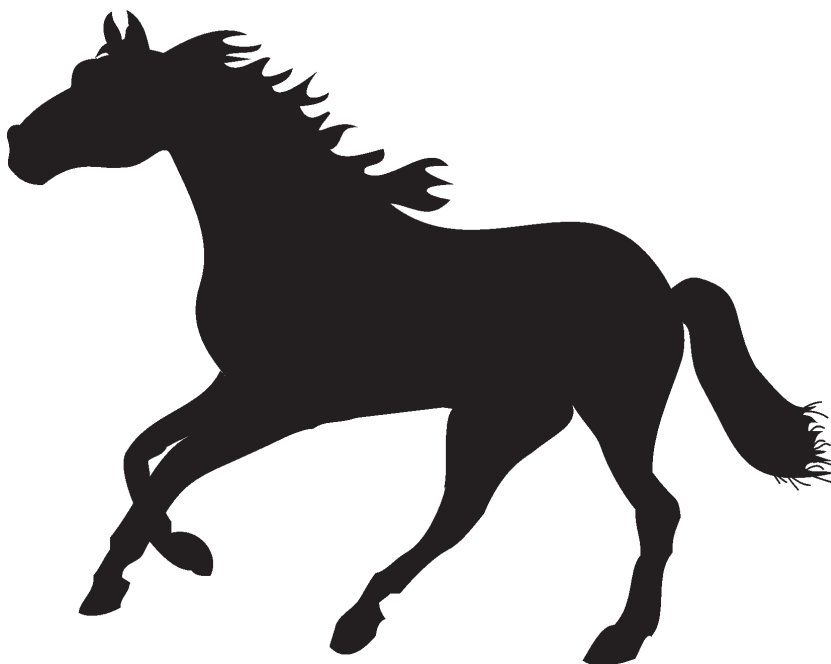




Museum of Westward Expansion

THE GAME OF THE WEST

Teacher Activity Guide (Grades 3 - 8)



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

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St. Louis, MO 63102
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Produced by the Division of Museum Services and Interpretation



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To the Teacher

PROGRAM DESCRIPTION

THE GAME OF THE WEST is designed to get students working collaboratively, making decisions, and resolving conflicts. Using museum exhibits and hands-on objects, students will learn positive and negative experiences that American Indians, Cowboys, and Sodbusters encountered in the West.

Throughout the course of the game, each group will be faced with decisions that could greatly affect their lives. Each group gains or loses currency through the decisions they make. (*Because American Indians used trade goods, not money, the currency has a monetary note on one side and a trade item of similar value on the other.*) The group with the most money at the end triumphs over the hardships of the West!



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 events in which conflicts arise over the rights of various groups. (ILS 14.D; MAP 3.1 & 4.2; NCSS Ve; NSH 5C)
- Conduct research using technology and other tools to locate, select, and organize data into useful forms. (ILS 5; MAP 1.2, 1.4, & 1.8; NSH 4B)
- Demonstrate a knowledge of basic human behavior and apply social science skills to decision making. (ILS 16.D & 18.B; MAP 3.6; NSH 5E)
- Develop team-building skills by exchanging information and working with others. (ILS 4 & 21; MAP 2.3 & 4.6; NCSS Ib)
- Recognize that what one person wants to do may be restricted for the good of others. (ILS 18.B; MAP 4.3; NCSS VIa; NSH 5B)

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





Let's Investigate

RESEARCH REQUIRED!

Use the Internet, encyclopedias, and other resources to investigate each of these groups who lived on the Great Plains in the 19th Century.

COWBOYS

Investigate the job requirements for a 19th century cowboy. Create a help wanted ad to recruit dependable young men for a cattle drive adventure.

<u>Help Wanted!</u>
Duties:
Required Skills:
Work Area & Conditions:
Physical Description:
Age:
Expected Accomplishments:
Wages:

Compare your ad to help wanted ads in a current newspaper. How are they different?

