report on the scientist of their choice.

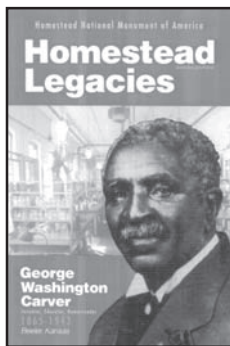




POST-VISIT ACTIVITY #1 (suggested)



Did you know...
the National Park Service has more than thirty sites interpreting African-American history, culture, and heritage?



NPS Image,
Homestead NM

RECOGNIZING OPPORTUNITIES

Like many people during the 1800s, African Americans looked West for personal freedom and economic opportunity. Mining, ranching, and farming were the major industries, and the Homestead Act offered free land to anyone willing to improve 160 acres over a period of five years. African Americans joined a host of others traveling the restless road Westward.

COOPERATIVE LEARNING ACTIVITY

Divide your class into four groups. Each group imagines that the class must leave town and relocate permanently to a new place. Have them discuss and answer the following questions:

1. Where will you go?
2. How will you prepare for the journey?
 - Which supplies will you need for the journey?
 - Which supplies will you need for setting up a new community?
3. How will you establish yourselves in the new place?
 - Will you create a brand new community or move to an existing community?
4. What sort of government will you establish?
 - How will you appoint leaders?
 - In what ways will your leaders serve the community?
 - How will your governing body make choices?
 - How will laws be made and enforced in your community?
 - How will you resolve disputes and conflicts?
5. How will your community respond to changes?
 - How will your community be affected by members moving in or leaving?
 - What measures, if any, will you establish to control growth and changes within your community?
6. How will members of your community handle differences?
 - What provisions will be made to ensure community members are free to observe the religious and cultural practices of their choice?

LANGUAGE ARTS



The National Park Service website “Nile of the New World” tells the story of the men and women who brought the Mississippi Delta Blues to the world. Have students compile an annotated bibliography of the artists and their works. (See www.cr.nps.gov/delta/home.htm)



COOPERATIVE ACTIVITY

Write a charter for your group's town or community that guarantees the civil rights of its members. Afterward, each group will share their charter with the rest of the class.

1. Write a mission statement. It should include your mission or purpose for relocating the community and the type of community you hope to create.
2. Record the steps you will take to establish a successful community.
3. Each member of the group will sign the agreement.

Questions for Discussion

- What was easy about this activity? What was difficult?
- Have you ever had to move to a new community?
- Predict the success of your community. How will it fare after one year? Ten years? Thirty years?

EXPLORATION AND ENRICHMENT

Working as soldiers, farmers, miners, merchants, and ranchers, African Americans helped to shape the American West. Learn more by visiting the National Park Service website "Stories to Tell: African American History in Your Parks." You may also want to visit the website for the National Registry of Historic Places for significant African-American historic sites. See Appendix page 27 for contact information.

ART AND MUSIC



Listen to some of the music by Delta Blues artists listed on the "Nile of the New World" website. Ask students how they would describe the music. Ask them to tell a story of their own using the blues form.





POST-VISIT ACTIVITY #2 (suggested)



Did you know...

the Supreme Court's ruling in *Oliver Brown v Board of Education of Topeka* ended segregation in public schools, but states like Arkansas still refused to enforce the law?



SEPARATE BUT EQUAL?

In 1954, the Supreme Court finally reversed the “separate but equal” ruling of *Plessy v Ferguson*. Ruling that, “[S]eparate educational facilities are inherently unequal,” it opened the door for the Civil Rights Movement of the 1960s. African-American citizens still struggled for their Thirteenth Amendment right to “equal protection of the laws.”

COOPERATIVE LEARNING ACTIVITY

The object of this activity is to investigate how the characteristics of your community have changed over time. Organize the class into four groups to collect statistics and interview residents about the characteristics of your community. Each group will complete one column of the chart on the adjoining page and answer the following questions: (Hint: the U.S. census reports and a local zoning office are good resources for this activity.)

- How does your community compare with statistics for your state? With the United States?
- What caused this change? How much of a factor was segregation in the changes?
- Were the changes consistent with changes in the state? With the United States?

Use the “Numbered-Heads Approach” to randomly select a student from each group to make the presentation.

Questions for Discussion

- Discuss the findings of each group. Which factor changed the most? The least?
- What is your overall prediction for the vitality of your community in the next thirty years? What factors contributed to your prediction?
- Would you want to live there in thirty years? Why or why not?

MATH



The numbers collected in the above activity are called “raw data” by researchers, but what does it really tell us? Have students break the numbers down into percentages. Have each group use their numbers to write a paragraph explaining how the subject of their research changed over time.



