

National Park Service
U.S. Department of the Interior

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



General Tour of the Museum of Westward Expansion *Teacher Activity Guide* Grades 7-12





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GENERAL TOUR

PROGRAM DESCRIPTION

This forty-five minute museum program tells the story of America's westward expansion and settlement. It is an exciting story filled with hope and disappointment, failure and success. The history of the westward movement cannot be told simply by examining famous people and places. One must dig deeper and explore the words, thoughts, and emotions of the everyday people who worked and lived on the land. In this program, students will be introduced to American Indian people, the mountain men, the trailblazers, the farmers, the cowboys, and the entrepreneurs of the nineteenth century. Students will understand how their contact with the land, resources, and each other dramatically changed the West, and how technology, economics, and competition further influenced the nineteenth century frontier.

Upon arrival at Jefferson National Expansion Memorial, a park ranger will take your group into the Museum of Westward Expansion and introduce them to the issues raised above, using museum exhibits and hands-on items within the groups formed in PRE-VISIT ACTIVITY #1. Using the actual words of the nineteenth century pioneers, students will interact with each other in order to analyze and discover how each group was affected by events and by each other.

Teachers and students are then encouraged to use 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. (ILS 16.D; MAP 1.6; NCSS IIb; NSH 3H)
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Construct and analyze timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- Examine a conflict to resolve it, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NCSS VI; NSH 3G, 5)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Evaluate the impact of technological advances on humankind. (ILS 13.B; MAP 1.2; NCSS VIIIa, VIIIb; NSH 3J)
- Identify the significance of environmental resources and how people depend on them. (ILS 12.B, 12.E, 17.C; MAP 1.3, 1.6, NCSS IXe)
- Interpret historical quotations. (ILS 2.B, 16.A; MAP 1.5; NCSS IIc; NSH 2, 3)
- Locate places and draw conclusions using maps. (ILS 17.A, 17.C; MAP 1.4; NCSS IIIb; NSH 2F)
- Organize information to plan and make presentations. (ILS 5; MAP 1.8, 2.1)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (suggested)

EXPLORE A CAREER

Superintendent—a person who supervises or directs some undertaking, building, institution or the like; a manager.

THE PHILOSOPHY OF THOMAS JEFFERSON

“We hold these truths to be self-evident; that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness...”

Thomas Jefferson
Declaration of Independence

These words were written by Thomas Jefferson in 1776, and set the tone of a new nation. To read these words as a citizen of the United States gives a sense of comfort, hope, security, and freedom. These words encapsulate the highest ideals and goals we pursue as a nation.

COOPERATIVE LEARNING ACTIVITY/CRITICAL THINKING

The thoughts, words, and actions of Thomas Jefferson affect the way we live today. The Declaration of Independence, the Louisiana Purchase, the Lewis and Clark Expedition, and “Manifest Destiny” had a role in building this country. To really understand the man behind the words in the declaration, let’s take a close look at this fascinating American.

Divide your class into five groups. Give each group one of the Thomas Jefferson quotes found on the following page. Have each group read their quote, analyze it, and rewrite it in their own words. Using the “Numbered-Heads Approach” have each group share their findings with the class. Use the following debriefing questions to bring the exercise to an end.

DEBRIEFING/CRITICAL THINKING

- How did Thomas Jefferson feel about government?
- According to Thomas Jefferson, how should the average man or woman be treated?
- In your opinion, how did Thomas Jefferson’s philosophy apply to the westward expansion movement?

BEHIND THE SCENES

Every organization, be it large or small, private or public, government or business looks to a person or group of people to make policies and decisions. In national parks, that person is the superintendent.

NATIONAL PARK CAREERS

The superintendent is the chief administrative officer and the person who makes the decisions concerning a park’s future. The superintendent determines policies through which he/she manages a park and supervises its employees. He/she must know when to take advice from those above or below their position.

“A wise and frugal government which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement and shall not take from the mouth of labor the bread it had earned. This is the sum of good government, and this is necessary to close the circle of our felicities.”

“That government is the strongest of which every man feels himself a part.”

“Kindly separated by nature and a wide ocean from the exterminating havoc of one quarter of the globe...possessing a chosen country, with room enough for our descendants to the hundreth and thousandth generation...with...these blessings, what more is necessary to make us a happy and prosperous people?”

“Were we directed from Washington when to sow, and when to reap, we should soon want bread.”

“There is a natural aristocracy among men. The grounds of this are virtue and talent.”

(copy/cut)

EXPLORATION AND ENRICHMENT

The White House, located in the nation’s capital, is an important symbol for the country and the scene of many historic events. It is where the country’s chief policy maker resides. Every president and first family except George Washington has lived there. Tours of the White House are conducted by the U.S. Secret Service. A visitor center is staffed by National Park Service rangers, who insure that the lines for White House tours run smoothly and efficiently. For more information on the White House, see Appendix, page 20. There are times when the White House is closed to the public. Be sure to inquire about their policies. Have students write a policy or rules for your class or school.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

At Jefferson National Expansion Memorial the superintendent makes decisions which affect the future of the park, as well as the daily lives of the people who work there. For example, the superintendent must make decisions about new exhibits in the museum

and must work with the city’s leaders in planning for the annual Fair St. Louis. The superintendent is often in contact with the National Park Service’s Midwest Regional Office in Omaha, Nebraska and its national office in Washington, D.C.



