

National Park Service  
U.S. Department of the Interior

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



# General Tour of the Museum of Westward Expansion *Teacher Activity Guide* Grades 4-6







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## GENERAL TOUR

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### PROGRAM DESCRIPTION

This forty-five minute museum program examines the nineteenth century westward expansion movement. It focuses on five different groups of people whose role in the westward movement was extremely powerful—the American Indians, the Mountainmen, the Farmers, the Cowboys, and the Railroaders. These people not only experienced change in their own lives, but they changed each other and the land on which they settled. In this program, students will be introduced to the groups listed above, and will come to understand their desires, accomplishments, and hardships.

Upon arrival at Jefferson National Expansion Memorial, a park ranger will take your group into the Museum of Westward Expansion and introduce them to the issues raised above, using museum exhibits, replica items, and photographs. Your group will participate in the exciting story of America's westward expansion.

After the tour, students will be divided into the five groups formed in PRE-VISIT ACTIVITY #1 and engage in an activity, in which they will be given the opportunity to relive the nineteenth century westward movement. Teachers and students are then encouraged to use the POST-VISIT ACTIVITIES suggested in this activity guide to complete the program package.

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### 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.

- Analyze causes and results of the westward expansion movement. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Compare and contrast features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1G)
- Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E,1F)
- Demonstrate an understanding of chronological development and interrelationship of events. (ILS 16.A, 16.B; MAP 1.6; NCSS IIb; NSH 1)
- Examine issues regarding the use of land and other resources from multiple perspectives. (ILS 16.A; MAP 1.6; NCSS Id, IIIh; NSH 5A)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify ways people have adapted to and affected the environment and its natural resources. (ILS 16.E; MAP 1.6; NCSS Id, IIIh)
- Identify the importance of various groups in the westward expansion movement. (ILS 16.D; MAP 1.2; NCSS IIIh; NSH 3J)
- 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 (REQUIRED)

### EXPLORE A CAREER

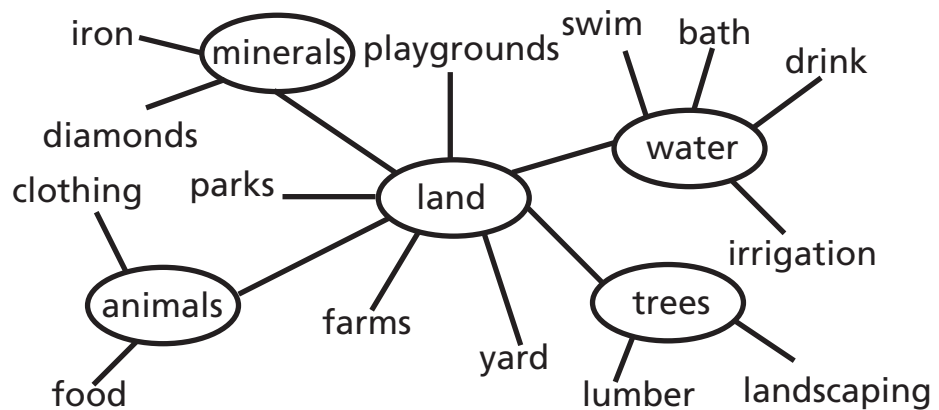
**Landscape architect**—a person who plans and designs the grounds surrounding a building; may also study the historical use, design, and lay of the land in a particular location.

### GOING WEST—WHO ARE YOU?

Many different groups of people went west in the nineteenth century to explore and settle the frontier. Each group had their own ideas and methods about how to use the land and its natural resources.

### WORD WEB ACTIVITY

As a group, discuss the many different ways we use land and its natural resources. Map them on the board or overhead projector.



### COLLABORATIVE GROUP ACTIVITY

Divide the class into five teams and assign each to one of the following groups:

- American Indians
- Mountainmen
- Farmers
- Cowboys
- Railroaders

Have each team discuss and complete the chart on the following page for their own team. Then Jigsaw around the room, having a representative from each team update the entire class.

### BEHIND THE SCENES

The role of park ranger is the most recognized responsibility of a National Park Service employee. There are however, many other roles to play. One such role is that of landscape architect.

### NATIONAL PARK CAREERS

A career as landscape architect is intriguing. They need research skills, excellent communications skills, and an appreciation of design.

<b>Group Name:</b>	
<b>Time Period:</b>	
<b>Natural Resources Used:</b>	
<b>How Were They Used?</b>	

(copy/cut)

### EXPLORATION AND ENRICHMENT

Have students contact or visit one of the five national parks in Missouri. Their addresses can be found in the Appendix, page 20. Use the photographs in the brochures from these parks to discuss some of the aspects of each park for which a landscape architect might be responsible.

- George Washington Carver National Monument
- Harry S. Truman National Historic Site
- Jefferson National Expansion Memorial
- Ulysses S. Grant National Historic Site
- Wilson's Creek National Battlefield
- Ozark National Scenic Riverways

### CRITICAL THINKING/DISCUSSION

Which group uses the land and natural resources effectively?  
 What were they hoping to achieve?  
 How are the groups related?

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

A landscape architect was assigned to our park for a two year appointment. During that time, research and a written history of our park's landscape was completed. From 1935 when the park was established to now, the

land and how it looks has changed. From blighted warehouses, to a massive parking lot, to the beautiful landscape of today, the land has transformed through time.



