

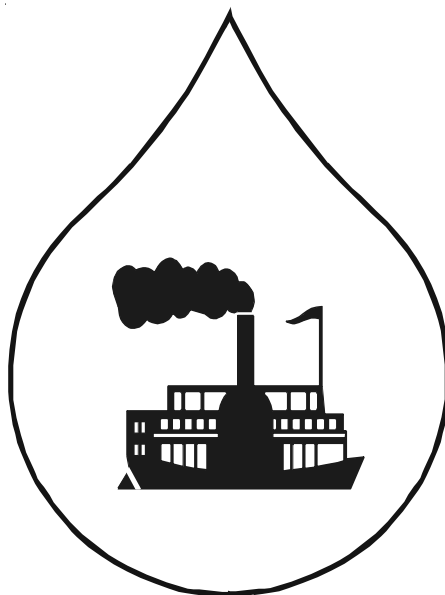


Gateway Arch Riverboats

River Ramble

Teacher Activity Guide

Grades 4-6














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,
2002.



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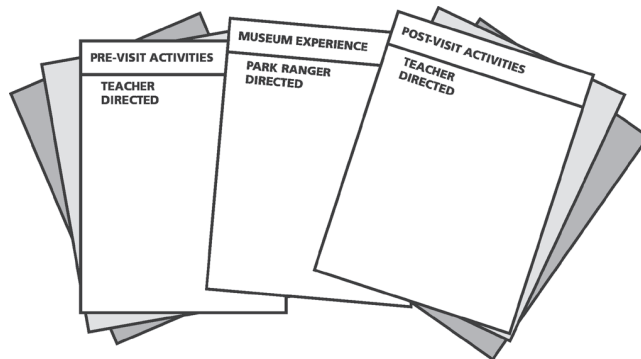
To The Teacher

Program Description

Forming the eastern border of St. Louis, the Mississippi River contributes to the city's historic role as Gateway to the West. In the past, the river served as a highway, bringing commerce and culture to the Midwest and beyond. Turn-of-the-century immigration and industry bolstered St. Louis' rank as one of the nation's largest cities. This growth brought changes to our environment that we are still working to understand. Today, St. Louis is a modern city with a diverse population, but evidence of its historic past remains. This ninety-minute riverboat program focuses on the social and scientific aspects of the St. Louis riverfront. Your class will divide into two groups for the trip, each accompanied by a ranger. Students will examine the area through the lens of political, geographic, cultural, and economic perspectives. They will also investigate the environment, focusing on the human impact, water cycle, flora and fauna, or geologic processes.

User Friendly Format

To best prepare your students, complete the two Pre-Visit Activities in this guide before your visit on the Gateway Arch Riverboats. In order to achieve the most from the lesson, please also complete the two Post-Visit Activities after your trip.



Curriculum Objectives

The following National Standards and tested objectives for the states of Illinois and Missouri are addressed in this program and the activities in this guide:

- Develop questions to guide research. (ILS 11.A, 12.A, 12.B & 16.A; NSH IV.A; MAP 1.1, sc7, & ss7; NSES A)
- Conduct research and field inquiry to answer questions and to discover patterns and relationships. (ILS 12.E, 15.A, 15.D, 16.A, & 17.C; MAP 1.2 & 1.6, SC4, SC5; NCSS IId; NSH 1D; NSES A)
- Interpret items and events. (ILS 12.B, 12.E & 16.A; MAP 1.5, & SC7; NCSS IIIc & IIIh; NSH 1B & IIG; NSES A)
- Present findings to peers. (ILS 13.A & 16.c; MAP 2.1; NSES A)
- Apply acquired information to our local community. (ILS 13.B & 16.E; MAP 1.10; NCSS VII; NSES C)
- Discuss the roles of individuals within a society. (ILS 13.B & 16.b; MAP 4.3 & SC8; NCSS Xe; NSH III.A; NSES C & F;)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for Social Studies

NSH: National Standards for History

NSES: National Science Education Content Standard



Invitation to Explore

Requirement
Students will need to record information during their Riverboat trip. To make their own journals, follow instructions on page 18.

