

National Park Service
U.S. Department of the Interior

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



African Americans of the West

Teacher Activity Guide

Grades 4-6





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AFRICAN AMERICANS OF THE WEST

PROGRAM DESCRIPTION

This forty-five minute museum program focuses on African American contributions to the history of the American West during the nineteenth century. Students will explore the lives of three African Americans and the roles they played in exploring and settling the West.

Upon arrival at Jefferson National Expansion Memorial, please check in at the information desk. Your class will then meet the ranger assigned to your program. After a brief introduction, he or she will lead students through the museum while interpreting the experiences of three African Americans pioneers: York, Clara Brown, and George Washington Bush. The ranger will use museum exhibits, photographs, and living history items during the program. Students will also participate in a cooperative activity emphasizing citizenship and character, as introduced in PRE-VISIT ACTIVITY #3.

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

CURRICULUM OBJECTIVES

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

- Analyze causes and results of westward expansion of the United States.
- Apply skills and knowledge gained in the social sciences to decision making. (ILS 16.D; MAP 1.10; NCSS IIf)
- 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 IA)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify key individuals in the development of significant historical or political events. (ILS 16.B; NCSS IV; NSH 5A)
- Identify the importance of various groups in the westward expansion movement of the United States. (ILS 16.D; MAP 1.2; NCSS IIIh: NWH 3J)
- Locate places, identify features, and draw conclusions using maps. (ILS 17.A, 17.C; MAP 1.4; NCSS IIIb; NSH 2F)
- Read and interpret written works about the past. (ILS 2.B, 16.A; MAP 1.5; NCSS IId; NSH 2D)

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)



Did you know... the first African Americans arrived in North America in 1619 as indentured servants? After a period of time they were free to live and own property alongside their English neighbors.



EXPLORING THE PAST AND PRESENT

From America's earliest history, African Americans have contributed to the building and development of our country. African Americans continue helping to shape America through contributions in science, medicine, government, education, culture, and other areas.

COMPARE AND CONTRAST

In this activity, students will investigate the contributions and challenges of well-known African Americans from the past and present.

As a class, brainstorm a list of well-known African Americans from the past and present. Have students complete the table below using examples of African Americans from past and present in each area of interest.

Past	Areas of Interest	Present

MATH



In the West, gold was often used as currency. Contact a bank or coin collector to find out the current value of an ounce of gold. Have students develop a list of things they want or need. How much gold would they need for each item on the list? How much would they need to buy all the items on their list?



COOPERATIVE LEARNING ACTIVITY

Divide your class into four groups. Assign each group to one of the areas of interest from the list on page 6 (business, politics, sports, etc.). Have them use the chart below to compare and contrast the achievements and challenges of the individuals associated with each area of interest.

Area of interest		
	Past	Present
When did he/she live?		
What were some contributions he/she made to society?		
What challenges did he/she face?		
Write two questions you would ask this person.		

(copy/cut)

EXPLORATION AND ENRICHMENT

The Boston African American National Historic Site, Massachusetts, includes 15 pre-Civil War structures connected to Boston's 19th-century African American community. The sites are linked by the Black Heritage Trail. See page 26 in the Appendix for contact information.



African Meeting House
NPS Photo

SCIENCE



Missouri is well-known for developing a sturdy, adaptable breed of mule. The Missouri mule was used by farmers and the military in situations too difficult for horses to handle. Have students learn more about Missouri mules at the library. From what two animals is the mule a descendent?



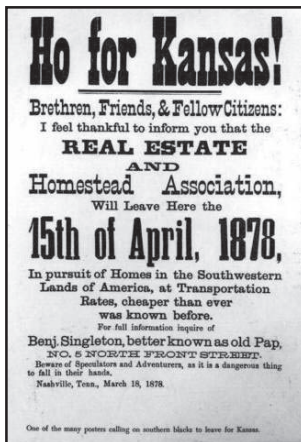


PRE-VISIT ACTIVITY #2 (suggested)



Did you know...

Frederick Douglass did not want African Americans to move West? He wanted them to stay in the east and assert their right to equality.



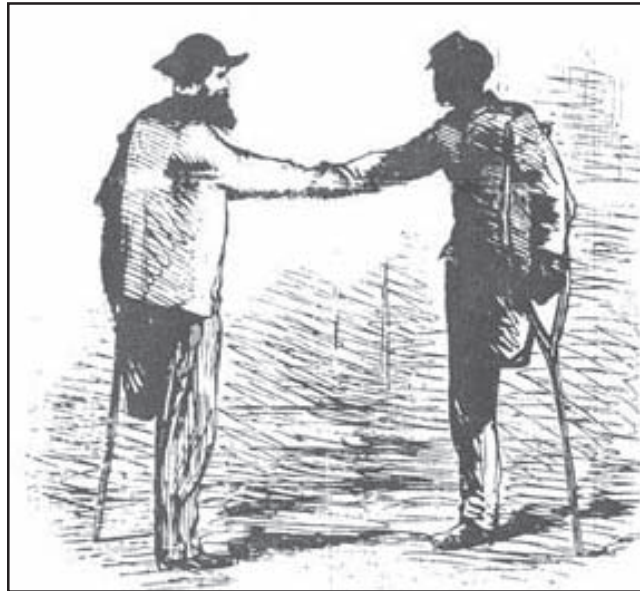
GATEWAY TO THE WEST

Missouri entered the Union as a slave state in 1820. Census information shows how Missouri's African American population grew during the first half of the nineteenth century.