## PRE-VISIT ACTIVITY #2 (suggested)

### EXPLORE A CAREER

**Historian**—a person who studies and interprets the events of the past.

### SHARING THE WEST IN THE NINETEENTH CENTURY

As we have learned, there were many different groups involved in the westward expansion of the United States. Even though each group had specific reasons for heading west, they were often intertwined and found that they were influenced by the actions of others.

### COLLABORATIVE GROUP ACTIVITY/COLLAGES

Have students return to their groups formed in PRE-VISIT ACTIVITY #1. Using magazines, newspapers, and catalogues have each group cut out pictures of natural resources, tools, equipment, and clothing which would have been characteristic of their group. After each group has formed a large collage representative of their group, hang them up around the room. Involve the class in a discussion using the following questions:

- Name some of the items used by the groups found on more than one collage.
- Were these items used in the same way or differently by each group?
- Is there a chance that conflicts could have arisen over these items?
- Was there or could there have been a compromise reached in order to avoid conflicts?

### TIME WEB ACTIVITY

To illustrate even further how the interests of these groups overlapped, have the class create a time web. Using the events found in the Appendix, pages 21-23, prepare a grab bag for each team. Ask students to take one event until all events are chosen. Using a ball of yarn, and beginning with 1822, have students take turns reading the events and tossing the ball of yarn to the next year. Continue tossing and reading through the years weaving a web between all five groups. See the illustration on the following page.

### BEHIND THE SCENES

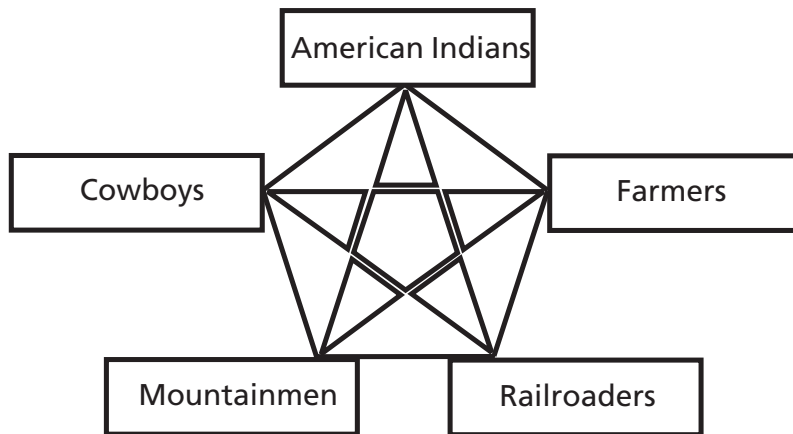
Another highly specialized role in the National Park Service is that of historian. They not only study the past, but also interpret and record current events so that they may be studied in the future. History happens every day.

### NATIONAL PARK CAREERS

A career as a National Park Service historian is exciting and challenging. They conduct oral histories, research, write brochures and books, and present programs interpreting the story and history of their park.



**TIME WEB**



**TIMELINE FOR THE CLASSROOM ACTIVITY**

Using brown roll paper, markers, or crayons, construct a timeline using the webbed dates and events. Each team should use a different color and take turns writing their important dates on the timeline.

Encourage colors and designs so your timeline can be a permanent addition to the classroom.

	EVENTS
1830	_____
1840	_____
1850	_____
1860	_____
1870	_____
1880	_____
1890	_____

**EXPLORATION AND ENRICHMENT**

The history of the National Park Service begins in 1872 with the establishment of Yellowstone National Park. Other national parks important to Westward Expansion are:

- Little Bighorn Battlefield National Monument, MT
- Ft. Laramie National Historic Site, WY
- Homestead National Monument, NE
- Grant-Kohrs Ranch National Historic Site, MT
- Golden Spike National Historic Site, UT

Have students research these parks, connecting them to westward expansion. See the Appendix, page 24 for addresses and phone numbers.

**AT JEFFERSON NATIONAL EXPANSION MEMORIAL**

Our historian conducts oral histories and compiles timelines of the history and development of our park as the “Gateway to the West.” Our historian also writes and produces two page Museum Gazette publications on American Indians,

Mountainmen, Farmers, Cowboys, Railroaders, and other museum topics. Copies are available free of charge. See Additional Resources, page 29, for topics related to this program.



## PRE-VISIT ACTIVITY #3 *(suggested)*

### EXPLORE A CAREER

**Public affairs specialist**—one who promotes and informs the media of special events.

### GOING WEST—CAUSE AND EFFECT

In the American West a single event could affect many people. In our own time, does that hold true?

### CRITICAL THINKING

How would a natural disaster affect your community? As an example, use The Great Flood of 1993. Ask the class to discuss the following questions and the effects that resulted from it.

- ◆ Did this historic flood affect everyone the same way?
- ◆ Did some people lose everything?
- ◆ Give examples of how the flood affected your community.
- ◆ How did people survive the flood?
- ◆ Compare the flood to westward expansion.
- ◆ Explain how these events affected people.
- ◆ How would you have been affected by westward expansion?

### COOPERATIVE LEARNING ACTIVITY

Continuing with the teams established in PRE-VISIT ACTIVITY #1, ask students to complete the Cause and Effect Worksheet found on the next page. Have students count off in their group, so that each is a 1, 2, 3, 4, or 5. Ask students to make sure each member of the group understands the causes and effects. Call a number between 1 and 5 for class presentations. Only students with that number can respond and present the group's conclusion to the class.

