

St. Louis:
Past and Present
Grades 3-8

Teacher-Led Tour Guide

Any questions or comments on this Teacher Activity Guide are welcome. Contact the Director of Education at:

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1600

Produced by the Division of Museum Services and Interpretation, 1999.



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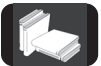
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To the Group Leader

Museum Manners

Please read instructions listed below to your students before entering the museum exhibits.



Welcome to the Old Courthouse at Jefferson National Expansion Memorial. We invite you to use this guide to lead your students through a 45-minute tour of the museum. You may move at your own pace, which could include a stop to see our 30-minute free movie or take a detour to the Gateway Arch.

There are over 385 national parks and each has a story to tell. Jefferson National Expansion Memorial tells the story of the people of St. Louis and their role in westward expansion. The four History Galleries in the Old Courthouse show the changing lifestyle of the 19th century using objects found in most St. Louis homes.

The building itself expresses the pride and success many St. Louisians felt as their city progressed from a small colonial town to a large modern city. People crowded the Old Courthouse as they made their way to and from various courts and offices. Great speeches in the rotunda attracted large audiences that filled every balcony. Within these walls can be found the rich history of St. Louis and the people who lived here long ago.

“Welcome! The park rangers are glad we are visiting with them today. They need our help to preserve this national park and protect us—their visitors. Please pay attention to the following:

- Look only with your eyes and not with your hands. Do not touch the displays, step onto exhibits or lean against photographs and murals.
- Museum artifacts and exhibits are fragile.



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 guide:

- ◆ Gather, analyze and apply information and ideas. (MAP 1.5, 1.6, 1.9; ILS 14.C, 15.D, 16.A, 16.B, 16.D, 16.E, 18.A; NSH 1A, 2H, 3B, 3F, 4B; NCSS I.a, II.b, II.c, II.e, III.g, III.h, V.g, VI.G, VII.d, VIII.b, IX.c)
- ◆ Communicate effectively. (MAP 2.3, 2.4; NSH 1G, 2B, 2E, 4A, 4D; NCSS I.c, X.a, X.b, X.d)
- ◆ Recognize and solve problems. (MAP 3.5, 3.7; NSH 5A, 5B, 5C, 5D, 5E, 5F; NCSS III.k)
- ◆ Make decisions and act as responsible members of society. (MAP 4.1, 4.2, 4.3; NCSS IX.b)

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

Safety Tips

Park rangers are here to protect you and keep you safe. If you need help, please contact a ranger.

Soft lighting, multiple steps, and carpeted floors are found throughout the Old Courthouse. Walk carefully!

- Remain in our group at all times. You are responsible for your behavior.
- Soft drinks, candy, gum or any other foods including lunches are not allowed in the museum.
- Refrain from running, loud voices, pushing or shoving. Other groups in the museum may have scheduled a ranger-led program. We are welcome to listen in, but we are asked not to participate in the program. When a ranger-led program is taking place at one of the exhibits, we will take a detour to the next stop.”