In 1803, President Thomas Jefferson assigned Captain Meriwether Lewis to explore the newly purchased Louisiana Territory. The land was home to many tribes of Native American Indians, but to Eastern Americans it was an unexplored wilderness. No map detailed its interior.

In a letter to Captain Lewis, President Jefferson outlined the details of the mission. To help him, Lewis assembled the Corps of Discovery—a group of people experienced in the skills to make the trip a success. Everyone had a job—building, boating, blacksmithing, hunting, cooking, and guarding camp. Together, they cooperated to complete an important chapter of American history.

Though your trip will be shorter, your mission will be similar—travel safely, learn as much as you can, and carefully record what you see.

Activity

Organize the class into four groups. These groups will be together on the Gateway Arch Riverboat as well. Assign each group to one of the following exploration assignments:

- Culture/Human Impact
- Economy/Water Cycle
- Geography/Geological Process
- Civic Life/Flora and Fauna

1. Each group elects one person to read aloud their EXPLORATION ASSIGNMENT (on page 5 and in Appendix, pages 14-15).
2. Copy and hand out JEFFERSON'S LETTER TO LEWIS (Appendix, pages 16-17) to each group. Have students read it aloud, examining it for evidence of their group's exploration assignment. Using a journal or notebook, have each group list examples from the letter.
3. As a class, brainstorm a list of examples for each group's assignment.



Pre-Visit Activity #1 (Required)

Exploration Assignments: Science

Water cycle

The water cycle is cyclical, meaning it moves in a circular direction. The water that is here is no different from the water that was here for the dinosaurs and will be the same water for the next generation. Use the chart on page 21 in the Appendix. Explain to each other how the water cycle works.

Geological processes

Geology is the study of the earth's rocks and the process of creating or eroding those rocks. The prefix geo means "earth" in Greek. Research the differences between sedimentary, metamorphic, and igneous rocks. Which do you think St. Louis has and why?

Human impact

People clean, pollute, and change their water daily. Make two columns. In the first column, write how people use water. In column two, write if and how that water can be reused. Discuss these within your group and bring your list with you.

Flora and fauna

Flora and fauna, also known as plants and animals, need specific habitats to survive. For this program, the habitat is the river and its banks. List plants or animals that you think may live in the Mississippi River area. What part of this habitat is important to these life forms?



Mapping The Mississippi

“There is no new source of water. All the water that was ever on this earth is still here today.” – unknown

What is meant by this quote? Earth is called the water planet. Water covers two thirds of the earth. Water affects everything on this planet. Look at the drawing of the water cycle on page 21. The water is constantly moving through the three states of matter: Liquid (water), gas (evaporation), and solid (ice). Each process has its own name. Looking at the chart, determine the names of these processes, then determine where or when this process happens.

Mississippi-Missouri Watershed

St. Louis is at the confluence of the Mississippi-Missouri River system, the third largest watershed in the world. In the United States, everything from the Appalachian Mountains in the east to the Rocky Mountains in the west empty into this watershed. Watersheds are defined by the *topography* or elevation of the land. The water flows downhill from higher points of land. This water can flow to different sides of the watershed. This watershed covers part of at least 31 states and two Canadian provinces, and empties into the Gulf of Mexico.

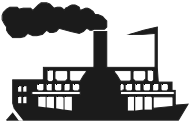


Pre-Visit Activity #2 (Required)

Activity

For this exercise, have colored pencils and copy the map found on page 20 in the appendix. Label the map with the following:

- 1) On the lower right hand corner of your map, draw an arrow to show north. Write “N” at the top of the arrow. Add the letters E (east), S (south), and W (west) to complete your directions.
- 2) Using a blue pencil, trace the Mississippi, the Missouri, the Illinois, and the Ohio Rivers in the watershed. Label these rivers.
- 3) Good maps have a key. In the lower left-hand corner, draw a good size box. Mark a blue line with the word *river* next to it.
- 4) Trace the outline of the watershed with purple. Include on the key.
- 5) Next locate St. Louis and place a red dot there. Include on the key.
- 6) Label the states that the Mississippi River touches in green. Include on the key.
- 7) Label the states that the Missouri River touches in orange. Include on the key.
- 8) Label the rest of the states in the watershed in brown. Include on the key. How many are there?
- 9) Another country is included in the watershed. Label this country.
- 10) Where is the mouth of the watershed? Label this body of water.
- 11) Label at least one river city in each state labeled in green or orange. Create a water route that goes through St. Louis five (5) times.
- 12) If the watershed carries deposits from all the states to its mouth, what state receives the most deposits from other states?



Gateway Arch Riverboat

Preparing for the Riverboat Ramble

Upon arrival at the Gateway Arch Riverboats, groups will check in at the ticket booth and return the Teacher Activity Guide. Please review the Boat Behaviors with your students, and board at the appropriate time. A park ranger will greet you at the gangplank. Please remember each Gateway Arch Riverboat trip has two parts to the program.

Briefing

The park ranger will facilitate a cooperative group activity, demonstrating the importance of the Mississippi River, the development of St. Louis and its continuing impact on the region's residents from a social viewpoint. The group will then investigate the geology, flora, fauna, and human impact on the river's edge.

Cooperative Learning Activity

In each activity, students will be divided into the same four groups as in PRE-VISIT #1. The four groups will use visuals, hands-on objects, written materials, and ranger guidance to become experts in an area. They will then apply their expertise to exploring the Mississippi River. The program will conclude with groups sharing their findings with one another.

Visuals & Hands-on Objects

The Mississippi River, mounted photographs, maps, and other living history objects will provide excellent stimuli for your students. Through various specimens and samples, students will be encouraged to use sight, sound, touch, and smell in their investigation.

River Ramble

Vocabulary

boundary - a line, mark, or other division that separates one area from another

citizen - a member of a community who may participate in and be protected by its governing body

commodity - an article of property that can be bought, sold, or traded

community - a group of people living together in one locality and sharing laws, interests, and characteristics

condensation - process of water changing from vapor into liquid droplets



continued on page 19

Boat Safety

Welcome! We are glad you are visiting with us today. We have guidelines to follow so everyone has a safe and enjoyable day. Remember the 3 “R”s— Respect yourself, respect each other, and respect your environment.

- Respect yourself: Demonstrate to everyone that you are a person who knows how to be proud of yourself and behave in a way that shows others the same thing.
- Respect others: The group is here to learn. Stay with each other, especially chaperones. Students must keep track of the chaperones at all times. Listen for the captain’s safety instructions at the beginning of the trip.
- Respect your environment: This boat is a floating classroom and a part of the river’s history. Refrain from running, loud voices, pushing or shoving. Watch your step since the doorways have high thresholds. Soft drinks, candy, gum, or any other foods, including lunches are prohibited.



Conflict Resolution

Clean water is necessary for people. For years, people have struggled with how to use the water of this country. People need water for actions such as drinking, bathing, fishing, farming, ranching, mining, manufacturing, boating, and cooking. With so many uses, it is hard to decide which is most important.

In the Gulf of Mexico, there is a region known as the “dead zone”: 6,000 to 7,000 square miles of *hypoxia*, or low dissolved oxygen levels. Hypoxia occurs when excessive amounts of chemicals accumulate and interact in one area. Hypoxia may occur in large bodies of water that drains significant amount of land. Low oxygen levels cannot support aquatic life.

Although no one knows for sure where the chemicals originally entered the water, they know they come from the Mississippi-Missouri watershed. Since this is a large area, people from 31 states and 2 Canadian provinces must figure out how to work together.



Activity

Using the descriptions on the following page, break students into six groups. Assign each group a role, and then provide the groups with their statement. Have students research the issue and prepare statements about their wishes. Then have the class discuss or debate this issue and develop a solution.