COOPERATIVE LEARNING ACTIVITY

In this activity, students will examine how Missouri's African American population grew during the nineteenth century.

Students may work individually or with partners to graph the information in the chart on page nine. Have them use graph paper to record their graph. When they have completed their graph, use the questions below the chart for discussion.

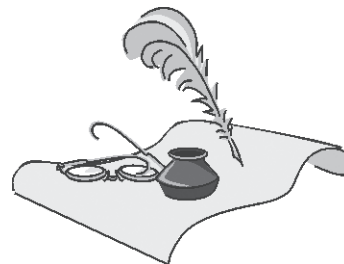


Exodusters waiting for a steamboat in the 1870s
Library of Congress Photo

LANGUAGE ARTS



Pioneers and explorers throughout history have given us accounts of their adventures through journals, diaries, and letters. Have students pretend they are an African American pioneers and ask them to write a letter home to their family or friends.



Census Year	Missouri Population	Slaves in Missouri	Free Blacks in Missouri
1803	10,340	1,320	not noted
1810	20,845	3,618	not noted
1820	54,903	9,797	376
1830	129,471	25,091	220
1840	381,662	57,891	1,476
1850	608,244	87,422	1,398
1860	not noted	not noted	1,755

Source: Greene, Lorenzo J. *Missouri's Black Heritage*. 1993.

EXPLORATION AND ENRICHMENT

The Frederick Douglass National Historic Site in Washington, D.C. preserves the home and papers of an important nineteenth-century voice for African American equality. See Appendix, page 26 for contact information.



Discussion Questions and Answers

What 1803 event led to the increase in Missouri's population?
The Louisiana Purchase.

What event during the 1860s dramatically affected the number of slaves and free African Americans?
The Civil War and emancipation.

Using the numbers from 1850 and 1860, and giving what you know about events during the 1860s, project the number of free blacks versus slaves for Census Year 1870.

SCIENCE



Nineteenth-century pioneers viewed the land and its resources as unlimited. By the 1930s, soil erosion contributed to thousands of people leaving their farms. How has our attitude toward natural resources changed since then? Invite your students to develop a recycling plan for your school or classroom.





PRE-VISIT ACTIVITY #3 (REQUIRED)



Did you know... eighteen African American soldiers received the Medal of Honor during the nineteenth-century Indian Wars? The Medal of Honor is the military's highest award.



WHY GO WEST?

The history of African Americans is closely connected with the struggle for freedom and equality. Many blacks moving West during the 1800s sought to escape the discrimination and inequality experienced in the eastern United States. Others were pulled by the promise of financial opportunity and land ownership.

COOPERATIVE LEARNING ACTIVITY

In this activity, students will examine some of the motives for African Americans moving West during the nineteenth century.

Begin by brainstorming and discussing a list of possible reasons with your class. Next, divide your class into four groups and give each a scenario from page 11. Have them discuss their scenario and make a decision about what to do. In guiding their discussion, have them answer the following questions:

- What mode of transportation will you use to go West?
- How will you pay for travel?
- What personal or household items will you take with you?
- What are your plans once you reach your destination?
- What will you do for work?



MATH



In order to propose amendments to the U.S. Constitution, two-thirds of the states must be in agreement. Ratifying an amendment requires three-fourths of the states to agree. If there are fifty states, how many are needed to propose an agreement? How many are needed to ratify one?

You and your family are freed slaves living in South Carolina after the Civil War. In order to earn food and a place to live, you work for your old owner on his plantation. Each payday, he claims the cost of your rent is more than you earn, so you go home empty-handed. You have heard that land in Nebraska is free for people willing to live and farm there for five years.

What would you do?

You were born to free parents and received a formal education. You served in the United States Army during the War of 1812, and spent several years trapping beaver in the Rocky Mountains before settling on a farm in Missouri. One day, a friend asks you to lead him and several pioneer families to California. You are familiar with the trail westward, but would have to leave the security of your farm.

What would you do?

While you were a slave, your daughter was sold away from you when she was very young. When your owner died, his daughters helped you to buy your freedom and move to Saint Louis. You are determined to find your daughter who is rumored to be among the mining camps of Colorado.

What would you do?

You accompany the Lewis and Clark Expedition as William Clark's slave. During the trip, you hunt buffalo, carry heavy loads, and enjoy special status among the American Indians tribes you encountered. You also tend to your master's needs, such as killing fleas in his bedding. After the trip, the other men were rewarded with military pay and parcels of land. You will return to your life of slavery.