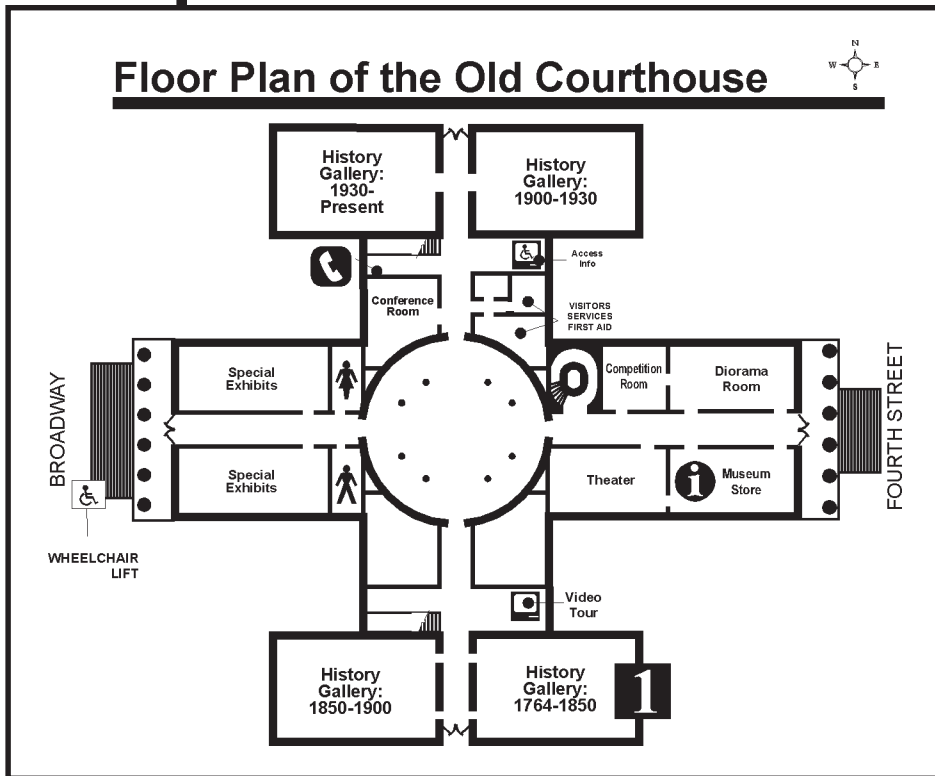


St. Louis History Gallery: The Early Years 1764-1850 (South Wing)



1

Move your group to the South Wing. Enter the gallery on the left side of the wing. Move to the right, outside wall, and face the illustration “Founding of St. Louis, 1764” by E. Cameron.



Read To The Class

Auguste Chouteau was thirteen years old when he was in charge of the 30 men constructing the log houses. He wrote in his journal:

“I arrived at the place designated on the 14th of February and on the morning of the next day, I put the men to work. They commenced the shed, which was built in a short time and the little cabins for the men were built in the vicinity. In the early part of April, Laclede arrived among us. He occupied himself with his settlement, fixed the place where he wished to build his house, laid a plan of the village which he wished to found.”

Pierre Laclede was young Auguste’s guardian and trusted the boy to begin the settlement on his own. Laclede named the trading headquarters after the 13th century French King, St. Louis IX. They laid the foundation of a frontier settlement that quickly became the “Gateway to the West”.

Have students roleplay the characters represented in the photomural. What time of year is this? What is Chouteau saying to the workers? What is the man with the map thinking? What are the two American Indians saying to each other?

Look out the windows of this gallery and compare downtown St. Louis today with the 1764 painting.



Scavenger Hunt

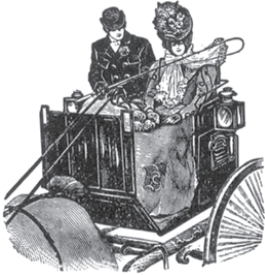
♦Find the list of pioneers on the exhibit wall who settled early St. Louis.

What jobs did they have? Compare these jobs to jobs of today.

♦Find the model of the house.

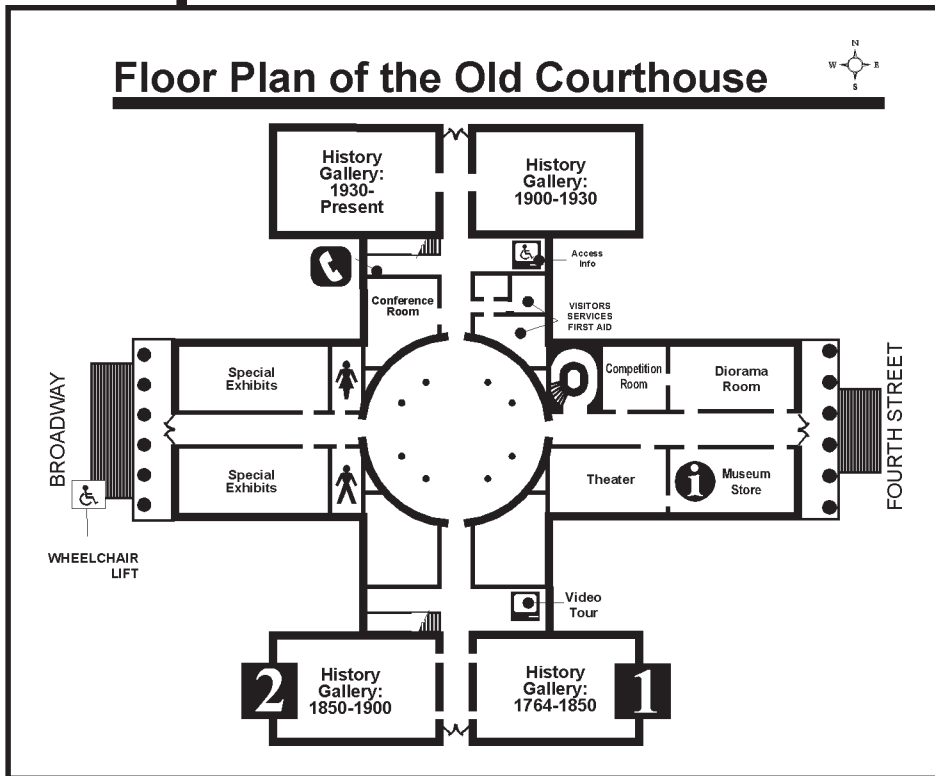
Compare it to your house. Look at the full-scale home interior exhibit. How is it different from your living room?