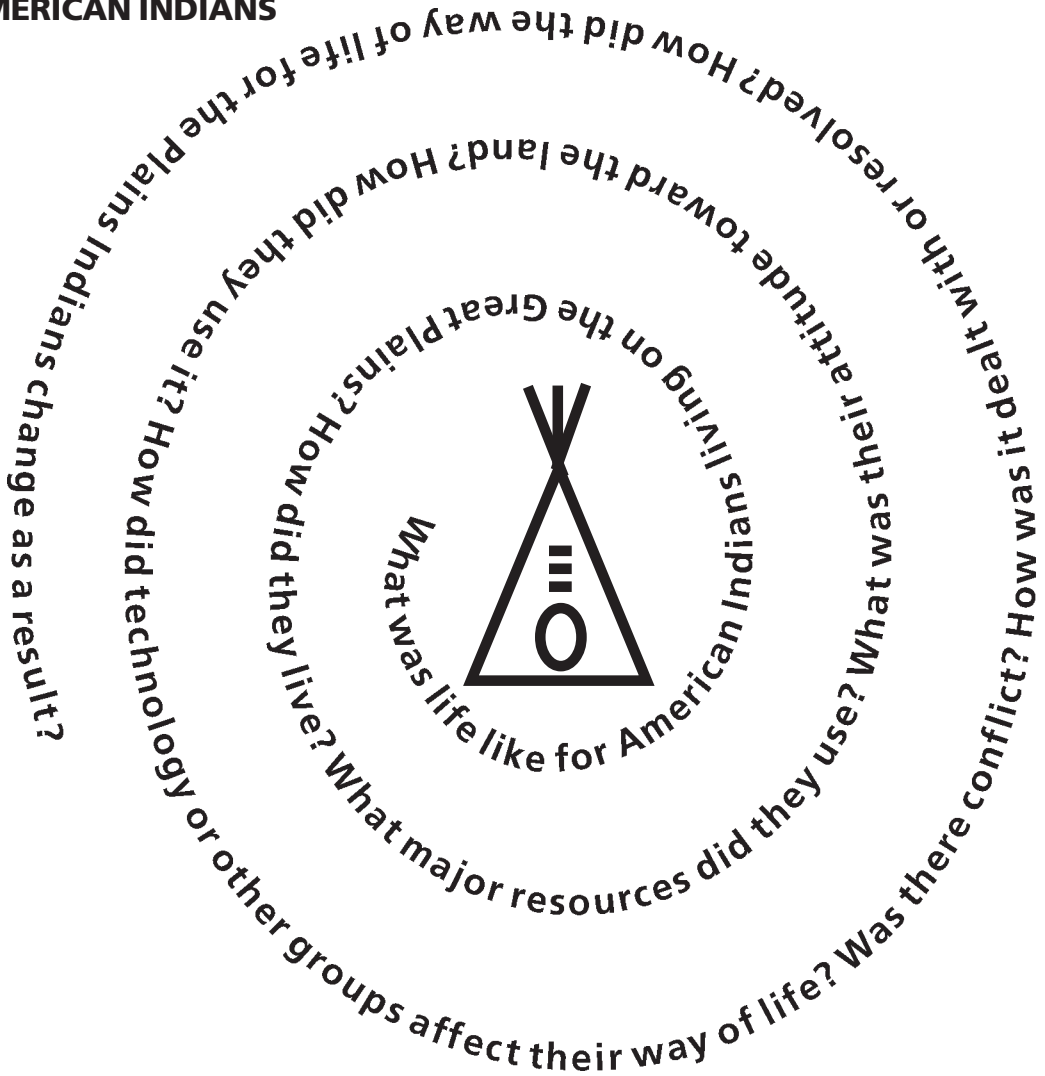
SODBUSTERS

Using the chart below, investigate the following groups of farmers on the Great Plains. Fill in the chart and compare the groups. Make a timeline of their arrival on the Great Plains.