### BEHIND THE SCENES

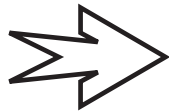
The role of public affairs specialist is not always “behind the scenes”. Sometimes they serve as the park’s spokesperson on television and radio.

### NATIONAL PARK CAREERS

A career as a National Park Service public affairs specialist requires strong skills in writing and media contacts.

**CAUSE AND EFFECT WORKSHEET**

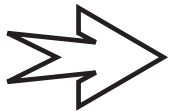
Great Flood of 1993



Three empty rectangular boxes stacked vertically, intended for students to write the effects of the 1993 flood.



Westward Expansion



Three empty rectangular boxes stacked vertically, intended for students to write the effects of westward expansion.

(copy/cut)

**EXPLORATION AND ENRICHMENT**

The 1993 Midwestern Floods were greatly publicized in the media. News stations from all over the country rushed to St. Louis to report and photograph the event. Those that wanted to report from the grounds of the Gateway Arch had to get permission from our public affairs specialist. Encourage students to write a factually-based press release regarding the 1993 Flood that could have been used by news stations unable to travel to St. Louis for the story.

**AT JEFFERSON NATIONAL EXPANSION MEMORIAL**

Our public affairs specialist writes news releases and assembles press packets promoting such special events as African American History Month and Victorian Fourth of July.

Newspapers, radio, and television use these materials to announce our events. Sometimes they send a news team to cover the story firsthand.



## THE MUSEUM EXPERIENCE

### EXPLORE A CAREER

**Interpreter**—a person who “tells the story” of a national park.

### THE GREAT WESTWARD MOVEMENT

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 assigned to your program.

### BRIEFING

Your students should be divided and organized into the five teams assigned in PRE-VISIT ACTIVITY #1: American Indians, Mountainmen, Farmers, Cowboys, and Railroaders.

### INTERPRETIVE PROGRAM

Using the museum exhibits of the American Indians, Mountainmen, Farmers, Cowboys, and Railroaders, the park ranger will present an interpretive program emphasizing how these five groups of people influenced one another and how their coexistence depended on reliance and competition.

### COOPERATIVE LEARNING ACTIVITY

As Americans crossed and settled the frontier during the nineteenth century, their contact with the land, resources, American Indians, and each other had dramatic effects on the west. Your students, in assigned teams, will engage in friendly competition in which they determine the outcome of Westward Expansion. The students will make decisions based on what they have learned and these decisions will “determine” the course of history.

### BEHIND THE SCENES

The most visible role in national parks is that of a park ranger. One of their many responsibilities is presenting programs, tours, demonstrations, and school programs. Sometimes they are called “interpreters,” because they tell the story of the park to thousands of visitors from around the world.

### NATIONAL PARK CAREERS

A career as a National Park Service interpreter is exciting. Interpreters must be proficient in public speaking, researching, and designing programs and presentations.

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## DEBRIEFING

The park ranger will answer any questions you or your students may have.

## HANDS-ON OBJECTS

The park ranger will provide objects for your students to touch and smell.

## VISUALS

Mounted photographs, maps, and the museum photomurals will provide further multisensory exploration.

## VOCABULARY WORDS

*bait* - used to lure an animal to a trap.

*barbed wire* - metal fencing material invented by Joseph Glidden of Dekalb, Illinois in 1873; used by farmers to keep animals from crossing through their farms.

*bison* - North American buffalo.

*brand/branding iron* - irons used to leave an owners mark on the cattle.

*buffalo robe* - untanned skin of the buffalo (bison) with the fur attached; called a robe and not a pelt, because it was used to make winter garments.

*cattle drive* - herding longhorns from Texas to Kansas, Nebraska, and Wyoming.

*cholera* - a deadly disease which is contagious and is usually spread through contaminated drinking water.

(continued in the Appendix, page 25)

## EXPLORATION AND ENRICHMENT

Play the part of an interpreter. Ask students to research an interesting topic, design a presentation, and present it to the class. Remind them to use props and lots of enthusiasm.

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## AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The park rangers who work in the Museum of Westward Expansion and the Old Courthouse are interpreters. They tell the story of the park and explain the museum objects and exhibits. Their greatest challenge is trying to

protect museum exhibits. The interpreters try to help visitors appreciate the historic objects by encouraging them to touch props, rather than exhibits. In this way, the museum will be preserved for future visits.



## POST-VISIT ACTIVITY #1 (suggested)

### CAREER REVIEW

**Landscape architect**—a landscape architect does not only design parks, but they spend much of their time working with people wanting to landscape their house or their business. Find out if the landscaping around your house or apartment or school was done by a landscape architect. You may even want to invite a landscape architect to your class to learn more about this particular career.

### GOING WEST—WHERE ARE YOU?

As people moved west during the 1800s they competed with each other for resources and space. In the end some came out on top at the expense of others. How could the westward expansion of the United States have been different? Could this period of our history have resulted in a winning situation for everyone?

### COLLABORATIVE GROUP ACTIVITY/ROLEPLAY

Students will return to their roleplay groups as formed in PRE-VISIT ACTIVITY #1 and be given the opportunity to recreate the nineteenth century westward expansion movement by building their own three-dimensional map. Their goal is to create a win-win situation.