What would you do?

(copy/cut)

EXPLORATION AND ENRICHMENT

In the late 1800s, African American soldiers in the U.S. Army were stationed throughout the West. Known as Buffalo Soldiers, they staffed several forts, including Fort Davis in Texas. See the Appendix, page 26, for contact information.



ART AND MUSIC



Nineteenth-century artist, Frederic Remington, depicted the lives of the Buffalo Soldiers in his sculptures and paintings. Using books from the library, have students do their own renderings of Buffalo Soldiers.



Frederic Remington
Harper's Weekly, 1886



THE MUSEUM EXPERIENCE



Did you know... after the Civil War, groups of African Americans from the South moved West to start their own towns and cities? These “Exodusters” saw the west as a “promised land” full of freedom and opportunity.



AFRICAN AMERICANS OF THE WEST

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

INTERPRETIVE PROGRAM

Your park ranger will use museum items and exhibits to interpret the experience of three African Americans in the American West during the 1800s (York, Clara Brown, and George Washington Bush).

COOPERATIVE LEARNING ACTIVITY

In the “VOCABULARY QUEST” activity, students will gather vocabulary terms as clues to an important message.

DEBRIEFING

The park ranger will further discuss and explain the importance of the work tasks.

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.

LANGUAGE ARTS



Groups like the St. Louis Chapter of the African American Environmentalist Association work on issues like improving neighborhood environments and increasing African American participation in local environmental issues. Have students research and discuss environmental issues important to them. Have them select one issue to write a letter about to local, state, or federal representatives.



VOCABULARY WORDS

Apache - a member of a tribe of American Indians in the Southwest, which at times fought with the Buffalo Soldiers
cavalry - soldiers who fight and travel on horseback
chaps - leather coverings worn over pants by cowboys to protect their legs
emancipate - to release from bondage, oppression, or authority; set free, as from slavery
frontier - the part of a settled country that lies next to a region that is still a “wilderness”
harness - an arrangement of straps used on an animal to govern its movement
infantry - soldiers who fight and travel on foot
lariat - a rope used for tying horses and other animals while they graze; used for roping animals
longhorn - breed of cattle found mainly in the Southwest
Nicodemus - a town in western Kansas that was settled by African Americans
ox - a male of the cattle family which is trained and used to pull heavy loads
overlander - a person who travels over land, as in a wagon or cart
pioneer - a person who goes before, opening up the way for others to follow, as an early settler or a scientist
pelt - the skin of an animal with fur, especially when ready for tanning
saddle - a seat usually made of wood and leather for the rider of a horse
soldier - a person who is in the military
territory - a geographical area under the rule of a government
yoke - a wooden frame used to harness oxen for drawing a cart or plow

EXPLORATION AND ENRICHMENT

Nicodemus, Kansas is one of the few remaining western communities established by African Americans during the 1800s. Today, the town is preserved as Nicodemus National Historic Site. See page 26 in the Appendix for contact information.



ART AND MUSIC



Contemporary blues and jazz owe much to African American work songs and spirituals. Rooted in African traditions, these songs helped with hard work during troubled times. Many of these songs have been lost, but some were preserved. Have students journal while listening to selected tracks from Alan Lomax’s *Negro Work Songs and Calls*.





POST-VISIT ACTIVITY #1 (suggested)



Did you know...

Missouri state law allowed African American slaves to sue their owners for freedom? Until a federal judge ruled that slaves were not U.S. citizens, many won their freedom in court.



EXPLORING PAST AND PRESENT: PART II

During the nineteenth century, some significant events led to African Americans winning their freedom from slavery. These events also set the stage for the struggle for equality and civil rights during the twentieth century.

AFRICAN AMERICAN HISTORY LOOP

In this activity, students will review events significant to African American history during the nineteenth century.

Copy and cut out the events from Appendix pages 28-30. Give each student one event. The teacher begins the activity by asking, "Who has 1803?" The student with the corresponding date stands to read aloud his or her date and event to the rest of the class. He or she then asks, "Who has (the next date)?" The next student responds by standing to read the corresponding date written on his or her paper, then asking for the next date. Continue until each student has had a chance to respond.

One variation on this activity is to give each student an event and have them line up in chronological order.

1803
Thomas Jefferson purchases the Louisiana Territory from France.

1846
Dred and Harriet Scott initiate a lawsuit for freedom in the St. Louis Circuit Court.

Timeline of 19th-century African

1804
An African American slave named York accompanies Lewis and Clark.



LANGUAGE ARTS



Have students imagine they are newspaper reporters covering events from the "African American History Loop." Have them write a news article or editorial addressing the questions, "Who? What? Where? When? Why? and How?"

Discussion

Some possible questions for discussion include:

- Which timeline events seem like victories for African Americans?
- Which events seem like setbacks?
- How do you think these events affected individual African Americans?
- Who are some African American individuals who contributed to our nation's history, that are not listed here?
- Since 1896 was hardly "the end" of African American history, can you name some significant events for African Americans during the 1900s?