GROUPS	DATES	REASONS	HOPES	CHALLENGES
Americans from the East	1880s			
Swedish Immigrants	1860s			
Exodusters	1870s			
German Immigrants	1870s			

pre-visit activity 1

AMERICAN INDIANS



Investigate the questions about the American Indians who lived on the Great Plains. Tell the story in pictograph form. Create pictures to stand for words and draw them in a circular pattern like you see above. What is special about a circle for some American Indians?



This Land is MY Land!!

ROLES

Organize students into the following three groups. Students will stay in these groups to play THE GAME OF THE WEST at the Arch.

AMERICAN INDIANS

COWBOYS

SODBUSTERS

GOAL CARDS, which tell who you are and what your role is, are found on page 14 in the APPENDIX.

RESOURCES

One person from each group reads its goal card to the class. Is your group mentioned in any other goal cards? What resources are most important to your group?

ACTIVITY

Many people in the West held their own views of the land and did not want to share it or its resources. This caused many conflicts.

Use magazines, newspapers, and catalogues to cut out words and pictures of natural resources (including land, water, and animals), equipment, tools, and clothing which would have been characteristic of your group in the West. Arrange these on a board to create a poster. Hang the posters around the room. Explain the importance of the items on your poster.

- Why did you choose these items?
- Are some of your items found on another group's poster?
- How would they use these items?
- What problems occurred since many groups wanted the same things?
- Can a compromise be made to avoid conflict?

NATIONAL PARK SERVICE RESOURCES

Below is the National Park Service emblem. You will see this emblem on signs and brochures when you visit a National Park. It is also part of a park ranger's uniform.

Look carefully at the emblem. What resources do you see? How does this emblem represent the mission of the National Park Service? (Read the mission statement to the right.)



Which of the resources on the emblem could have been important to the American Indians, the Cowboys, or the Sodbusters? How would they have used them?

PARK MISSION!

The mission of the National Park Service is to ...conserve the scenery and natural and historic objects and the wildlife therein ... for the enjoyment of future generations.



The Game of the West

MUSEUM MANNERS!

Teachers:
Please read the italicized instructions listed at the bottom of page 9 to your students before entering the museum.

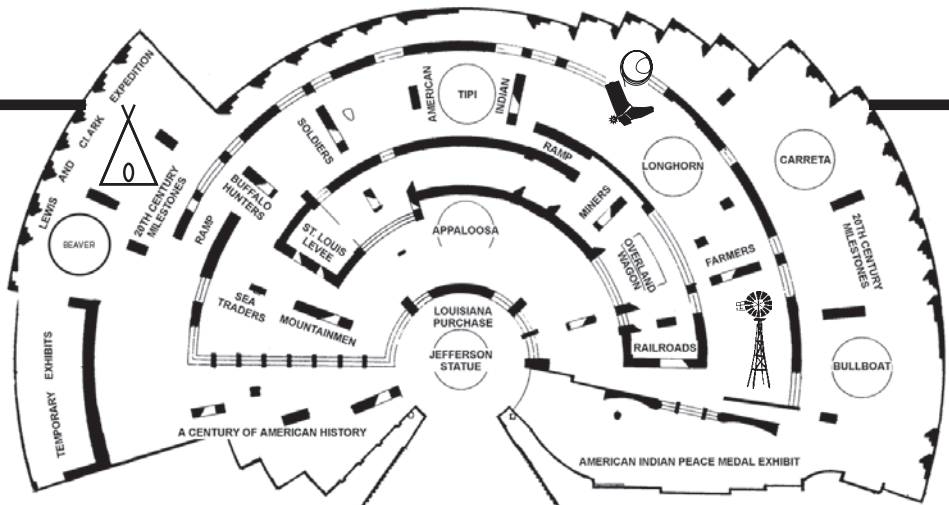
AT THE MUSEUM

To play the game, your students must be organized into three groups: the American Indians, the Cowboys, and the Sodbusters.