Post-Visit Activity #1 (suggested)

<p style="text-align: center;">SHRIMPERS</p> <p>The shrimp are leaving the area or dying because there is no oxygen in the water. I have had to keep moving further out into the Gulf of Mexico. My catch is so low. I do not know if I can make a living at this anymore.</p>	<p style="text-align: center;">FARMERS</p> <p>The fertilizers and pesticides I spread keep my plants safe from bugs and promote strong growth. Without these, I would not grow as many crops to feed people or to earn a living. Besides, I am miles from Louisiana. How can I affect the Gulf of Mexico?</p>
<p style="text-align: center;">CONSUMERS</p> <p>What does this have to do with me? All I want is food products that are healthy and safe. I also want reasonably priced food. I believe that everyone else is the cause of this issue. I have no say in it.</p>	<p style="text-align: center;">ENVIRONMENTALISTS</p> <p>We are all connected on this planet. Our actions are killing the plant and animal life in the Gulf of Mexico. If the chemicals are killing creatures there, what is it doing to the creatures here and the water we drink? What is it doing to us?</p>
<p style="text-align: center;">GOVERNMENT AGENCY</p> <p>The Clean Water Act was written to protect our nation's waterways. We have set guidelines for handling this situation. We cannot write a policy dictated to one region since the hypoxia issue concerns the whole watershed.</p>	<p style="text-align: center;">CHEMICAL INDUSTRY</p> <p>The products we produce have side effects, but they are listed on the packaging. All of our products have safety tests. Plus, the Environmental Protection Agency regulates the industry. We provide what our farmers want.</p>



Character Education

When the merchant Pierre Laclede left his 14 year-old clerk Auguste Chouteau in charge of building a fur trading post on a bank of the Mississippi River, he was trusting a boy to do a man's job. Auguste repaid Laclede's trust with honesty, courage, and perseverance. Auguste was in charge of a crew of workers and together they laid the foundation for the city of St. Louis.

Activity

Think about some times when someone has shown trust in you.

In what ways were you:

responsible

brave

honest

cooperative

respectful

What obstacles or problems did you encounter in completing your task?
Where did you find your strength or courage to finish what you started?

In many ways, the city of St. Louis is the reflection of the strengths and character of the women and men who lived here in the past and continue living here today. The names of many well-known people are left behind as street names, parks, schools, and historical sites. Many others contributed in ways that were just as important, though we may not remember them with a park, school, or street.

Think of some people in your family, school, or community who are not famous or well-known, but are responsible, brave, honest, cooperative, or respectful. In what ways do they contribute to their community? How can you commemorate their efforts?

Post-Visit Activity #2 (suggested)

Being a Leader Today

Many issues today have leaders who may not have been assigned to that role, but adopted it because of an experience. Be a leader today in the effort for clean water. Investigate the watershed around your school. Watersheds can be large or small. Your school may not be at the top of a mountain, next to a river, or near a busy street. Either way, it influences the watershed of the area around it.

Activity

In your exploration groups from the riverboat, draw a map of your school grounds with the school building in the center. Identify where your sinks are, where the rainwater goes, and anywhere there is a chance for some pollutants to get into your water system. Then, walk around the outside of the building. What pollution do you notice? Where does the water go from the playground? Where do busses or cars drive near the school? If there is automobile fluid, will that contaminate your water?

Now that your group has completed its map, write an assessment of the water quality from what you have learned. The assessment may include your map, comments about the pollution you noticed, even a suggestion on how to make your school watershed a healthier place. Investigate the plants, animals, rocks, and human impact on the quality of the water. Remember that we all share the same water.



Appendix: Exploration Assignments

Students must be organized into the following four groups before their boat trip on Gateway Riverboat Cruises.

Economy

Think about the things you use every day—food, paper, clothes, and toys. These are examples of goods that people buy, sell, and trade. The paper these words are written on was made in a certain place. Then, a truck, train, or airplane brought it to the place where the words were printed on it. In your classroom, your teacher handed the paper out to you so you could use it. This system of making, distributing, and using goods is called an economy. Look for examples of an economy. What goods are people using? Where do you think they were made? How are goods being distributed or changing hands? Are there any geographic features that may benefit or hinder the distribution of goods?