St. Louis History Gallery: Becoming A City 1850-1900 (South Wing)



2

Move your group across the hall to the second gallery. Upon entering the gallery, move to the left, outside wall, facing the living room exhibit.



Read To The Class

St. Louis experienced many changes during this time period. As people headed west to California and Oregon, the city grew from a river-based frontier with a population of 16,000 in 1840 to the fourth largest city in the United States with a population of 575,000 in 1900.

In 1897, Charles T. Logan wrote:

“As compared with the world, St. Louis has the largest railroad station, ...brick yards, and stove and range factories. As compared with the United States, St. Louis has the largest brewery, shoe factory, saddlery market, street car factories, ...and finest street cars and botanical gardens.”

Look closely at the parlor exhibit and photomurals. Imagine yourself living in this time period. What would your day be like? Where would you buy your food? What would you do for entertainment? What types of transportation would you use? What kinds of clothing would you wear? Compare this time period with the earliest time period. Which time period would you prefer to live in? Why?

Turn your group to the left to look at the photomural, “Broadway North from Chestnut”. Have students look out the windows of this gallery, finding the street sign “Broadway”. Compare Broadway today with the photomural.



Scavenger Hunt

St. Louis was known for its use of cast iron.

♦Find a common household appliance made of iron.

♦Find a photomural of a famous building made from iron.

♦Find a photomural of a historic bridge made from iron.

♦Find the photomural of the “iron horse”.

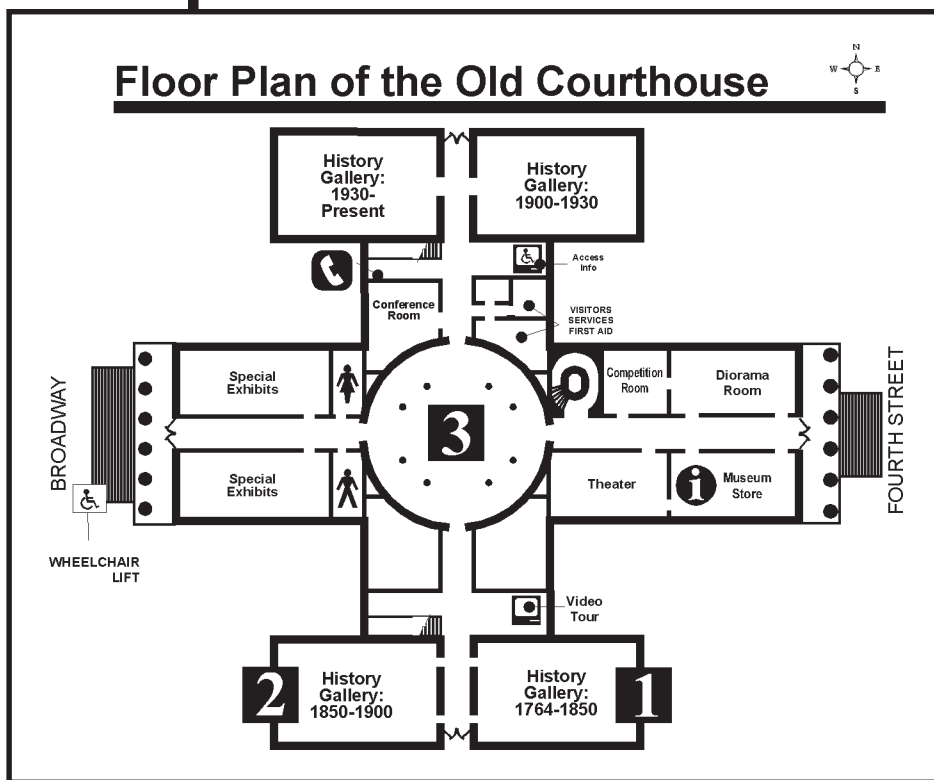
How did these last two examples help settle the West?