THE GAME

Each group faces challenging situations and makes decisions which will determine their fate on the western frontier. Students discuss the reasons behind their choices and win or lose money based upon the consequences of their decisions. The group with the most money at the end wins the game and survives life in the wild West!

Look for your group's symbol on the map below. These locations will be important to you. The decisions you make at these places will determine your group's outcome in THE GAME OF THE WEST.



VOCABULARY

artifact - an item made by humans.

barbed wire - wire with sharp points used for fences.

bison - a wild animal with shaggy fur and curved horns; another name for the American buffalo.

conflict - a disagreement or fight over interests and ideas.

cowboy - a young man who tends cattle on drives or on ranches.

culture - the way of life for a certain people at a certain time.

currency - paper money.

diversity - being different or having variety.

Exodusters - people freed from slavery who moved from the South to the West in the late 1800s looking for a better life.

frontier - part of a settled country that is next to the wilderness.

Great Plains - the level stretch of land between the Rocky Mountains and the Mississippi River.

heritage - things, such as skills, handed down from one's ancestors.

immigrant - a person who comes to a new country to make a home.

nomadic - moving from place to place.

SAFETY **TIPS!**

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

Look for light colored carpeting on steps and ramps. Walk carefully!

VOCABULARY continued on page 15 in the APPENDIX.

The Park Rangers are glad we are visiting today. They need our help to preserve this national park and protect us, their visitors. Please pay attention to the following:

- ❑ *Museum artifacts are fragile. Look only with your eyes, not with your hands.*
- ❑ *Resist touching displays, stepping on exhibits, and leaning against photomurals.*
- ❑ *Remain with the group at all times. We are responsible for our behavior.*
- ❑ *Soft drinks, candy, gum, or any other foods, including lunches, are not allowed.*
- ❑ *Refrain from running, pushing, or using loud voices.*
- ❑ *Enjoy the visit!*



Conflict Resolution

EXTENSIONS!

Students can write scripts or create scenery to make their roleplaying more realistic.

Provide each group with its appropriate scenario. Each group roleplays its situation. If more than one group is involved, have the groups work together to act out the scenario.

SODBUSTERS

You are the first people on the Great Plains to fence in the land, live upon it, and make it do something other than grow prairie grass for wild animals to eat. This comes into conflict with every other group of people on the Plains, including the American Indians and the Cowboys, who oppose the idea of permanent settlements and plowing the prairie.

Challenge questions: What can you do? Should you leave wide roads for the cattle drives, the American Indians, and the bison to move across the prairie? Should you tear down all your fences? Should your farms only be next to the railroad to ship your produce to market? What should you do?



AMERICAN INDIANS

Your lifestyle is in conflict with the settlers moving west. The settlers believe in owning land and using it only for themselves. They feel that Indians do not make the best use of the land and its resources. The bison provide almost everything you need for food, clothing, tools, medicine, and shelter. As settlers move west, they kill thousands of bison. They are often killed for sport and left on the Great Plains to rot. As the bison nears extinction, you face a crisis.



Challenge questions: What can you do? Can you find another animal to depend on? Should you take on a farming lifestyle? Should you move to a different country? What should you do?

COWBOYS

Your use of the land and resources creates conflicts with others in the West. In order to get to the railroads, you have to drive your cattle across land that other people claim. You sometimes cross tribal land. This angers some American Indians. Farmers are fencing in their land and growing crops. You are limited in moving your herds across fenced land. The fencing angers you and the ranch owners because it blocks your route to market.

Challenge questions: What can you do? Can you find another route? Should you limit the size of cattle herds so they use less land? Should you think about raising a different breed of cattle rather than Texas Longhorns on the open range? Should you find another way to feed your cattle instead of letting them eat the prairie grass? What should you do?