Source: Missouri State Archives *African American History Initiative*
www.sos.state.mo.us/archives

American history

1861-1865

American Civil War. African American soldiers and sailors fight for the Union.

1865

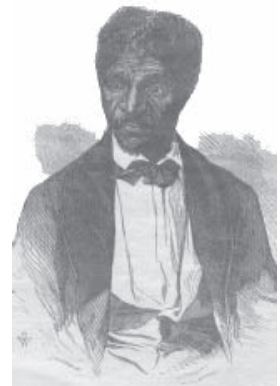
13th Amendment abolishes slavery in America.

1868

14th Amendment extends the rights of citizenship to African Americans.

EXPLORATION AND ENRICHMENT

In 1846, a slave named Dred Scott sued for his freedom at the St. Louis Courthouse. His case went all the way to the U.S. Supreme Court, where the verdict set the stage for the Civil War. Today, the Old Courthouse is part of Jefferson National Expansion Memorial. See page 27 in the Appendix for contact information.



Harper's Weekly, 1867

ART AND MUSIC



Political cartoonists comment on current events using pictures and humor. Find examples in your library or on the Internet and discuss them with your class. Have them develop a cartoon commenting on an event in the "African American History Loop."



Harper's Weekly, 1865



POST-VISIT ACTIVITY #2 (suggested)



Did you know... until 1954, laws prevented African American and Caucasian students from attending the same schools?



FINDING A ROLE MODEL

Nineteenth-century African American role models had admirable qualities and characteristics to offer young people, as do the role models of today.

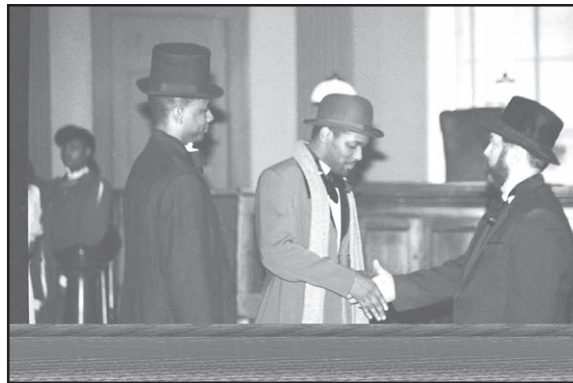
COOPERATIVE LEARNING ACTIVITY

In this activity, students will research the life and contributions of several nineteenth century African Americans and select one to be role model for the class.

Begin by dividing the class into four groups. Have each group select one of the names from the ballot on page 17. Each group then researches their character and prepares an argument about why their candidate is the most suitable class role model based on his or her contributions to society.

CONFLICT RESOLUTION ACTIVITY

After each group has developed their argument, they will present it to the rest of the class. After all of the arguments are presented, use the ballot on page 17 to elect a class role model. Each student gets one vote.

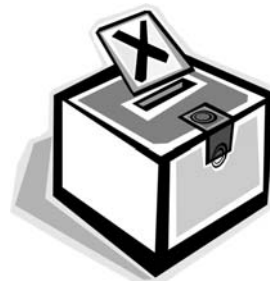


NPS Photo

MATH



In your class election, your role model probably won by a simple majority. This means the person with the most votes won. Typically, election results are recorded in percentages. Have students calculate the percentage of students who voted for the winning candidate.



VOTE

**Class Role Model
Official Ballot**

<input type="checkbox"/>	York
<input type="checkbox"/>	Clara Brown
<input type="checkbox"/>	Moses Speese
<input type="checkbox"/>	George Washington Bush

(copy/cut)

CRITICAL THINKING

- Why do you think the winning candidate had more support than other candidates?
- Do you think the winning candidate was elected because of his or her contributions, or because of a more persuasive argument?
- How could the group representing a losing candidate have more successfully promoted their candidate's cause?

EXPLORATION AND ENRICHMENT

In 1957, nine African American students were escorted for the first time into a previously all-white school. Today, Central High School National Historic Site in Little Rock, AR commemorates the struggle for desegregated schools. See page 27 in the Appendix for contact information.



SCIENCE



The National Park Service inventories natural resources in parks and historic sites. This helps to protect plants, animals, and natural features like rocks, caves, or springs. Have students inventory the natural resources on your school's campus. Map the location of features using words and pictures.





POST-VISIT ACTIVITY #3 (suggested)



Did you know... towns, villages, and individual households assisted fugitive slaves in their quest for freedom? This network of people and places is known as the Underground Railroad.



LAND OF OPPORTUNITY

Mining, ranching, and farming were the major industries of the West in the 1800s. African Americans participated in these and other occupations in the American West.

Have your students research some of the occupations available to people traveling west in the 1800s. Divide your class into four groups and assign each to one of the following groups. The chart below will help to focus their investigation. Using the “Numbered-Heads Approach,” have each group present its findings to the other groups.