Geography

Look out your classroom window. Do you see hills, trees, creeks, rivers, or lakes? These are the *physical characteristics* of your place. The streetlights, playgrounds, sidewalks, signs, and buildings are the *human characteristics*. Together, the physical and human characteristics make up the geography of your place. In St. Louis, different groups of people have found ways to live in, use, divide, and change characteristics of the area's geography. These changes often benefit the community politically or economically, but they can alter a landscape's appearance or its function in the natural world. Geography can also shape the way people think about themselves and their surroundings. They may develop certain tools or stories influenced by where they live.

Describe the geography of a place. Use words and pictures to show the physical and human characteristics. Look for ways people use the area and how it has been changed or divided. In what ways does geography influence the ideas, stories, or tools that people develop?

Culture

Think about groups of people that you know, such as family, neighbors, and classmates. Each group is a community of people with their own ideas, stories, beliefs, and skills. You can examine the culture of your class by looking at your daily routine. You may enjoy certain games or stories, choose to wear similar clothes or eat similar foods at lunch. You learn and practice skills to do well on a test or compete in a sport. You and your classmates make decisions based on what you believe or have learned at home or school. Where and when you live also affects your culture. (It is unlikely that you dress like a 16th century Spanish conquistador or speak the Inuit language).

Look for examples of culture. From your observations, what is important to a group? How do people spend their day? What do they do for work or entertainment? What other things, like weather or geography, might affect people's ideas, skills, or way of life? Make note of similarities and differences between this and other groups you may know.

Civic life

Think about the good things happening in your school or neighborhood. Who makes these things happen—students, teachers, and parents? People participate in the civic life of their community when they make positive contributions to where they live. These contributions can be educational, recreational, political, or environmental. In the 1930s, a St. Louis resident organized a group of citizens to improve a neglected downtown area. His contribution to civic life gave us Jefferson National Expansion Memorial, including the Gateway Arch, a symbol of America's Westward Expansion. Other groups contributing to civic life make decisions, resolve conflict, and establish rules and government within a community.

Look for examples of civic life. Make note of individuals or groups who contribute to community life, today and in the past. What are their contributions? What types of problems or challenges do you think they face in making their contribution? How do decisions made by groups affect the geography of a place?



Appendix: Jefferson's Letter to Lewis



To Captain Meriwether Lewis esq. Capt. Of the 1st regimt.
Of Infantry of the U.S. of A.

...The object of your mission is to explore the Missouri river, & such principal stream of it, as, by it's course and communication with the waters of the Pacific ocean [that] may offer the most direct & practicable water communication across this continent for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take <careful> observations...at all remarkeable points on the river, & especially at the mouths of rivers, at rapids, at islands, & other places & objects distinguished by such natural marks & characters of a durable kind, as that they may with certainty be recognised hereafter...

...Your observations are to be taken with great pains & accuracy, to be entered distinctly & intelligibly for others as well as yourself...

...The commerce which may be carried on with the people inhabiting the line you will pursue, renders a knolege of those people important.

You will therefore endeavor to make yourself acquainted, as far as a diligent pursuit of your journey shall admit, with the names of the nations & their numbers;

the extent & limits of their possessions;

their relations with other tribes of nations;

their language, tradition, monuments;

their ordinary occupations in agriculture, fishing, hunting, wars, arts, & implements for these;

their food, clothing, & domestic accomodations;

the diseases prevalent among them, & the remedies they use;

moral & physical circumstances which distinguish them from the tribes we know; peculiarities in their laws, customs & dispositions; and articles of commerce they may need or furnish, & to what extent. ...Other objects worthy of notice will be the soil & face of the country, it's growth & vegetable productions, especially those not known in the U.S.; the animals of the country generally, & especially those not known in the U.S.;

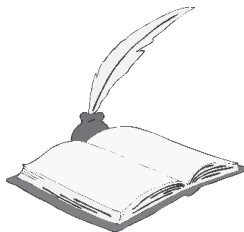
the remains or accounts of any which may be deemed rare or extinct; the mineral productions of every kind; but more particularly metals, limestone, pit coal, & saltpetre; salines & mineral waters...volcanic appearances;

...the dates at which particular plants put forth or lose their flower, or leaf, times of appearance of particular birds, reptiles, or insects.