You may do this activity in your classroom using the blackboard, a corner of the room, the entire room, or the playground. You must have definite boundaries to the activity space to demonstrate the main objectives which are 1) resources are limited; 2) an increase in population means a decrease in open space. Within the bounded space you may use tape, chalk, or yarn to determine particular geographic features, i.e. mountains, rivers, plains, which would or would not have been useful to each roleplay group. See the Appendix, page 26 for an example.

Have each group review the chart which they completed in PRE-VISIT ACTIVITY #1. Using the information from the original chart and knowledge gained from their museum program, have each group analyze their role in the westward expansion movement and discuss how their actions could have been different. To help them focus, give each group a copy of the worksheet on the following page. After each individual group has completed this exercise, all groups should discuss it and come to an agreement as to how the bounded area can be used so that each group is able to meet their objective.

### EXTENSIONS ACROSS THE CURRICULUM—

#### LANGUAGE ARTS

Write a letter to a sports team from a city west of the Mississippi River to discover what the team name means and why they selected it. Some suggestions are the 49ers, the Nuggets, the Cardinals, the Cowboys, the Chiefs. Brainstorm others with your class.

#### MATH

Look up the United States Census figures for the decades between 1800 and 1900 and create a bar graph. Which decade had the biggest increase in population? Which decade had the smallest increase in population? What happened during those decades to change the numbers?

## SETTLING THE WEST WORKSHEET

Our goal in the westward expansion movement was \_\_\_\_\_

\_\_\_\_\_

The geographic area which most fit our needs was \_\_\_\_\_

\_\_\_\_\_

We reserved the resources we needed by \_\_\_\_\_

\_\_\_\_\_

The groups whose needs are most similar to ours are \_\_\_\_\_

\_\_\_\_\_

How can we interact with that group in a win-win situation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(copy/cut)

## DEBRIEFING/CRITICAL THINKING

As a follow-up to the exercise, you may want to ask students the following discussion questions:

- What were the similarities and differences between your “westward expansion movement” and the real nineteenth century?
- How did each group’s beliefs about resource use and land ownership affect the outcome?
- When too many people use up all the resources and poison the Earth’s environment, where else can people live?
- How can you conserve or allocate resources in a new place?

## SCIENCE

Soil conditions affect how well plants grow and therefore where people do or do not settle. Grow seeds or plants in various depths of soil such as 1", 3", 6", or 9". All other factors should be controlled: container size, light, water, temperature. Make a hypothesis before you start your experiment.

## ART AND MUSIC

Have the class listen to the Woody Guthrie song “This Land Is Your Land.” Identify the resources in the lyrics. Who uses these resources? How do people use these resources differently now compared to the 1800s. Write a set of lyrics to a song which encourages people to manage their resources for the future.

## EXPLORATION AND ENRICHMENT

Luther Ely Smith Square, the block between the Gateway Arch and Old Courthouse, is a simple parterre. A parterre is a garden where the beds and paths form a pattern or design similar to a quilt made of plants, trees, and flowers. Have each group roleplay a landscape architect and design a parterre to commemorate or celebrate the role or accomplishments of their group in westward expansion. Choose plants based on color, shape, and size symbolic of your accomplishments. You can vary the height of the beds and paths and have different levels. Have each group share their design with the class.



## POST-VISIT ACTIVITY #2 (suggested)

### CAREER REVIEW

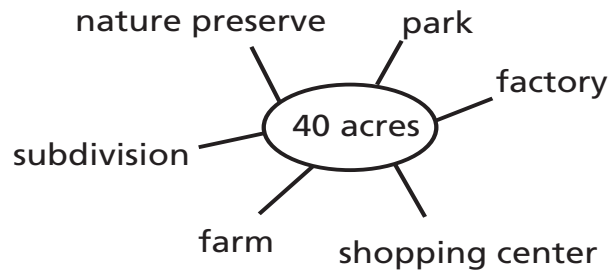
**Historian**—A job as a historian is not limited to the National Park Service. Historians can work for state parks, at local museums, or can teach at schools and universities. Even large companies may have their own historian who is responsible for recording the history of the organization. Encourage students to find out about the history of their school and record it in a notebook or on a timeline.

### SHARING THE LAND IN THE TWENTIETH CENTURY

People must cooperate and work together to resolve differences and decide how everyone may use and enjoy the land. This lesson will make the students aware of concerns about development, land use and how it affects people today.

### WORD WEB ACTIVITY

The time is the present, the place, somewhere near your community. Two people have inherited a 40-acre farm at the edge of a growing community. They must decide how to use the land and apply to the zoning commission for a change in zoning. Brainstorm with your class how they might use this land.



### CONFLICT RESOLUTION ACTIVITY

There are many different groups of people interested in this prime piece of real estate. Some are willing to pay high prices in order to acquire it. Divide the class into six groups and select one student as the moderator. Assign each group to one of the roles on the following page. Each group should discuss their role and work together to resolve the issue. At the end of the group discussion, each group should select a representative to present its point of view to the zoning commission. The critical thinking questions at the bottom of the page should get the groups thinking.

### EXTENSIONS ACROSS THE CURRICULUM—

#### LANGUAGE ARTS

Have students pretend that they are news reporters sent to cover a local zoning commission meeting. Have them write an article on the event. Remember every good news article answers the questions: who, where, when, what and why.

#### MATH

Determine how many acres of land your school occupies. What percent or fraction of 40 acres is it? Determine how many blocks in your school's neighborhood comprise 40 acres. Walk around the boundaries. How big is it?