- Explorers
- Fur trappers
- Homesteaders
- Soldiers

GROUP

Why did they go west?

What resources did they use?

Name some of their daily activities.

What challenges did they face?

What skills did they need for their job?

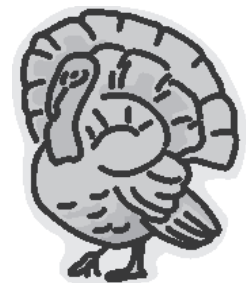
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MATH



Moses Speese had a barn on his homestead. There were eight animals (cows, turkeys, and snakes) in the barn with a total of 16 eyes and 24 legs. If the barn contained at least one of each animal, how many cows, turkeys, and snakes were there? Use pictures and words to show your answer.

Students should know:
1. Cows have four legs, turkeys have two legs, and snakes have no legs.
2. Additional combinations with a sum of 24.



TIMELINE ACTIVITY

In the West, people developed certain skills to help them with their jobs. We still use some of these skills to complete jobs today. Give each of the four groups from the previous activity one of the tasks below. Have them fill out the skills checklist for their activity and present their findings using the “Numbered Heads Approach.”

Collecting cans for a local food pantry	Giving a concert for a local hospital or nursing home
Publishing classroom newsletter	Helping to fix up a neighborhood park

(copy/cut)

SKILLS CHECKLIST

Check off the skills necessary for your task. Explain how each skill is important to your task’s success.

- Reading:
- Writing:
- Solving math problems:
- Organizing:
- Drawing:
- Helping others:
- Being on time:
- Finishing projects:
- Keeping track of time:
- Having a sense of humor:

EXPLORATION AND ENRICHMENT

The National Park Service is dedicated to preserving Underground Railroad sites as part of our nation’s history. The National Underground Railroad Network to Freedom is a collection of sites across the country. See page 27 in Appendix for contact information.



SOLUTION: There are 5 cows, 2 turkeys, and 1 snake.

Key

** = 2 eyes

^ = 2 legs

1	2	3	4	5	6	7	8
**	**	**	**	**	**	**	**
^^	^^	^^	^^	^^	^	^	



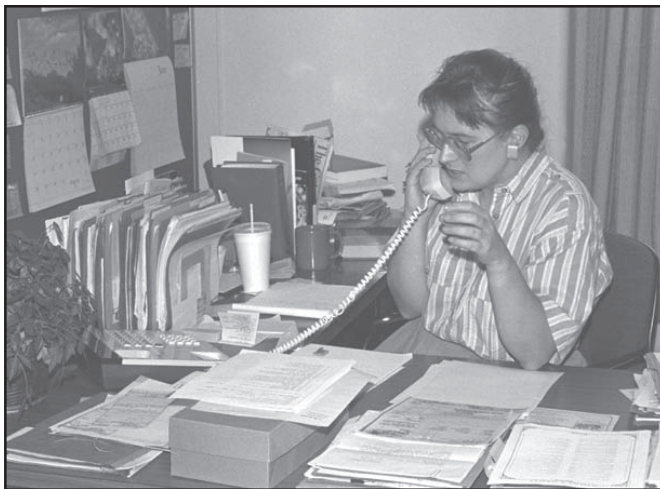
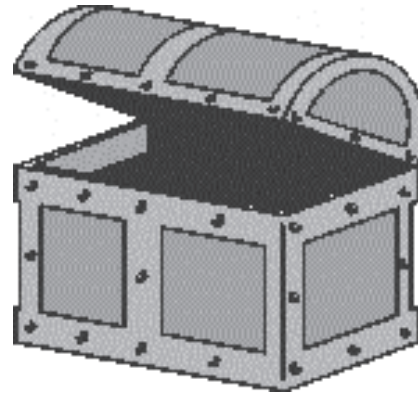


CAREERS

Curator - a person who documents, preserves, and maintains a collection of objects in a museum's collection

IN THE WEST

Many families traveling West brought objects that were important to their family, such as china sets, jewelry, furniture, and linens. These heirlooms were part of each family's history and helped preserve a connection between generations. How do you think precious objects fared on the long trip West? Which family member do you think packed them and cared for them?



NPS Photo

NATIONAL PARK CAREERS

National Park Service curators care for collections of artwork and artifacts in national parks and historic sites. They keep track of a collection by giving each item a number and writing a description of it in a special catalog. Curators are trained to preserve collections against the effects of light, humidity, and temperature. They also help to develop exhibits that reflect their site's theme.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The curator at JEFF maintains a collection of more than 600,000 items relating to Westward Expansion and St. Louis history. This collection includes artwork, artifacts, and documents by and about African Americans in the West. Some of these items are on display in the Museum of Westward Expansion and the Old Courthouse, but many items are preserved in special places to protect them from damage.