...Should you reach the Pacific ocean inform yourself of the circumstances which may decide whether the furs of those parts may not be collected as advantageously at the head of the Missouri ...and that trade be consequently conducted through the Missouri & U.S. more beneficially than by the circumnavigation now practised.

...Given under my hand at the city of Washington this 20th day of June 1803

TH: J. Pr. U.S. of A.





Appendix: Journal Directions

The Lewis and Clark Expedition is probably the most thoroughly documented exploration in American history. Both of the captains kept journals and several of the men did likewise. The journals provide not only a historical record, but a valuable source of scientific and ethnographic information as well.

Materials & Tools

- Brown paper sacks for journal covers
- Blank white paper, 8 or 10 sheets per student
- Piece of yarn or string about 20" long, 1 piece per student
- Writing and drawing instruments—pencils, crayons, markers
- Scissors
- Ruler

Making your Journal

1. Wad up a 9" x 12" piece of brown paper sack so that it resembles soft leather. Smooth it out and fold it in half so that it forms a book cover.
2. Make a 1/4" snip at the fold line of the cover, top and bottom.
3. Fold 5-10 pieces of paper in half. Then snip 1/4" at the fold line, top and bottom.
4. Place paper inside of cover, then tie a string around the paper and cover to hold it in place.





Appendix: Vocabulary (cont. from page 5)

ecosystem - a group of plants and animals that interact and adapt to an environment (including water, air, and soil)

erosion - breakdown or weathering of rocks, sediment or soil by wind, water, etc.

evaporation - process of water changing from liquid to vapor by application of heat

govern - to rule or direct by right or authority

institution - a recognizable part or characteristic of a community

market - a place where goods are bought, sold, and traded; or the trade of a specific good

non-point source pollution - (runoff pollution) water pollution that comes from a large general area such as a farm field, construction site, yard, streets or parking lots

point source pollution - water pollution that comes from a single point such as a pipe

precipitation - water moving from the air to the ground, such as rain, snow, hail, or sleet

resource - a supply that can be drawn on when needed

runoff - water from snowmelt or rain that flows over land to a river or other body of water

saturation - water moving down through the soil toward the water table for recharge