After each situation is played out, students should discover the outcome of their group at the end of the 19th Century. In addition, each group should work together to come up with answers to the challenge questions in order to resolve the conflicts. Each group should present its findings and solutions to the class for discussion.

As a class, can you come up with a solution for all three groups to share the land that makes everyone happy? What could the people in the West have done differently?



TEACHERS!

If students can agree upon a way to resolve these conflicts, start a program for students to peacefully resolve classroom conflicts using a similar method.



Land Use

TEACHERS!

Copy the land usage chart on the chalkboard. Read PART I and give students 30 seconds to make a choice.

Have each student write their decision. Then discuss the questions.

Repeat with PARTS II & III. Discuss the challenges of getting more and more people to agree to the same thing.

SIMULATION PART I

You have just inherited a piece of land in the West. This land is still part of the wilderness in its natural state, full of trees, plants and native wildlife. No person has ever built or planted anything on it. This is a great opportunity for you! It's your land. You can do whatever you want with it, but you have a very short time to decide. *What will you do?*

LAND USAGE

Leave the land the way it is and protect it for the future. You will have peace of mind.	Build a weekend home for enjoying nature. You will have a place to go to get away.
Clear the trees, build a big house, and plant crops. You will be able to live off the land.	Sell it to a big company which wants to build a huge factory. You will make lots of money.

QUESTIONS

What were the results of your decision? How did your choice affect other people (those living nearby or those in the future)? Did you make the right decision? If you had time to consider these questions before deciding, would you have decided differently?

SIMULATION PART II

You have inherited this land with a small group of people. All members must come to total agreement on how to use it or you will lose it. Decide.

SIMULATION PART III

All groups have inherited this land together. As a class, work together to come up with a solution that makes everyone happy. Although you have different interests, everyone must agree on the best use, or it will be lost. Make your choice.

post-visit activity 2

MAKE A PARK

In pairs, have students make mini National Parks. Choose an area outside on the school grounds or have students build small-scale models in the classroom. In addition to supplies for building models (if applicable), provide each pair of students with the following:



1 clipboard
paper

1 magnifying glass (to view small details)

6 wooden craft sticks
pencils, crayons, or markers

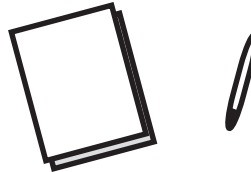


STEP I

Build your National Park and give it a name.
Take notes on the special features of the park.
Identify its resources and mark these areas with popsicle sticks.

STEP II

Make a brochure to advertise your park.
Include a map and park mission.
Get ready for visitors.



STEP III

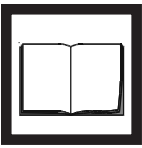
Choose one person to be the park ranger for your park.
The other person will visit the other parks.
Switch roles so everyone can be a ranger and visitor.
After visiting the parks, meet with your partner for discussion.

TRIVIA QUESTION!

What was the first National Park?
(Answer found on page 15.)

- Did you have too many visitors? Not enough?
- Were visitors careful with the park resources?
- Did you have any problems? What would you change?
- What can you do to help protect National Park resources?
- Who has the responsibility of preserving and protecting parks and resources for the future?

(copy)



Appendix

GOAL CARDS

Students **must** be organized into the following three groups in order to play THE GAME OF THE WEST at the Museum of Westward Expansion.

AMERICAN INDIANS



The goal of the American Indians on the Great Plains is to maintain your lifestyle following the bison herds. This animal provides you with almost everything you need to live. Wherever the bison move, you follow. You believe that the bison, along with the land, water, and everything in nature, is a gift from the Great Spirit and cannot be owned.

COWBOYS

The role of the cowboy is to raise and herd longhorn steers to take them on a cattle drive. These steers are raised in the wild, grazing on prairie grass. You drive the cattle to a railhead where they can be shipped East for the consuming public. The dangers on cattle drives are many. Disease, bad water, or a prairie fire can hurt the steers. A stampede, cattle thieves, conflict with others on the prairie, along with isolation, can make life almost unbearable for you as a cowboy.