## CONFLICT RESOLUTION: LAND USAGE

<p><b>Landowner #1</b> I would like to continue to farm this land but must have the whole plot to make a profit. Since my co-owner wants to sell, I am willing to develop the land into something that will benefit the community.</p>	<p><b>BIG BUSINESS</b> I would like to build a large assembly plant at this site. More people would move to our community to work at the plant.</p>
<p><b>Landowner #2</b> It costs too much to farm here and the neighbors do not like the dust, noise and smell of farming. I want to go into business and develop the whole plot, but I will need the cooperation of my co-owner before I can sell.</p>	<p><b>PARK ADVOCATE</b> People in our growing community need open space so that all may benefit from having a place to play and learn about nature. Let's make this site into a park.</p>
<p><b>DEVELOPER</b> People in our growing community need houses to live in and stores to shop in. I can build these quickly and cheaply on this land.</p>	<p><b>ZONING COMMISSION</b> It is our job to consider all the proposals and come to an agreement regarding the use of the 40 acres. Whatever proposal is accepted, it must benefit the community as a whole.</p>

(copy/cut)

### CRITICAL THINKING

- How will the project be paid for?
- Will it generate enough income to pay for itself?
- Will it contribute tax money?
- How does the plan pollute the air, water and land?

### EXPLORATION AND ENRICHMENT

National parks are places set aside to preserve natural and cultural sites important to the American people. Congress may pass laws to create a national park or the president may set aside land to preserve it as a National Monument. Prepare a presentation for Congress or the president to persuade them to create a national park or monument. Include reasons why the site is important to the natural and cultural heritage of the American people. Did a famous person live there? Do any endangered species live there?

### SCIENCE

Write an Environmental Impact Statement for the proposed development. It should include the expected impact or effects on the environment and natural resources (air, water, noise, plants, animals, rivers and streams, trash and waste). Devise experiments to measure some of the environmental impacts.

### ART AND MUSIC

Propose designs for a memorial to commemorate the former land use of the 40 acres so that people will remember what used to be there. Vote on a design and have the whole class develop the concept. A memorial can be a plaque, statue, building, fountain, sign, or symbol.



## POST-VISIT ACTIVITY #3 (suggested)

### CAREER REVIEW

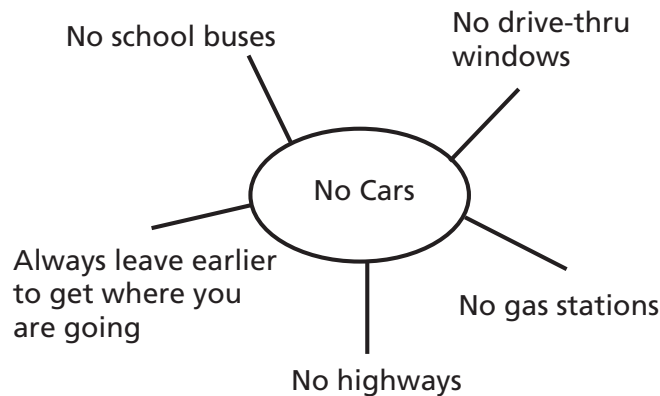
**Public affairs specialist**—Many different businesses and organizations have a public affairs specialist or a public relations department. Chances are your school district even has such a position. Find out the name of your school's public affairs specialist and invite them to your class to talk about their job.

### GOING WEST—WHAT IF?

As you explored in PRE-VISIT ACTIVITY #3 and learned in your museum visit, a single event can affect many people. In like manner the absence of any single event can change the course of a day, a life, or history itself.

### WEB DIAGRAM ACTIVITY

A car is a part of almost everyone's life. Think about all the places you go in a car in one day. Think about how many miles you have traveled in a car. As a class, brainstorm things that would be different had cars never been invented.



### COOPERATIVE LEARNING ACTIVITY

Your students have spent a lot of time learning about the major events of the nineteenth century and how they affected individuals as well as the history of this country. This activity encourages students to think about what it would have been like had some of the things they learned about not happened. Have students return to their work groups. Give each group a copy of the worksheet on the following page. Have each group complete their sheet and then share it with the rest of the class. Using a “Numbered-Heads Approach,” Compare the predictions made by each group.

### EXTENSIONS ACROSS THE CURRICULUM—

#### LANGUAGE ARTS

Have students decide which event (studied during the course of this program) they feel was most important to the history of the United States. Then have them write a short paper on what it would have been like had this event not happened.

#### Math

The United States government paid 15 million dollars for the Louisiana Territory. If the average price of an acre equaled 3.5 cents, approximately how many acres were added to the United States as a result of the purchase?

**what if... worksheet**

...Thomas Jefferson did not purchase the Louisiana Territory?

➡

...Lewis and Clark never returned from their expedition?

➡

WHAT IF ➡

...the buffalo population did not decline?

➡

...the transcontinental railroad was never built?

➡

(copy/cut)

**EXPLORATION AND ENRICHMENT**

**Exploration and Enrichment**

What if the National Park Service had never been established to take care of our nation's treasures such as Yellowstone, Grand Canyon, or Yosemite National Parks? Have students come up with options for other ways of maintaining or managing these sites.

**SCIENCE (sociology)**

If the Euro-Americans had not forced their lifestyle upon that of the American Indian, we might find life today very different. Research the variety of cultures found among the American Indian people before the Louisiana Purchase. Have students share their findings with the class.