transpiration - process of water entering the atmosphere from plants



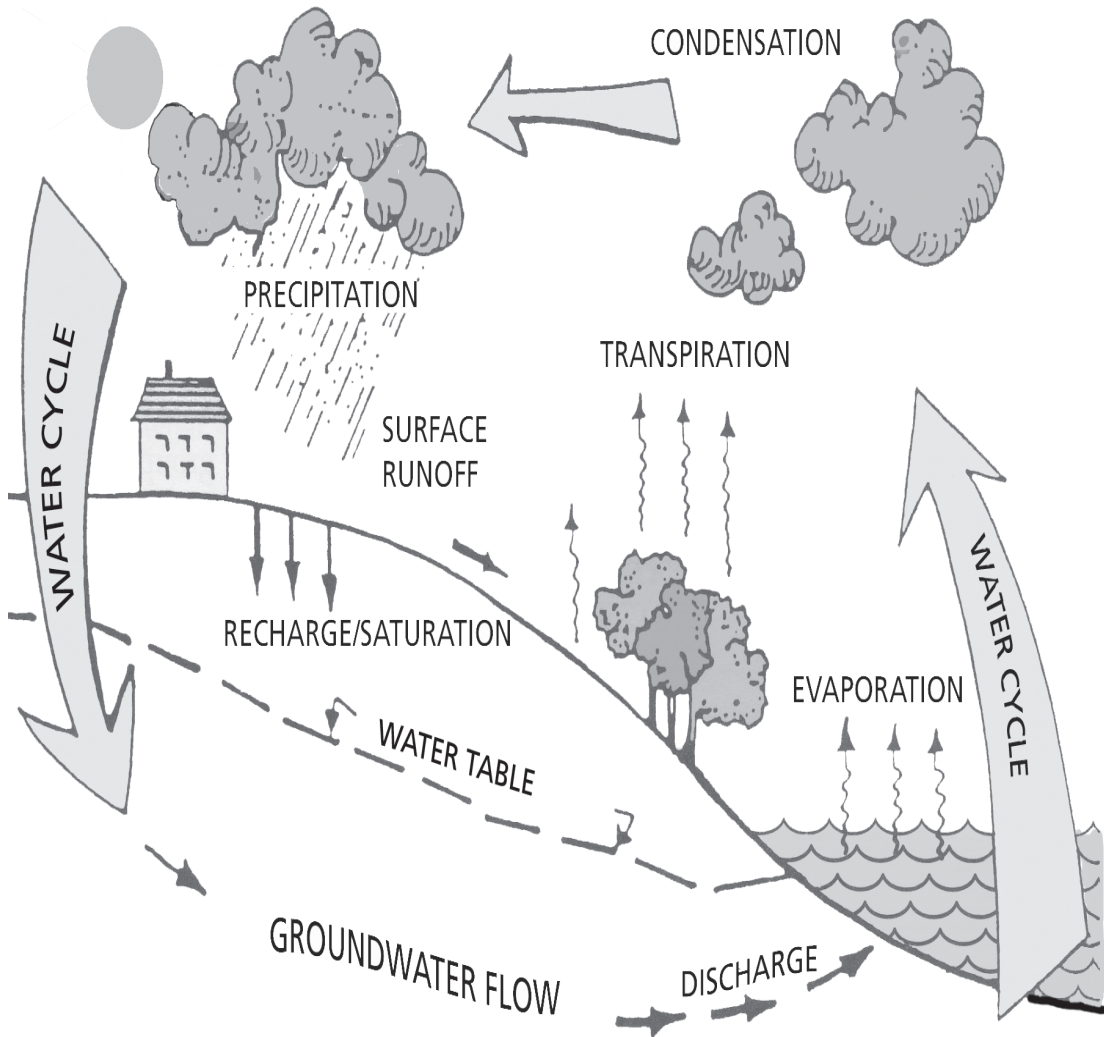


Appendix: Mississippi-Missouri Watershed





Appendix: Water Cycle





National Park Careers

Boat Safety

Please read the instructions listed on page 9 to your class before boarding the Gateway Riverboat.



Park Ranger

Park Rangers work to protect national parks and to educate the public about their importance. Rangers may be either law enforcement officers or interpreters. An interpretive ranger tells the story of the park, its history, and cultural or scientific significance. Rangers in law enforcement protect park resources and visitors. If you are a park ranger, you might work any place in America—from an ocean or lakeshore to a forest or prairie. Anywhere there is a National Park site, you will find a National Park Ranger.

National Park Careers

Rangers in law enforcement respond to emergencies in National Parks all over the United States. They enforce Federal laws and regulations, help fight forest or structural fires, conduct search and rescue operations, investigate accidents, protect property, and keep the peace. Rangers are the friendly faces of a national park. To carry out so many duties successfully, a ranger goes through many months of training at a special school.

At Jefferson National Expansion Memorial

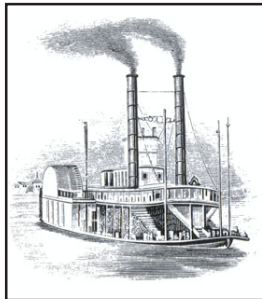
Law enforcement rangers maintain the security of the Arch, the Old Courthouse, and the park grounds so that you may have a safe visit. You may see a law enforcement ranger patrolling on foot, bicycle, or horseback. These roaming rangers answer questions and keep the peace in the park so that you can expect an informed and safe visit to this national park.