COMMUNITY CHARACTERISTICS				
	Zoning Single family Multi-family Commercial Industrial Rural or park	Number of buildings leased or rented; Number of buildings owner occupied	Household income levels	Racial & ethnic distribution of population and where they live, i.e. African American, Asian American
100 years ago				
30 years ago				
Today				
Proposed changes in future?				

(copy/cut)

EXPLORATION AND ENRICHMENT

In 1957, nine African-American students stood up for their rights and walked through an angry crowd to attend the “all-white” Central High School in Little Rock, Arkansas. Today, Central High School National Historic Site interprets the “Little Rock Nine” and the battle for their constitutional right to an integrated and equal education. See Appendix page 27 for contact information.

USGS Photo



SCIENCE

Before the Civil War, St. Louis relied on New Orleans as a port for its goods. Using the National Park Service website, “Nile of the New World,” have students research the natural resources that make the Delta region unique. Students in small groups may investigate and report on each of the thirteen areas described in the section “Natural Resources - the Heart of the Delta.”



POST-VISIT ACTIVITY #3 (suggested)



Did you know...

during the 1800s, more than 250 slaves, including Dred Scott, sued their owners for freedom in the St. Louis courthouse?



CIVIL RIGHTS REDUX

Supreme Court Justice John Harlan disagreed with the ruling of *Plessy v. Ferguson*. He wrote, “Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law . . . In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott case . . .”

COLLABORATIVE GROUP LEARNING ACTIVITY

The debate over civil rights continues to this day. The object of this activity is to research civil rights laws put into place during the 1900s. Regroup into the four groups from PRE-VISIT ACTIVITY #3. Each group researches at least two of the following civil rights actions. Record your findings using the worksheet on page 19. Afterward, have each group share its findings with the rest of class.

Brown v Board of Education
Gideon v Wainwright
Miranda v Arizona
Mapp v Ohio
Shelley v Kramer

Civil Rights Act of 1964
Voting Rights Act of 1965
Americans with Disabilities
Act of 1990
19th Amendment
24th Amendment

Questions for Discussion

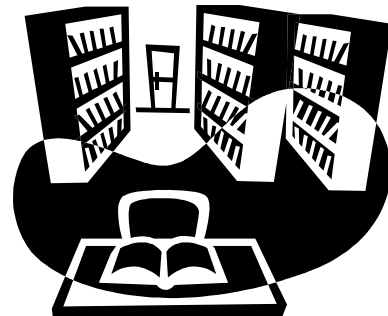
Have each of the four groups discuss the following question, then present their responses to the rest of the class:

- Which civil rights issue or issues do they think will be important during the twenty-first century?

LANGUAGE ARTS



Washington University has an archive of lawsuits filed by slaves in the St. Louis Circuit Court during the early 1800s. Have students analyze the documents. What terms are used under “Case Action?” Have students assume the character of either the plaintiff or defendant in one of the cases and write a short story explaining his or her point of view. See www.library.wustl.edu/vlib/dredscott.



Law or Constitutional Amendment	Date	Content

(copy/cut)

EXPLORATION AND ENRICHMENT

Despite the Supreme Court's "Dred Scott Decision," African Americans continued petitioning St. Louis courts for freedom. Learn more about Dred Scott and the significance of his case by visiting the Old Courthouse at Jefferson National Expansion Memorial. See Appendix page 27 for contact information.



ART AND MUSIC



Because cameras are restricted in American courtrooms, the dramatic moments in many historic cases are captured by professional courtroom artists. Courtroom artists sketch witnesses, defendants, plaintiffs, and other trial participants. Have students use the Internet to research courtroom artists. Have them sketch scenes from one of the civil rights actions described on page 18.





CAREERS

Personnel specialist – a person who recruits and helps to place employees when job opportunities are available

IN THE WEST

When planning a new town, the founders often recruited people with different abilities to promote a diverse community. Also, young people would serve as apprentices to receive job training.



NATIONAL PARK CAREERS

A career in the National Park Service personnel office is challenging and rewarding. A personnel specialist writes job descriptions, recruits potential employees, maintains files on each employee, and advises them on future career choices. As with many jobs, good communication and computer skills are important.



AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

A challenge for our personnel specialist is keeping track of every employee. She/he must file and maintain every employee's pay schedule, accumulated vacation and sick leave, health and retirement benefits, training nominations, appraisals, and uniforms. Insuring that city, state, and federal taxes are in order is also important. In addition, providing career information and training opportunities for employees provides a positive and productive workforce.