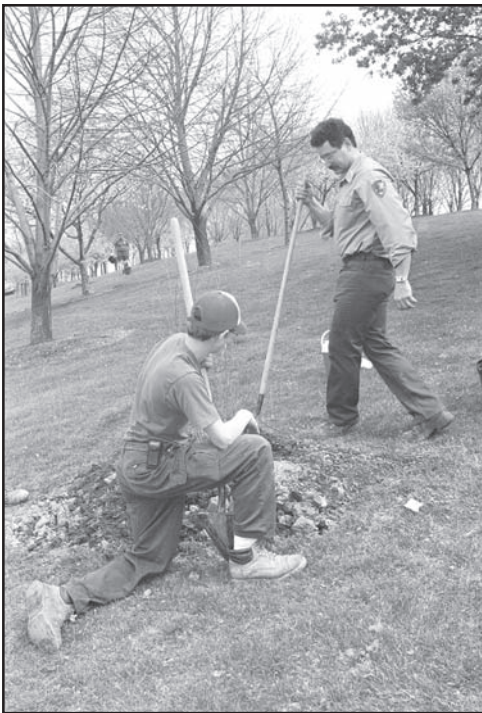
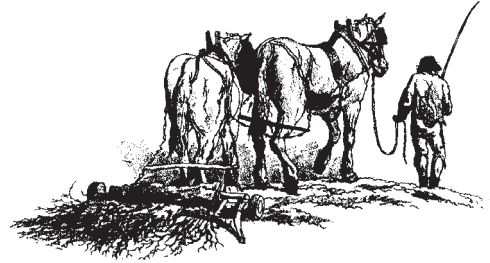


CAREERS

Natural Resource Manager - a person who is responsible for the preservation and care of a park or historic site's natural resources

IN THE WEST

Many African American pioneers were farmers. Many who had worked on southern plantations were skilled at planting and harvesting crops, working with draft animals, and repairing buildings. In the West, they applied these skills to their own farms and homesteads.



NPS Photo

NATIONAL PARK CAREERS

The National Park Service is committed to protecting distinctly American landscapes for people to use. Some sites, like Grand Canyon National Park, may be visited by more than three million people a year. Natural resource managers receive special training to help them manage a site's use by recreational and commercial interests.



AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

Natural resources at JEFF are cared for by a well-trained maintenance staff. Though JEFF does not employ a natural resource manager, many NPS sites do. Depending on a site's landscape, the resource manager has a variety of responsibilities. These may include planning recreational trails through a forest, monitoring fish populations in a river, or prescribing controlled burns to maintain a grassland.



CAREERS

Law Enforcement Officer - a park ranger who is responsible for the safety and protection of park visitors, staff, and natural and historic resources

IN THE WEST

When pioneers gathered their wagons together, they elected a captain of the watch. The captain, along with a few others, would ride up and down the line to make sure everything was in order. The captain was also responsible for the evening watch to protect livestock and property and to warn people if anything was wrong.



NPS Photo

NATIONAL PARK CAREERS

A career as a National Park Service law enforcement ranger is challenging and rewarding. They are the park's police officers. They are responsible for enforcing the park's rules and laws communicating with the visitors.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

National Park Service law enforcement rangers perform important functions at this urban site. Our law enforcement rangers protect park visitors and answer their questions concerning the Gateway Arch, Old Courthouse, and the National Park Service. They perform their duties on foot, on bicycle, and on horseback. Because JEFF is in the heart of the city, our law enforcement rangers must also work with the St. Louis Police Department to enforce the laws.





Interpreter - 1. one who presents an educational activity that aims to reveal meanings and relationships through the use of original objects, photographs, and firsthand experience, rather than simply communicating factual information

Interpreter - 2. There are at least two other types interpreters, a foreign language interpreter and a sign language interpreter. Discuss with your class the roles these interpreters play. Record the similarities and differences between all three types of interpreters

IN THE WEST

Pioneer naturalist, John Muir, sought to tell the story of Yosemite Valley while living there in the 1870s. "I'll interpret the rocks, learn the language of flood, storm and the avalanche," he wrote in his notebook. His ability to convey the importance of the area, led to its creation as America's first national park.



NATIONAL PARK CAREERS

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

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

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



CHARACTER EDUCATION

THE COURAGE TO ACT

The Civil Rights Movement of the 1960s was a turning point in American history. Well-known individuals, such as Martin Luther King and Rosa Parks, challenged our nation to change the way it thought about and treated African American citizens. Thousands of common people accepted this challenge, and through their courage, the nation began to change.

Ellen Levine's book, *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*, is a collection of stories about African American children and teenagers who contributed to the Civil Rights Movement. In their own words, they talk about their situations and the choices they made.

Select one or two stories from *Freedom's Children* to read to your class. Have students write their responses in a journal. Use the following statements and questions to prompt responses:

- What was something the narrator feared? What gave him or her the courage to act?
- Tell about a time when you were afraid to do something you felt was right. Where did you get the courage to act?
- Where did the narrator's actions make the most difference (home, school, neighborhood, etc.)? Whom did he or she most affect? By whom was he or she affected?
- Who are the people most affected by your actions? By whom are you most affected or inspired?
- Give an example of something going on in your school, neighborhood, or city today that calls for people to act with courage.