**ART AND MUSIC**

Have students watch a copy of "It's a Wonderful Life," in which Jimmy Stewart is shown what the world would have been like had he not been born. Discuss with students the impact that one person or one event can have on history.



## **APPENDIX**

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### **PRE-VISIT ACTIVITY #1 EXPLORATION AND ENRICHMENT**

For more information on these parks, contact:

George Washington Carver National Monument  
5646 Carver Road  
Diamond, MO 64840  
(417) 325-4151

Harry S Truman National Historic Site  
223 North Main Street  
Independence, MO 64050  
(816) 254-9929

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

Ulysses S. Grant National Historic Site  
7400 Grant Street  
St. Louis, MO 63123  
(314) 842-1867

Wilson's Creek National Battlefield  
6424 W. Farm Road  
Republic, MO 65738  
(417) 732-2662

Ozark National Scenic Riverways  
P.O. Box 490  
Van Buren, MO 63965  
(573) 323-4236



## APPENDIX

### PRE-VISIT ACTIVITY #2 TIME WEB/GROUP ACTIVITY

#### American Indians

1851 Plains Indian leaders met at Fort Laramie with the government and agreed to tribal boundaries.

1871 The U.S. government stopped making treaties with tribes and refused to honor existing treaties.

1876 Sioux and Cheyenne defeated George Custer and his troops at the Little Big Horn River.

1889 William Hornaday of the Smithsonian Institution found 533 buffalo left on the Great Plains.

1890 The last major hostilities of the Indian Wars ended at Wounded Knee Creek in South Dakota where 200 Sioux were killed.

#### Mountain Men

1825 A great get-together of traders, trappers, and Indians for the purposes of trade and enjoyment was established, which came to be known as the “rendezvous.”

1840 The last rendezvous was held due to the declining demand for beaver pelts.

1843 Overlanders went west on the Oregon Trail and hired mountain men as guides.

1846 The U.S. Army hired mountain men as scouts during the Mexican War.

1853 Mountain men were hired as guides as the government surveys the transcontinental railroad routes.

1868 Mountain men were hired by railroad companies to hunt buffalo, which were used to feed those building the transcontinental railroad.

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## APPENDIX

### PRE-VISIT ACTIVITY #2

#### TIME WEB/GROUP ACTIVITY (CONTINUED)

##### Farmers

1834 Cyrus McCormick developed a mechanical reaper which aided farmers in the harvesting of wheat.

1837 John Deere invented an improved iron plow.

1862 Congress passed the Homestead Act, whereby 160 acre tracts of land were offered free to those wishing to settle the west.

1869 The transcontinental railroad was completed.

1873 Joseph Glidden patented barbed wire for fencing.

##### Cowboys

1836 All unbranded stock in the Republic of Texas were considered public property.

1865 The first large cattle drive to the railhead at Sedalia, Missouri.

1867 75,000 longhorns were driven from Texas to Abilene, Kansas.

1871 700,000 longhorns were driven from Texas to Abilene, Kansas.

1885 The last long drive from Texas to the Great Plains.

1886-87 A severe winter destroys the open-range cattle industry.

(copy/cut)



## APPENDIX

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### PRE-VISIT ACTIVITY #2 TIME WEB/GROUP ACTIVITY

#### Railroaders

1830 The first railroad in the United States was completed in the East.

1855 The U.S. Army surveyed four possible routes for the transcontinental railroad.

1862 The Central Pacific Railroad began construction eastward from California.

1864 The Union Pacific Railroad began construction westward from Nebraska.

1865 3,200 miles of track was laid between the Mississippi River and the Pacific Ocean.

1867 Railroads began shipping cattle to eastern markets from Kansas.

1869 The Central Pacific and Union Pacific Railroads met in Promontory, Utah.

(copy/cut)



## APPENDIX

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### PRE-VISIT ACTIVITY #2 EXPLORATION AND ENRICHMENT

For more information on this park, contact:

Little Big Horn Battlefield National Monument  
P.O. Box 39  
Crow Agency, MT 59022  
(406) 638-2621

Fort Laramie National Historic Site  
HC 72, Box 389  
Fort Laramie, WY 82212  
(307) 837-2221

Homestead National Monument of America  
Route 3, Box 47  
Beatrice, NE 68310  
(402) 223-3514

Grant-Kohrs Ranch National Historic Site  
P.O. Box 790  
Deer Lodge, MT 59722  
(406) 846-3388

Golden Spike National Historic Site  
P.O. Box 897  
Brigham City, UT 84302  
(801) 471-2209





## APPENDIX

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### THE MUSEUM EXPERIENCE VOCABULARY WORDS (CONTINUED)

*chaps* (chapurajos) - leather leggings worn by cowboys to protect their legs.

*dry farming* - to conserve water and fight evaporation; the farmer plows under the topsoil after every rainfall.

*guide* - someone who directs others through unfamiliar regions.

*Homesteader* - one who applies for and receives from the government a 160 acre farm; they must live there for five years before it becomes their property.

*irrigation* - to bring water to the crops from wells or rivers.

*land grant* - land given to a group or individual by the government.

*lariat/lasso* - braided rawhide or twisted grass rope used to rope cattle.

*monopoly* - a commodity or service controlled by one group or individual.

*nomadic* - not having a permanent home; wanderer.