CAREERS

Superintendent – the person responsible for managing and supervising a park and its employees

IN THE WEST

Most towns were managed by a small board of elected officials headed by a mayor. The mayor presided over meetings of elected officials and represented the town in political, social, and economic matters.



NPS Photo

NATIONAL PARK CAREERS

A National Park Service (NPS) superintendent is responsible for every aspect of operating a national park or historic site. He or she makes decisions about protecting park resources and managing how the public and business community uses a site. Superintendents have many years of experience and training in managing people, resources, and events associated with NPS sites.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The superintendent at JEFF manages park resources, such as the Gateway Arch and Old Courthouse. He or she supervises a large staff that helps to maintain the park grounds and buildings, as well as protect park visitors. The JEFF superintendent meets with the press about newsworthy incidents at the park and works with city officials to coordinate special events, such as “Fair St. Louis.”



CAREERS

Interpreter - one who presents an educational activity that aims to reveal meanings and relationships through the use of original objects, photographs, and firsthand experience, rather than simply communicating factual information

IN THE WEST

The first all-black regiments of the U.S. Infantry and Cavalry were stationed at Fort Davis, Texas during the 1800s. Today, interpretive reenactors at the fort present the story of the men known as “Buffalo Soldiers.”



NPS Photo



NPS Photo

NATIONAL PARK CAREERS

Interpretive park rangers are the voice of an NPS site. They “tell the story” of their site’s natural and cultural significance. An interpretive ranger may portray a historic character or present a slide show about a subject related to a park’s theme. Interpretive rangers receive special training, which help them to research and develop programs to present to the public.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

Interpretive park rangers at JEFF tell the story of westward expansion and St. Louis’ role in the growth of our nation. The ranger you meet for your Museum Education Program will be an interpretive park ranger. He or she will use photographs, museum exhibits, and items from JEFF’s living history collection to help you learn about African Americans in the West.



CAREERS

Chief ranger – a park ranger who is in charge of the law enforcement operations of a park

IN THE WEST

U.S. Marshals were federal law enforcement officers responsible for protecting people and property. Their duties included tracking criminals and investigating crimes, such as desertion from the army, mail robbery, offenses committed on government property, or offenses committed on Indian reservations. Bass Reeves was a well-known, African-American Deputy Marshal who served more than thirty years in Oklahoma Indian Territory.



NPS Photo

NATIONAL PARK CAREERS

A chief ranger must be knowledgeable and have experience with federal laws, policies, and procedures and ensure that each park visitor and employee abides by the law, as well as being protected by the law.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The chief ranger at JEFF is in charge of the law enforcement division and supervises three teams of park rangers who protect and enforce the laws of the park twenty-four hours a day. They patrol the Gateway Arch garage and grounds, the Old Courthouse, and the Gateway Arch complex. These law enforcement rangers are fully trained for the protection of the public. While visiting the park, if you need assistance, please contact a park ranger. They are here to help you.



CHARACTER EDUCATION

CHARACTER COUNTS

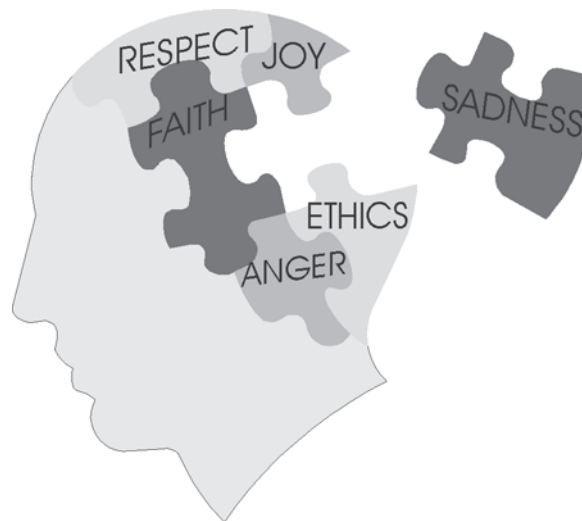
Establishing a new community is a difficult and challenging task. African-American pioneers in the West had to develop not only the economic and physical aspects of their communities, but also the social aspects. The challenges came from learning about a new frontier and learning to live with one another despite their differences.

Developing a community—such as the African-American pioneers did—required different traits such as courage, cooperation, and respect among individuals. There is also a classroom community, one that requires connections between its members.

Using each group's town from PRE-VISIT ACTIVITY #2 as a model, individually list five (5) different traits that were important for the pioneers and five (5) that were important in developing the community spirit of the group.

Then, have the four squads meet to choose seven (7) of these traits from all responses for the town and seven (7) for building community. The squads may choose to vote on the traits or to decide by discussion which to include. Once the squads have finished, have the class meet as a whole and choose ten (10) total for each category, again choosing by democratic vote or discussion.