ROTUNDA (CENTER OF THE BUILDING)



3

Move your group to the center of the building. Upon entering the Rotunda, position your group by one of the stone benches.



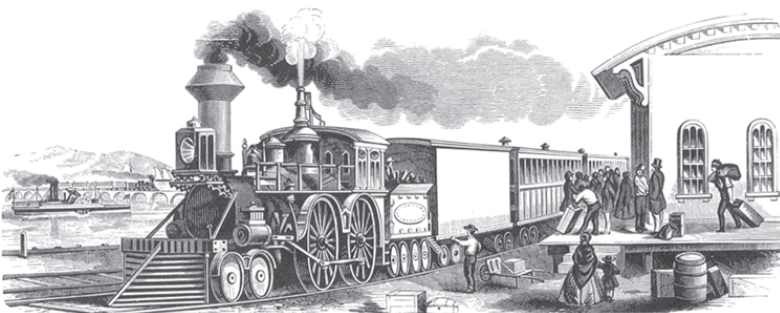
Read To The Class

A rotunda is defined as a round building, hall or room, especially one with a dome. This Rotunda is the center of the Old Courthouse and during the nineteenth century was the center of St. Louis. The Rotunda was a gathering place for important speeches. On October 17, 1849 Senator Thomas Hart Benton gave a speech here about building a railroad to California.

Roleplay the people attending this event. Imagine every balcony is crowded with people. Ask one student to stand in the center of the Rotunda and read the following speech, paraphrased from Thomas Hart Benton:

“Let us complete the grand design of Columbus by putting Europe and Asia into communication through the heart of our country. Let us make the iron road, and make it from sea to sea. Let us build the great road pointing with outstretched arm to the western horizon, and saying to the flying passengers, ‘There is the East, there is India’.”

What did Senator Benton mean by “the iron road”? For a clue, see the Scavenger Hunt on page 7. Would you support or oppose Senator Benton’s idea for a transcontinental railroad? Why or why not?



Scavenger Hunt

♦Find the speaker’s circle on the floor in the center of the Rotunda.

Say “Old Courthouse” in a normal voice.

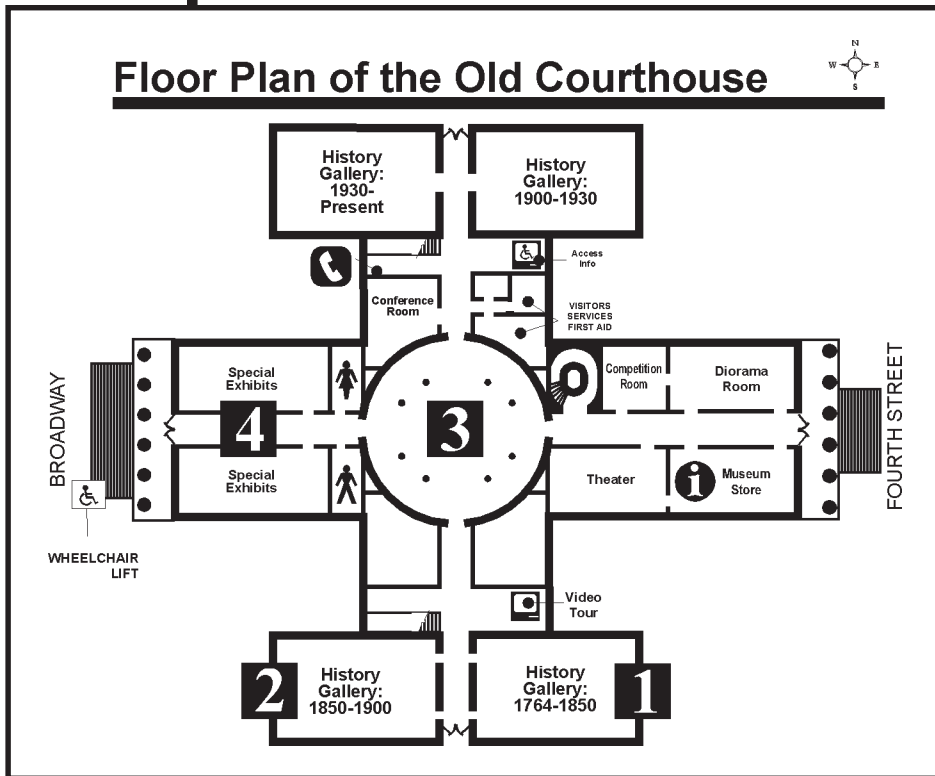
♦Move to other areas of the Rotunda and repeat the process. What is the difference in sound? Predict why this happens.