On the Riverboats

The captain of the Gateway Arch Riverboat commands the operation of the boat. He steers the boat and controls how fast or slow it goes. The captain is employed by Gateway Arch Riverboats and licensed by the United States Coast Guard. Though not a National Park Service employee, the captain operates riverboat trips in a partnership with Jefferson National Expansion Memorial. To become a boat captain you would go through many hours of special training, just like many other park employees.

Beginning as a deckhand, you would learn about the basics of the boats, such as cleaning the decks, maintaining the engines, learning proper safety procedures, and spending hours riding the river. After a number of years, you may advance from deckhand to the position of mate, or lead deckhand.

As a mate, you would be in charge of emergency procedures, maintaining the vessel's equipment, and passenger safety. The mate also learns about navigating the boat by steering, taking the boat away from the dock, and bringing it into dock after a trip. After working 365 eight-hour days, you may take the Coast Guard's written pilot examination. After passing this, you would earn the position of riverboat captain.





Extensions



Language Arts

Have students research a significant water issue, such as point source pollution, in your area. After gathering the facts, write letters to representatives of local, state, or national government asking for their views on the subject.



Math

Using the following numbers, have students create math problems for their classmates:

Upper Mississippi River-Navigable from Cairo, IL, to St. Paul, MN—
857.6 miles

Lower Mississippi River-Navigable from Head of Passes-Gulf of
Mexico to Cairo, IL—958.8 miles

Cairo, IL, is at mile marker 0 or mile marker 958.8

Saint Louis, MO, Eads Bridge is at Mile Marker 180

New Orleans, LA, -French Quarter is at mile marker 95

St. Paul, MN, to Lake Itasca, MN-428 miles



Music

Music often tells the story of a people, their culture, and beliefs during a certain time. Have students listen to and compare pieces of music from St. Louis' history. Using words or pictures, they can interpret the story behind the music—who is singing, what they're singing about, and how they felt. How does this music compare with the music of today?



Reading List

Books

- Colbert, Edwin, ed. Our Continent, A Natural History of North America. National Geographic Society: Washington, D.C., 1976.
- Martin, Patricia A. Fink. Rivers and Streams. Grolier Publishing: Danbury, CT, 1999.
- Primm, James Neal. Lion of the Valley: St. Louis, Missouri. Boulder, CO: Pruett Publishing Company, 1981.
- Salveter, Amy. Missouri Animals of Conservation Concern. The Conservation Commission of the State of Missouri: Jefferson City, MO, 2000.
- Smith, Tim. Missouri Plants of Conservation Concern. The Conservation Commission of the State of Missouri: Jefferson City, MO, 2000.





Additional Resources

Traveling Trunk



Steamboats A'Comin'
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Museum Gazettes



Steamboats A'Comin'
The Saint Louis Riverfront
The French Heritage of Saint Louis: 1764-1804
Luther Ely Smith: Founder of a Memorial
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1600

Videotapes



Conviction of the Heart/The Challenge of Yellowstone
(grades K-12)
Gateway to the West (grades 4-12)
A Monumental Story: The Gateway Arch & Old Courthouse (grades K-4)
Touring the Gateway Arch (grades 5-12)
Free on loan. Call our reservationist.
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 63102-1810

(314) 655-1600

For more information on the National Park Service,
visit their home page at:

www.nps.gov

Other NPS sites with river or ecosystem
connections:

Biscayne National Park

www.nps.gov/bisc

Big South Fork National River and Recreation Area

www.nps.gov/biso

Delaware Water Gap National Recreation Area

www.nps.gov/dewa

Whiskeytown National Recreation Area

www.nps.gov/whis

Virgin Islands National Park

www.nps.gov/viis



Jefferson National Expansion Memorial
11 North 4th Street
St. Louis, MO 63102



Visit the Gateway Arch, Museum of Westward Expansion and
Old Courthouse on the Internet: www.nps.gov/jeff
Visit the National Park Service at:
www.nps.gov