MULTIPLE INTELLIGENCES

E=MC²

Logical/Mathematical Intelligence

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



Verbal/Linguistic Intelligence

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

8

WAYS OF KNOWING

Intrapersonal Intelligence

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



Interpersonal Intelligence

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

Visual/Spatial Intelligence

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



Body/Kinesthetic Intelligence

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



Musical/Rhythmic Intelligence

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



Naturalist Intelligence

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



APPENDIX

PRE-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this park, contact:

Boston African-American National Historic Site
14 Beacon Street, Suite 506
Boston, MA 02108
(617) 742-5415
Fax (617) 720-0848
www.nps.gov/boaf

PRE-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, contact:

Frederic Douglass National Historic Site
1411 W Street SE
Washington, DC 20020
(202)426-5961
Fax (202) 426-0880
www.nps.gov/frdo

PRE-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this park, contact:

Fort Davis National Historic Site
P.O. Box 1379
Lieutenant Henry Flipper Drive
Fort Davis, TX 79734
(915) 426-3224
Fax (915) 426-3122
www.nps.gov/foda

THE MUSEUM EXPERIENCE

Exploration and Enrichment

For more information about this park, contact:

Nicodemus National Historic Site
304 Washington Avenue
Bogue, KS 67625-9719
(316) 839-4233
Fax (316) 839-4233
www.nps.gov/nico



APPENDIX

POST-VISIT ACTIVITY #1

Exploration and Enrichment

For more information on these parks, contact:

Jefferson National Expansion Memorial
11 North 4th Street
St. Louis, MO 63102
(314) 655-1600
Fax (314) 655-1642
www.nps.gov/jeff

POST-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, contact:

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

POST-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this park, contact:

National Underground Railroad Network to Freedom
1709 Jackson St.
Omaha, NE 68102
(402) 221-3413
Fax (402) 221-3465
www.cr.nps.gov/ugrr



APPENDIX

POST-VISIT ACTIVITY #1: AFRICAN AMERICAN HISTORY LOOP

Copy and cut out the following events to give to students for the “African American History Loop” activity described on pages 14 and 15.

1803

Thomas Jefferson purchases the Louisiana Territory from France, doubling the size of the United States. Who has 1804?

1804

An African American slave named York accompanies Lewis and Clark on their journey to the Pacific Ocean and back. Who has 1808?

1808

Congress bans imports of slaves into the U. S. Who has 1820?

1820

The Missouri Compromise bans slavery in Louisiana Territory. It also admits Missouri as a slave state and Maine as free state. Who has 1823?

1823

The Missouri General Assembly authorizes each county to establish slave patrols to guard against slave plots and insurrections. Who has 1824?

1824

The Missouri General Assembly retains a law saying that people held in slavery illegally may sue for their freedom. Who has 1834?

1834

William Wells Brown escapes slavery in St. Louis, later becoming an abolitionist and America’s first African American novelist. Who has 1835?

1835

All free blacks and mulattoes, aged seven to twenty-one, are legislatively ordered by Missouri’s General Assembly to be bound as apprentices or servants. They are also required to obtain a “free-license” from the county court in order to remain in Missouri. Who has 1839?

1839

James Milton Turner is born a slave in St. Louis County. After the Civil War, he became Missouri’s most prominent African American leader. He promoted black education and served as U.S. Minister to Liberia. Who has 1846?

(copy/cut)



APPENDIX

POST-VISIT ACTIVITY #1: AFRICAN AMERICAN HISTORY LOOP, continued

1846

Dred and Harriet Scott initiate a suit for freedom in the St. Louis Circuit Court. Their case went all the way to the U. S. Supreme Court. Who has 1854?

1854

President Franklin Pierce signs the Kansas-Nebraska Act, allowing “popular sovereignty” to determine whether a territory would be a slave or free state. This act set the stage for the violent Kansas-Missouri border wars where Missouri “Border Ruffians” and Kansas “Jayhawkers” transformed a frontier quarrel over slavery’s borders into a national issue. Who has 1855?

1855

Elizabeth Keckley purchases her freedom in St. Louis; she was later employed by First Lady Mary Todd Lincoln. Who has 1857?

1857

The U.S. Supreme Court delivers its Dred Scott Decision, ruling that slaves are not U.S. citizens and cannot sue their owners. Who has 1858?

1858

The Colored Aristocracy of St. Louis, by Cyprian Clamorgan, profiles St. Louis’ free African American society. Who has 1859?

1859

John Brown’s raid on Harper’s Ferry fails to liberate African American slaves. Who has 1861-1865?

1861-1865

American Civil War. The Union Navy enlists slaves as sailors. Who has 1863?

1863

President Abraham Lincoln issues the Emancipation Proclamation, freeing slaves in states rebelling against the Union and allowing African Americans to enlist in the Union Army. Who has 1865?