WEST WING (BROADWAY STREET)



4

From the Rotunda, move to the hallway facing west (Broadway). Face the engraving of Dred and Harriet Scott for Frank Leslie's Illustrated Newspaper, June 27, 1857.



Read To The Class

As pioneers were heading west for greater personal freedom on the frontier, St. Louis became the site for a man's struggle for freedom. A slave named Dred Scott and his wife Harriet sued for their freedom in 1846, based on the fact that they had been taken by their master into



free territory and returned to the slave state of Missouri. On March 6, 1857 Chief Justice Roger Taney ruled, "...neither Dred Scott nor any of his family was made free by being carried into this territory." He further stated, "...that Dred Scott is not a citizen of Missouri and is not, therefore, entitled to sue in the United States courts." Chief Justice Taney's decision upset many people and contributed to the outbreak of the Civil War. In losing their personal fight for freedom, the Scotts paved the way for the freedom of all slaves in 1865.

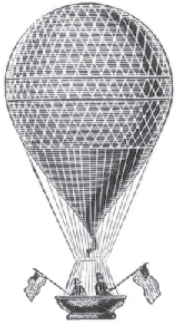
In 1847 the Dred Scott case was tried in a large courtroom where we now stand. The large courtroom was divided in 1855 by the present hallway, because the ceiling was sagging and unsafe. Courtroom No. 4 on the second floor resembles the courtroom where the Dred Scott Trial took place. (You may visit the restored courtroom upstairs.)

Scavenger Hunt

◆ Find Frank Leslie's Illustrated Newspaper showing Eliza and Lizzie Scott.

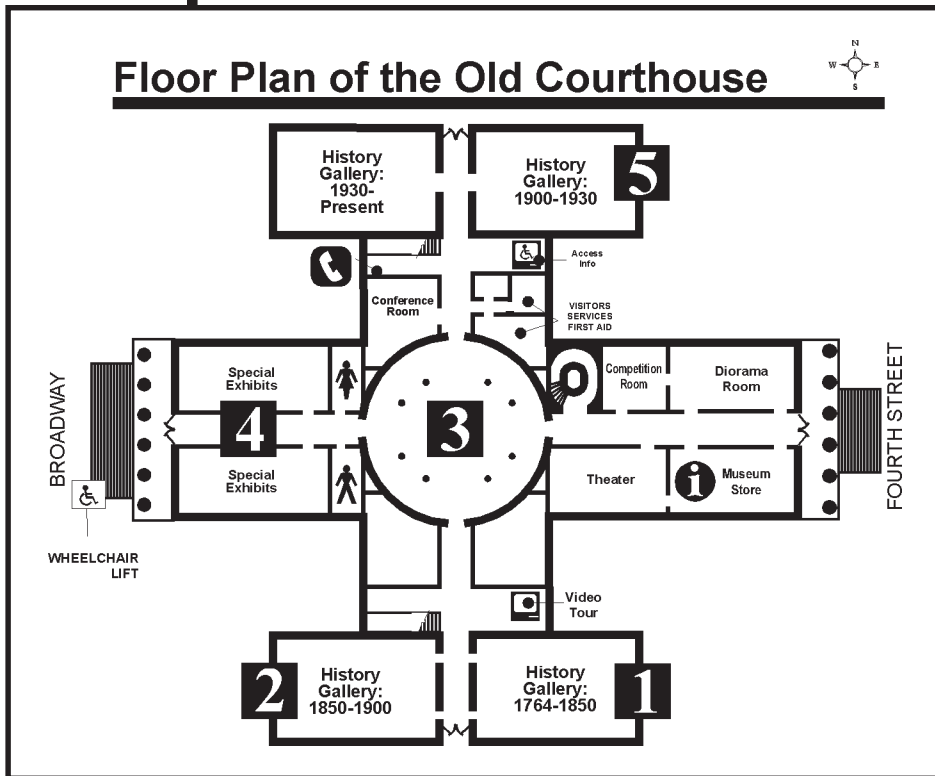
Eliza was born in 1838 on the steamboat Gypsy in the Mississippi River. Lizzie was born in 1845 at Jefferson Barracks in St. Louis, Missouri. How old were they when this newspaper was printed? Eliza was born in free territory. Do you think that made her free? Why or why not?