Identify examples of these traits portrayed by members of the town. Why do they consider these traits important? Then have the students list which of their classmates have some of the traits and how these can benefit the classroom community.





MULTIPLE INTELLIGENCES

E=MC² **Logical/Mathematical Intelligence**

Often called “scientific thinking” this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.



Verbal/Linguistic Intelligence

Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.

Intrapersonal Intelligence

The intelligence which relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



Interpersonal Intelligence

The intelligence which operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.

Visual/Spatial Intelligence

The intelligence which relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.



Body/Kinesthetic Intelligence

Related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex which controls bodily motion.



Musical/Rhythmic Intelligence

The intelligence which is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.



Naturalist Intelligence

The ability to identify and classify configurations in nature, discriminate among living things, and show sensitivity to features in the natural world.

8

WAYS OF KNOWING

MULTIPLE INTELLIGENCES



APPENDIX

PRE-VISIT ACTIVITY #1

Exploration And Enrichment

For more information, contact:

Fort Davis National Historic Site
Post Office Box 1379
Fort Davis, TX 79734
(432) 426-3224, ext. 20
Fax (432) 426-3122
www.nps.gov/foda

PRE-VISIT ACTIVITY #2

Exploration And Enrichment

For more information, contact:

Nicodemus National Historic Site
304 Washington Avenue
Bogue, KS 67625
(785) 839-4233
Fax (785) 839-4325
www.nps.gov/nico

PRE-VISIT ACTIVITY #3

Exploration And Enrichment

For more information, contact:

Martin Luther King, Jr. National Historic Site
450 Auburn Avenue, Northeast
Atlanta, GA 30312-1525
(404) 331-5190
Fax (404) 730-5190
www.nps.gov/malu

MUSEUM EXPERIENCE

Exploration And Enrichment

For more information, contact:

Southeast Archeological Center
National Park Service
2035 E. Paul Dirac Drive
Johnson Building, Suite 120
Tallahassee, FL 32310
(850) 580-3011
Fax (850) 580-2884
www.cr.nps.gov/seac/af-am/index4.htm



APPENDIX

MUSEUM EXPERIENCE, cont. Exploration And Enrichment

For more information, contact:

National Park Service Archeology and Ethnology Program
www.cr.nps.gov/aad/afori/issu_afri.htm

POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on this program, call or write:

“Stories to Tell”
African American History in Your Parks
www.nps.gov/untold/

POST-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on this site, write or call:

Central High School National Historic Site
2125 Daisy R. Gatson Bates Drive
Little Rock, AR 72202
(501) 374-1957
Fax (501) 376-4728
www.nps.gov/chsc

POST-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on this site, write or call:

Jefferson National Expansion Memorial
11 North 4th Street
St. Louis, MO 63102
(314) 655-1700
Fax (314) 655-1735
www.nps.gov/jeff



APPENDIX

THE BILL OF RIGHTS

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their person, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence (sic) to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence (sic).

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



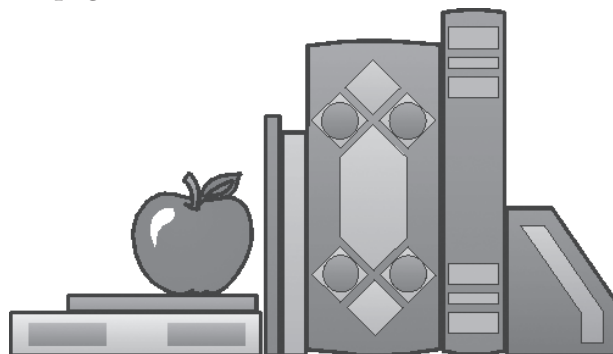
READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

For Students and Teachers:

- Athearn, Robert G. *In Search of Canaan: Black Migration to Kansas 1879-1880*. Lawrence, Kansas: Regents Press of Kansas, 1978.
- Billington, Monroe Lee. *New Mexico's Buffalo Soldiers 1866-1900*. Niwot, Colorado: University Press of Colorado, 1991.
- Cantor, George. *Historic Black Landmarks: A Traveler's Guide*. Detroit, Michigan: Visible Ink, 1991.
- Cashin, Herschel V. *Under Fire with the Tenth U.S. Cavalry*. Niwot, Colorado: University Press of Colorado, 1993.
- Collected Black Women's Narratives*. New York: Oxford University Press, 1988.
- Crockett, Norman L. *The Black Towns*. Lawrence, Kansas: Regents Press of Kansas, 1979.
- Durham, Philip and Everett L. Jones. *The Negro Cowboys*. Lincoln, Nebraska: University of Nebraska Press, 1965.
- Greene, Lorenzo Johnston, Gary R. Kremer, Antonio F. Holland. *Missouri's Black Heritage, revised edition*. Columbia, Missouri: University of Missouri Press, 1993.
- Hanes, Bailey C. *Bill Pickett, Bulldogger*. Norman, Oklahoma: University of Oklahoma Press, 1977.
- Katz, William Loren. *The Black West*. New York, New York: Doubleday, 1971; reprint Seattle, Washington: Open Hand Books, 1987.
- Katz, William Loren. *Eyewitness: The Negro in American History*. New York, New York: Pitman Publishing, 1967.
- Lapp, Rudolph M. *Blacks in Gold Rush California*. New Haven, Connecticut: University Press, 1977.
- Leckie, William H. *The Buffalo Soldiers: A Narrative of the Negro Cavalry in the West*. Norman, Oklahoma: University of Oklahoma Press, 1967.
- Marshall, Marguerite Mitchell, et. al. *An Account of Afro-Americans In Southeast Kansas 1884-1984*. Manhattan, Kansas: Sunflower University Press, 1984.
- Medearis, Angela Shelf. *Treemonisha*. New York, NY: Henry Holt, 1995.
- Painter, Nell Irvin. *Exodusters: Black Migration To Kansas After Reconstruction*. New York, New York: Alfred A. Knopf, 1977.
- Quarles, Benjamin. *The Negro In The Making of America*. New York, New York: Collier Books, 1987.
- Savage, Beth L. Ed. *African American Historic Places*. Washington, D.C.: National Trust for Historic Preservation, 1994.

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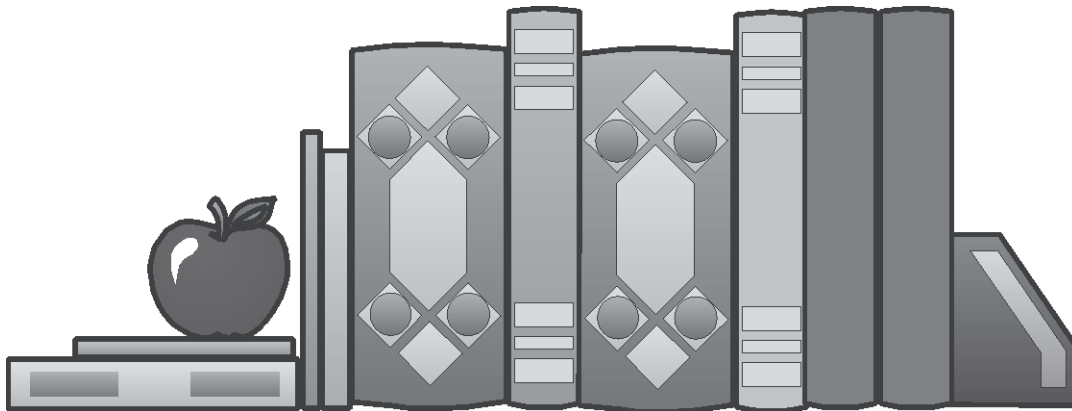




READING LIST, cont.

- Savage, W. Sherman. *Blacks in the West*. Westport, Connecticut: Greenwood Press, 1976.
- Schubert, Frank N. *Buffalo Soldiers, Braves, and the Brass: The Story of Fort Robinson, Kansas*. Shippensburg, Pennsylvania: White Mane Publishing Company, Inc., 1993.
- Smead, Howard. *The Afro-Americans*. New York, New York: Chelsea House Publishers, 1989.
- Spangenburg, Ray; Moser, Kit and Diane; Long, Douglas. *African Americans in Science, Math, and Invention*. New York, NY: Facts on File, Inc., 2003.
- Sterling, Dorothy, ed. *We Are Your Sisters: Black Women in the Nineteenth Century*. New York, New York: W.W. Norton and Company, 1984.
- Washington, Booker T. *Up From Slavery: An Autobiography of Booker T. Washington*. New York, New York: Gramercy Books, 1993.

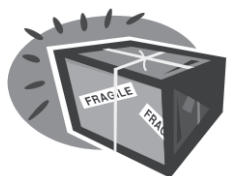
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Traveling Trunk



African Americans of the West
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1700

Museum Gazettes



“Blacks in the West”
“Buffalo Soldiers: The African-American
Contribution to Guarding the Frontier”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1700

Internet



Our address on the World Wide Web is:
www.nps.gov/jeff
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1700

For more information on the National Park Service, visit the agency's home page at:
www.nps.gov