1865

The Thirteenth Amendment abolishes slavery in America. Who has 1868?

(copy/cut)



APPENDIX

POST-VISIT ACTIVITY #1: AFRICAN AMERICAN HISTORY LOOP, continued

1868

The Fourteenth Amendment extends the rights of citizenship to African Americans. Who has 1870?

1870

The Fifteenth Amendment gives the right to vote to all male U.S. citizens regardless of race, color, or previous condition of servitude. Who has 1875?

1875

The new Missouri Constitution provides for separate school facilities for black and white children. This forces St. Louis school board members to establish Sumner High School for African American students. Who has 1883?

1883

The Civil Rights Act of 1875 is ruled unconstitutional. As a result many segregation laws continue to separate African Americans from other people in public places. Who has 1890?

1890

In *Lehew v Brummell*, the Missouri Supreme Court rules that segregated schools are not forbidden or in conflict with the Fourteenth Amendment to the U.S. Constitution. Who has 1892?

1892

Prominent black Missourians declare May 31st a national day of prayer and fasting in response to nationwide lynching violence. Fifteen hundred people gather to participate in St. Louis. Who has 1896?

1896

The Supreme Court case *Plessy v Ferguson* establishes the “separate but equal” doctrine governing segregation in public places.

Source: Missouri State Archive’s African American History Initiative at www.sos.state.mo.us/archives

(copy/cut)



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

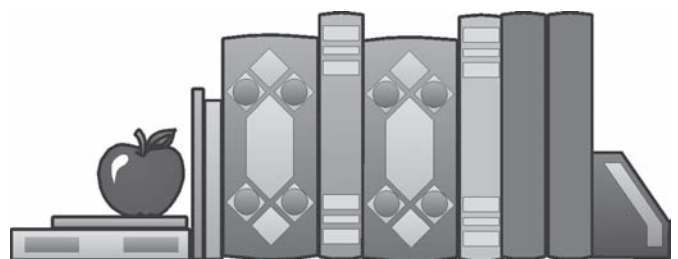
FOR STUDENTS:

- Hanes, Bailey C. *Bill Pickett, Bulldogger*. Norman, OK: University of Oklahoma Press, 1977.
- Lapp, Rudolph M. *Blacks in Gold Rush California*. New Haven, CT: University Press, 1977.
- Leckie, William H. *The Buffalo Soldiers: A Narrative of the Negro Cavalry in the West*. Norman, OK: University of Oklahoma Press, 1967.
- Painter, Nell Irvin. *Exodusters: Black Migration To Kansas After Reconstruction*. New York, NY: Alfred A. Knopf, 1977.
- Preston, Katherine. *Scott Joplin*. New York, NY: Chelsea House, 1988.
- Savage, Beth L., ed. *African American Historic Places*. Washington, D.C.: National Trust for Historic Preservation, 1994.
- Schubert, Frank N. *Buffalo Soldiers, Braves, and the Brass: The Story of Fort Robinson, Kansas*. Shippensburg, PA: White Mane Publishing Company, Inc., 1993.
- Smead, Howard. *The Afro-Americans*. New York, NY: Chelsea House Publishers, 1989.
- Sterling, Dorothy, ed. *We Are Your Sisters: Black Women In The Nineteenth Century*. New York, NY: W.W. Norton and Company, 1984.
- Washington, Booker T. *Up From Slavery: An Autobiography of Booker T. Washington*. New York, NY: Gramercy Books, 1993.

FOR TEACHERS:

- Cantor, George. *Historic Black Landmarks: A Traveler's Guide*. Detroit, MI: Visible Ink, 1991.
- Cashin, Herschel V. *Under Fire With The Tenth U.S. Cavalry*. Niwot, CO: University Press of Colorado, 1993.
- Collected Black Women's Narratives*. New York, NY: Oxford University Press, 1988.
- Durham, Philip and Everett L. Jones. *The Negro Cowboys*. Lincoln, NE: University of Nebraska Press, 1965.
- Greene, Lorenzo Johnston, Gary R. Kremer, Antonio F. Holland. *Missouri's Black Heritage, revised edition*. Columbia, MO: University of Missouri Press, 1993.
- Katz, William Loren. *The Black West*. Seattle, WA: Open Hand Books, 1987.
- Katz, William Loren. *Eyewitness: The Negro in American History*. New York, NY: Pitman Publishing, 1967.
- Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Madison, WI: Turtleback Books. 2000.
- Savage, W. Sherman. *Blacks in the West*. Westport, CT: Greenwood Press, 1976.

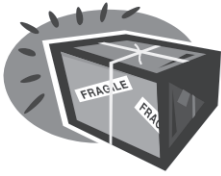
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Traveling Trunk



African Americans of the West
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Museum Gazettes



“George Washington Bush and the Human Spirit of Westward Expansion”
“Blacks in the West”
“Buffalo Soldiers: The African-American Contribution to Guarding the Frontier”
“The Moses Speese Family: New Years, New Lives”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1600

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



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