St. Louis History Gallery: Entering the Twentieth Century 1900-1930 (North Wing)



5

Move your group to the North Wing. Enter the gallery on the right side of the hall. Upon entering the gallery, move to the right side of the room, facing the St. Louis World's Fair photomural.



Read To The Class

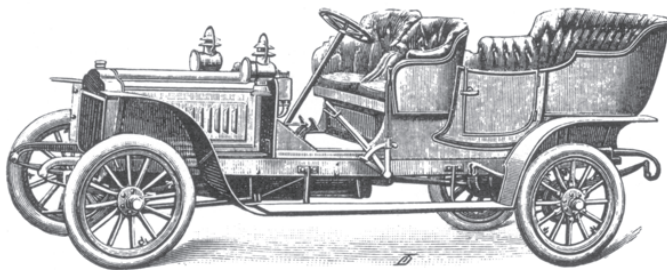
By 1890 the United States was settled from coast to coast. St. Louis played an important role as the “Gateway to the West”. St. Louis had grown from a gas-lit, horse drawn town into a fast paced modern city ready to welcome the world. In 1904, St. Louis played host to the World’s Fair.

Encourage students to sing the theme song of the 1904 St. Louis World’s Fair.

“Meet me in St. Louis, Louis
Meet me at the fair
Don’t tell me the lights are shining,
Any place but there.
We will dance the Hoochee Koochee,
I will be your tootsie, wootsie,
If you will meet me in St. Louis, Louis
Meet me at the fair.”

F.A. Mills, 1904

How does this song make you feel? St. Louisians were proud. Not only was St. Louis the “Gateway to the West”, but also the world. Look out the windows of this gallery to see the 630’ Gateway Arch. Eero Saarinen designed this monument in 1947 as a memorial to St. Louis’ past as the “Gateway to the West”. How does it make you feel? What does it mean to you?



Scavenger Hunt

◆In the home interior exhibit, find these items:

- telephone
- Victrola
- fan
- sewing machine
- camera
- radio
- car
- juke box

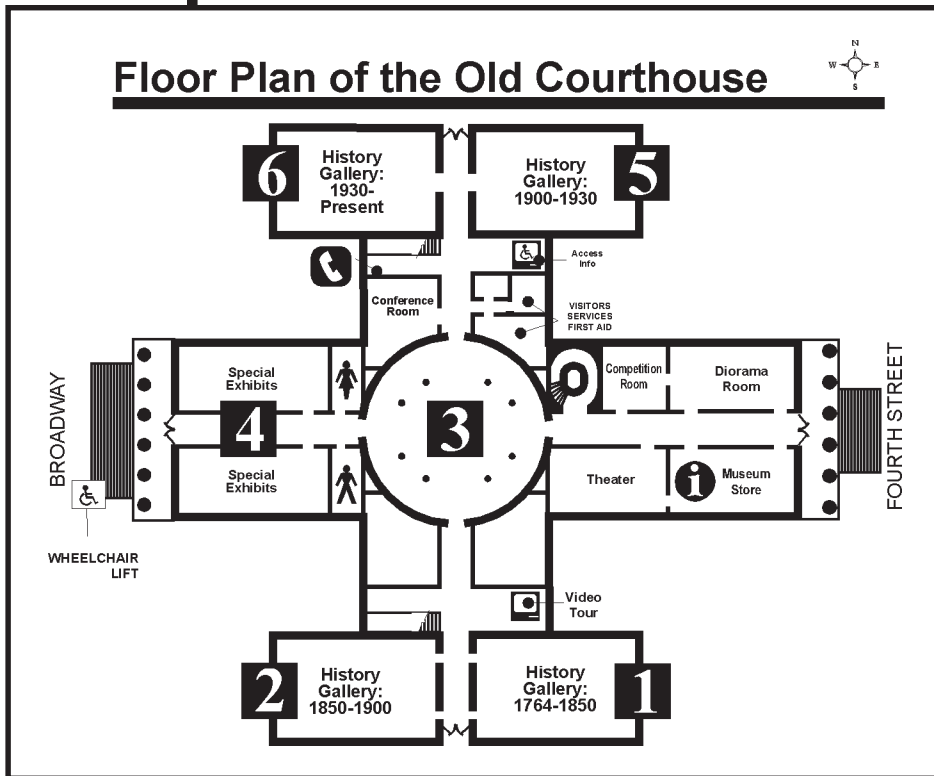
How are they the same or different from items in your house?