SODBUSTERS



The sodbusters are farmers from the East or immigrants who want to own land on the Great Plains. All you need to do is build a homestead, stay upon your land, and make it produce crops. But, the hardships are many, such as extremes in climate, drought, flash floods, insects, fire, and conflict with others who want to cross your land. These hardships almost force you from your homestead, but you stick it out. Once the railroad becomes accessible, your goods will go to market faster, bringing a better price.

VOCABULARY (continued from page 9)

pioneer - a person who goes before others, opening the way

reservation - a piece of land set aside by the government for American Indians

sod - the top layer of earth containing grass and roots

sodbuster - a nineteenth century farmer on the Great Plains

technology - advances in science that aid in practical work

Texas Longhorn - a breed of cattle with long horns, raised in Texas

tipi - a cone-shaped tent made of animal skins used by some American Indians.

TRIVIA QUESTION ANSWER (from page 13)

The first National Park was Yellowstone National Park, established in 1872. It is located in Wyoming, Montana, and Idaho. Find this park on a map.

For more information write to:

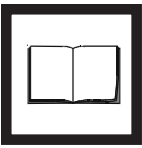
Yellowstone National Park

PO Box 168

Yellowstone National Park, WY 82190-0168

(307) 344 - 7381





Extensions



ART

Charles Russell and Fredrick Remington were American artists who portrayed life experiences of cowboys and others in the West through painting and sculpture. Find out about these artists and their works. Create a painting or sculpture portraying your experience in THE GAME OF THE WEST at the Arch.



LANGUAGE ARTS

Read journal entries or letters from people on the Great Plains in the 19th century. Use a book such as *Pioneer Children on the Journey West*, by Emmy E. Werner. What do journals tell you? Write your own journal entries about your experiences as a Sodbuster, Cowboy, or American Indian in THE GAME OF THE WEST.



MATH

Graph the following information about population.

	<i>Buffalo</i>	<i>American Indian</i>	<i>Non-American Indian</i>
1800	40,000,000	750,000	4,500,000
1890	less than 1,000	270,000	62,700,000

What caused the decrease in American Indian and buffalo populations in the 1800s? Is there a connection between the decline of the buffalo and the American Indian population? What is it?



MUSIC

Sing or listen to the song *This Land is Your Land*. What does this song mean? Make up new words to this song using features and names of National Parks in the West and the rest of the country.



SCIENCE

Compare the farming methods of the sodbusters with methods used today. Record your findings on a Venn Diagram. What role has technology played in the changes? To illustrate this point, plant two seeds. Plant one with plant food, (*representing technology*) and the other without. Chart the progress of the two seeds. Does the seed aided by technology grow better? Explain.



Additional Resources

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

INTERNET

www.nps.gov/jeff

NATIONAL PARK SERVICE

www.nps.gov

- Agate Fossil Beds National Monument, www.nps.gov/agfo
- Grant-Kohrs Ranch National Historic Site, www.nps.gov/grko
- Homestead National Monument of America, www.nps.gov/home
- Knife River Indian Villages National Historic Site, www.nps.gov/knri
- Tall Grass Prairie National Preserve, www.nps.gov/tapr
- Theodore Roosevelt National Park, www.nps.gov/thro



VIDEOTAPES

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

Charles Russell - An American Artist (grades 4-12)

Conviction of the Heart/The Challenge of Yellowstone (grades K-12)

Gateway to the West (grades 3-12)

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)

Lewis and Clark: Great Journey West (grades K-12)

Lost But Found Safe and Sound (grades K-3)





**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: <http://www.nps.gov/jeff>
Visit the National Park Service at:
<http://www.nps.gov>

**Help conserve our natural resources!
If you have no further need for this booklet,
please return it to the Park Ranger at the Information Desk
so another scout group can use it.
Thank you!**