*pathfinder* - an explorer who finds new routes through unknown regions.

*pelt* - the untanned skin of an animal with its fur still attached.

*railhead* - starting point of a railroad.

*reaper* - a machine for cutting standing grain.

*rendezvous* - a meeting at an appointed place and time (The Mountainmen would rendezvous in the summer).

*reservation* - a tract of public land set aside for a specific purpose.

*scout* - one who explores a region for information.

*silk* - a fine continuous protein fiber produced by various insect larvae.

*slaughter* - the killing of animals for food; or a wasteful killing of large numbers of animals just for the sake of killing, for no useful purpose.

*sod* - the surface of the ground covered by grass.

*survey* - to determine the exact dimensions and position of a tract of land.

*Texas longhorn* - a breed of cattle that could survive the harsh Texas plains; brought to the new world by the Spanish.

*tipi* - a tent made from buffalo skins used by the Plains Indians.

*trade goods* - items traded by the Mountainmen to the Indians in exchange for goods and peaceful access to the Indians' land.

*transcontinental* - extending across a continent.

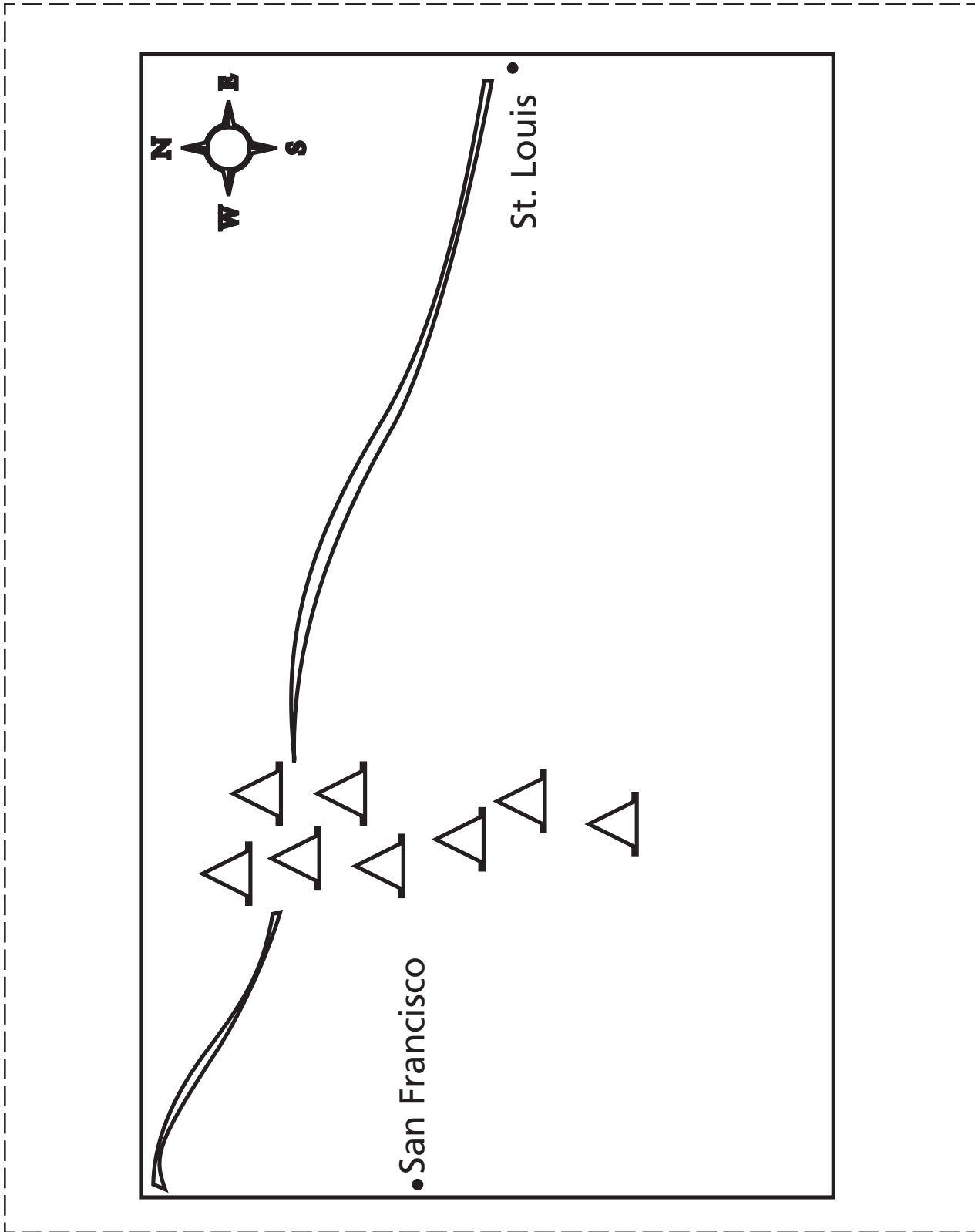
*trap* - a device for trapping beaver or other fur-bearing animals.

*vaquero* - Spanish or Mexican cowboy.



# APPENDIX

## POST-VISIT ACTIVITY #1 GROUP ACTIVITY/ROLE PLAY





## READING LIST

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### PARK RANGERS RECOMMEND THESE BOOKS

#### **Overview**

Freedman, Russell. Children of the Wild West. New York: Houghton Mifflin Co. 1983.