St. Louis History Gallery: St. Louis Revisited 1930-Present (North Wing)



6

Move your group across the hall to the second gallery. Upon entering this gallery, move to the right side of the room, facing the lion's head and the photomural of the Gateway Arch.



Read To The Class

When the last piece of the Gateway Arch was put in place on October 28, 1965, the Post Dispatch newspaper reported: "...St. Louisians have learned how much they can really do. They have made the arch not merely a symbol of two hundred years gone, but of a future, bright as the sky on topping-out day." The Old Courthouse and Gateway Arch express the pride and success that St. Louisians feel. The National Park Service preserves and protects these sites for the future.

Look out the west (Broadway) windows of this gallery to see the reflection of the Gateway Arch and the Old Courthouse in an office building. Compare today's buildings to those of St. Louis' past. (Use the photomurals and exhibits in this gallery for reference.)

- ◆ What are the buildings made of?
- ◆ What colors, patterns, and designs are used?
- ◆ What shapes do the buildings form?
- ◆ How many floors do the buildings have?
- ◆ What kinds of windows are used?
- ◆ What feeling does each building give you?
- ◆ Which buildings do you like best (past or present)? Why?

Scavenger Hunt

◆ Find the photomural, Aerial View of St. Louis, 1930s.

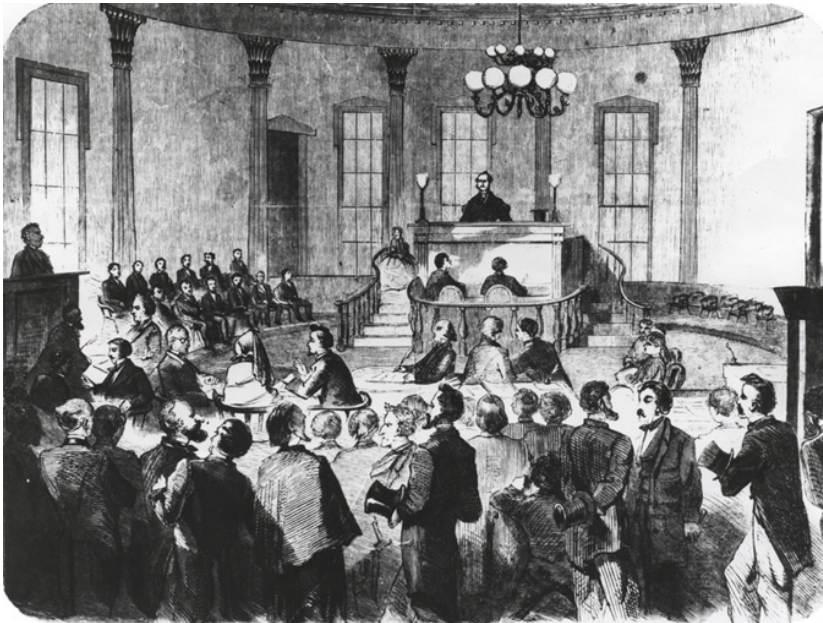
This is what the St. Louis riverfront looked like before the Gateway Arch was built. Can you find the Old Courthouse and the Old Cathedral? Which riverfront do you like best (1930s or today's)? Why?



REVIEW

Read and Discuss with Your Students

- ◆ Today we've heard stories of what life was like in St. Louis throughout its history. If you could step back in time, which time period would you relive? Why?
- ◆ Each national park has a special story to tell. What story is told at Jefferson National Expansion Memorial? In your opinion, does the Gateway Arch symbolize this story? Why or why not?
- ◆ Do you believe it is important for the National Park Service to preserve the stories, photographs, and artifacts you've learned about today? Why or why not? How can you help preserve and protect your national parks?



JEFFERSON NATIONAL EXPANSION MEMORIAL TEACHER LED TOUR EVALUATION

Our goal is to provide you with “World Class” service. Please copy this form, complete and return to: Director of Education, 11 North Fourth Street, St. Louis, MO 63102; or fax to (314) 655-1642.

Date/Time of Your Visit:

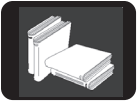
Group Size:

Grade Level:

This booklet accomplished the following:						
√ Connects with your curriculum objectives.	5	4	3	2	1	0
√ Developmentally appropriate and inclusive for your students.	5	4	3	2	1	0
Your students have a greater understanding of:						
√ Museum resources/park story/national significance.	5	4	3	2	1	0
√ Preserving national and cultural resources and stewardship.	5	4	3	2	1	0
Overall rating of your visit.	5	4	3	2	1	0

In your opinion, what is the special significance of Jefferson National Expansion Memorial?

Suggestions/Other Comments:



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS ON ST. LOUIS

1764-1850

Andrist, Ralph K. Steamboats on the Mississippi. Mahwah, NJ: Troll Associates, 1962.

McCandless, Perry and William E. Foley. Missouri: Then and Now. Columbia: University of Missouri Press, 1992.

Thompson, Kathleen. Portrait of America: Missouri. Austin: Raintree Steck-Vaughn Publishers, 1996.

1850-1900

Beckner, Chrisanne. 100 African Americans Who Shaped History. San Mateo: Bluewood Books, 1995.

Cobblestone Magazine. “Black History Month: The Struggle for Rights.” Peterborough, New Hampshire: Cobblestone Publishing, February 1983.

Cobblestone Magazine. “The First Transcontinental Railroad.” Peterborough, New Hampshire: Cobblestone Publishing, May 1980.

Dosch, Donald F. The Old Courthouse. St. Louis: Jefferson National Expansion Historical Association, 1979.

Duncan, Dayton. The West: An Illustrated History for Children. New York: Little, Brown and Company, 1996.

Kalman, Bobbie. Games From Long Ago. New York: Crabtree Publishing Company, 1995.

Salts, Bobbie. Discover Westward Expansion: An Educational Activity Book.
Phoenix: Double B Publications, 1992.

Westward. “Dred Scott”. St. Louis: Jefferson National Expansion Historical
Association, 1983.

1900-1930

Birk, Dorothy Daniels. The World Came to St. Louis: A Visit to the 1904 World’s
Fair. St. Louis: CBP Press, 1979.

1930-Present

Capps, Mike; Paul McElroy, Bob Moore, and Richard Ellis. Story of the Gateway
Arch: A Pictorial History. St. Louis: Jefferson National Expansion
Historical Association, 1979.

Dougherty, Craig A. and Katharine M. Building America: The Gateway Arch.
Woodbridge: Blackbirch Press, 1995.

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.





EXTENSIONS ACROSS THE CURRICULUM

CLASSROOM ACTIVITIES



Language Arts

The quotes featured in St. Louis History Galleries are taken from journals, diaries, letters, and newspapers. Have your students write a journal entry, letter or newspaper article about their trip to the Old Courthouse.



Math

At the turn of the century, the average worker earned 22 cents per hour with an average work week of 59 hours. Life expectancy was 46.3 years for men and 48.3 years for women. Compare this to today.



Social Studies

In 1872 Virginia Louisa Minor spoke for her right to vote at the Old Courthouse. Using the Internet (www.nps.gov/jeff), listen to and read about her story. Contact Women's Rights National Historical Park (www.nps.gov/wori) to learn about the Women's Suffrage Movement.



Science

The 1904 World's Fair was a celebration of industrial and technological progress. Using the Internet, have students research the scientific innovations shown at the fair.



Art

Artists Charles Wimar and Ettore Miragoli painted the murals in the dome of the Old Courthouse. Architect Eero Saarinen designed the Gateway Arch. Design a mural or monument for your school representing the history of your school and local community.



Music

Seventeen year old Scott Joplin, a piano player in St. Louis, became known for his unique music. Have students listen to ragtime and compare it to today's popular music.



ADDITIONAL RESOURCES

Now that your students have experienced life in St. Louis, use the following resources to learn more about St. Louis History, Westward Expansion, and National Parks.

INTERNET

Jefferson National Expansion Memorial
www.nps.gov/jeff

National Park Service
www.nps.gov



1764-1850	Allegheny Portage National Historic Site Lowell National Historical Park Hopewell Furnace National Historic Site
1850-1900	Vanderbilt Mansion National Historic Site Marsh-Billings National Historical Park Frederick Douglass National Historic Site Steamtown National Historic Site
1900-1930	Edison National Historic Site Wright Brothers National Memorial
1930-Present	Home of Franklin D. Roosevelt National Historic Site

VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700.

- ◆ Lewis & Clark: Great Journey West (grades K-12)
- ◆ Charles Russell - An American Artist (grades 4-12)
- ◆ Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- ◆ Gateway to the West (grades 4-12)
- ◆ Monument to the Dream (grades 3-12)
- ◆ A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- ◆ Touring the Gateway Arch (grades 5-12)



Jefferson National Expansion Memorial
11 North 4th Street
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