Reader's Digest. Story of the Great American West. Pleasantville, New York: Reader's Digest Association Inc., 1977.

#### **American Indians**

Eastman, Charles, A. Indian Boyhood. New York: Dover Publications, 1971.

Goodbird, Edward. Goodbird the Indian, His Story as Told to Gilbert L. Wilson. St. Paul: Minnesota Historical Society, 1985.

Linderman, Frank. Pretty-Shield, Medicine Woman of the Crows. Lincoln: University of Nebraska Press, 1972.

Waheenee. Waheenee: An Indian Girl's Story, as told to Gilbert L. Wilson. Lincoln: University of Nebraska Press, 1927.

Waldman, Carl. Atlas of the North American Indian. New York: Facts on File Inc., 1985.

#### **Farmers**

Cather, Willa. My Antonia. Boston: Houghton Mifflin Company, 1988.

Mac Lachlan, Patricia. Sarah, Plain and Tall. New York: Harper Collins Publishing, 1985.

Rolvagg, O.E. Giants in the Earth. New York: Harper & Row Publishers, 1955.

Sanford, Mollie Dorsey. Mollie, The Journal of Mollie Sanford in Nebraska and Colorado Territories, 1857-1866. Lincoln: University of Nebraska Press, 1976.

Wilder, Laura Ingalls. Little House Books. New York: Harper & Row Publishers, 1971.

**(Reading List continued on next page.)**





## READING LIST, cont.

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### PARK RANGERS RECOMMEND THESE BOOKS

#### **Cowboys**

Freedman, Russell. Cowboys of the Wild West. New York: Houghton Mifflin Co., 1985.

#### **Railroads**

Stein, R. Conrad. The Story of the Golden Spike. Chicago: Children's Press, 1978.

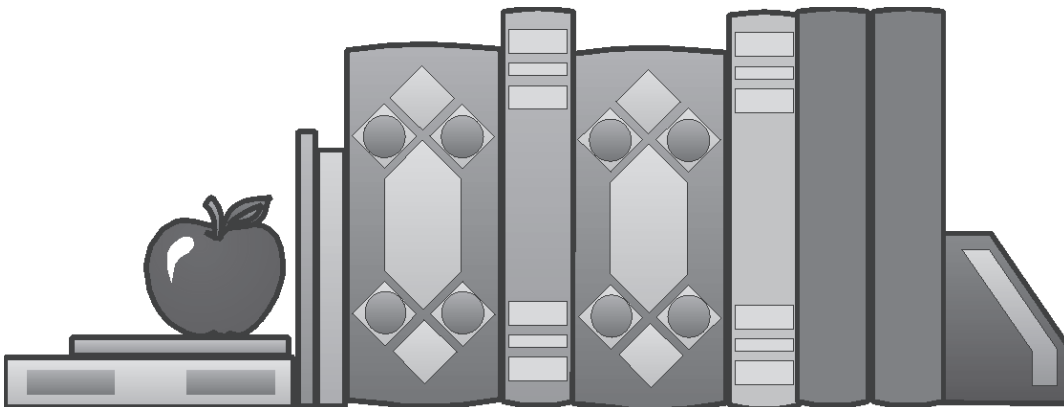
#### **Mountain Men/Fur Trappers**

Barbour, Barton H. Tales of the Mountain Man. Santa Fe: Museum of New Mexico Press, 1986.

#### **Scouts and Guides**

Carson, Christopher. Kit Carson's Autobiography. Lincoln: University of Nebraska, 1935.

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](http://www.historydirect.com).

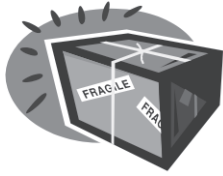




## ADDITIONAL RESOURCES

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### Traveling Trunks



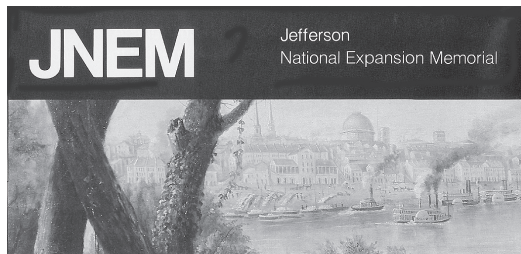
Steamboats a' Comin'  
 Frontier Classroom  
 Mountain Men  
 Overlanders  
 Lewis and Clark  
 Gold Miners  
 Plains Indians  
 Cowboys  
 African Americans of the West  
 City of Immigrants  
 Heritage of the Southwest:  
     A Blending of Cultures  
 Jefferson National Expansion Memorial  
 11 North Fourth Street  
 St. Louis, MO 63102-1810  
 (314) 655-1635

### Museum Gazettes



“The Mountainmen of the American West”  
 “Breaking the Great American Desert”  
 “Whereby We Thrive: Harvesting Tools of the Farmer”  
 “Decades of Westward Expansion: The 1850s”  
 “The Western Railroads”  
 “Oh Woman Remember: The Memories of Buffalo Bird Woman”

### NPS Brochure



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### Internet



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**[www.nps.gov/jeff](http://www.nps.gov/jeff)**  
 Jefferson National Expansion Memorial  
 11 North Fourth Street  
 St. Louis, MO 63102-1810  
 (314) 655-1600

For more information on the National Park Service, visit their home page at:  
**[www.nps.gov](http://www.nps.gov)**