PRE-VISIT ACTIVITY #2 (REQUIRED)

EXPLORE A CAREER

Computer specialist—one who is in charge of updating and maintaining the park's computers.

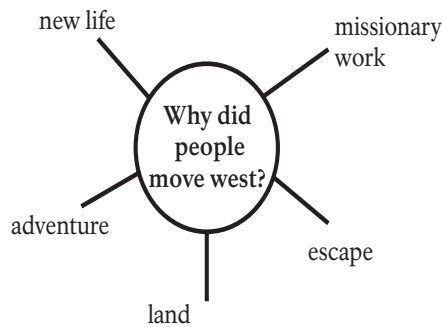
"GO WEST YOUNG MAN!"*

*John L.B. Soule, in an editorial in the Terre Haute Indiana Express, 1851.

The freedom to pursue one's happiness as suggested in the Declaration of Independence and guaranteed in the Constitution is the cornerstone of the westward expansion movement. Who were these people who left their comfortable lifestyles to pursue a better life for themselves and their family?

WEB DIAGRAM ACTIVITY

Why did people go west? Why did they leave their "comfort zones" in the east and move to a place they knew nothing about? Have the class create a web, brainstorming their thoughts on the questions raised above.



COLLABORATIVE GROUP ACTIVITY

To understand more about westward expansion, divide students into the following five groups:

MOUNTAINMEN, FARMERS, RAILROADERS, COWBOYS, BUFFALO HUNTERS

Give each group a copy of the graphic organizer on the following page and have them investigate their group in order to complete the chart.

BEHIND THE SCENES

If John B. Soule were an editor today, he would certainly have some computer skills. Park rangers, regardless of the kind of position they hold, whether it be maintenance, administration, law enforcement, or interpretation, find themselves using computers and relying on their park's computer specialist to keep things running.

NATIONAL PARK CAREERS

A career as a computer specialist in the National Park Service is exciting and challenging. As the world becomes more computerized, there will be a growing demand for skilled computer specialists. The National Park Service, in its effort to serve the public, uses the latest computer technology.

Group's Name	
What was our goal in moving west?	
How did we use and interact with the land?	
How did we interact with American Indian people?	

(copy/cut)

EXPLORATION AND ENRICHMENT

The mountainmen were some of the first Euro-Americans to venture out west. One of the places they visited to trade for supplies was Fort Laramie, once a fur trading outpost and now a National Historic Site in Wyoming. St. Louis' Robert Campbell was involved at this site during the fur trade era. To learn more about this phase of westward expansion, you may want to write to Fort Laramie or visit the Robert Campbell House in St. Louis. Their addresses can be found in the Appendix, page 20. Have students use the Internet via the World Wide Web to research the fur trade. Using the computer, have students compose and create a news release or summary of their findings.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The computer specialist at Jefferson National Expansion Memorial is responsible for installing computer systems and software. He or she analyzes any problems that arise and determines if they can be corrected within the park or if the job must be contracted out for service. The computer

specialist always includes an article in the park's newsletter containing helpful computer information regarding new programs, shortcuts and maintenance. We are also on the Internet. See page 28 in the Appendix for our address.



PRE-VISIT ACTIVITY #3 (REQUIRED)

EXPLORE A CAREER

Natural resource manager—a person responsible for determining how a park or any natural area can best preserve its natural resources.

"...THE EVER RETREATING GREAT WEST..."*

**"What the Mediterranean Sea was to the Greeks, breaking the bond of custom, offering new experiences, calling out new institutions and activities, the ever-retreating Great West has been to the eastern United States directly and to the nations of Europe more remotely."*

Frederick Jackson Turner, "The Significance of the Frontier in American History," a paper read before the American Historical Association - Chicago, July 1893.

In 1890, the eleventh United States census stated that 62,948,000 people lived in the United States and that the frontier no longer existed. Westward expansion was completed in a mere eighty-seven years!

COOPERATIVE LEARNING ACTIVITY

Between the years 1803 (the Louisiana Purchase) and 1890 (the closing of the frontier), hundreds of thousands of people traveled west. The land they traveled across, and eventually settled, was made of a variety of terrain and geographical features. Each area had aspects which appealed to some, but not to others. Seasonal changes in each of the areas often brought conditions which were less than desirable. The following activity will help students learn more about how the land affected nineteenth century pioneers and the westward expansion movement.

Return students to the groups formed in earlier Pre-Visit Activities and give each a copy of the map found in the Appendix, page 21. Have each group select one of the patterned regions. Next give each a copy of the chart on the following page. Have groups use the library to learn about their region and complete the chart. When each group has completed this exercise, use a "Numbered-Heads Approach" to share the information with the rest of the class. After each group has presented their findings, have the class discuss and decide where each nineteenth century group, as learned about in Pre-Visit Activity #2 would have found the best resources to meet their needs.

BEHIND THE SCENES

Learning to use the land and its resources wisely is an ongoing process. Many National Parks have natural resource managers who are responsible for determining the best way to protect the park's natural resources while letting people enjoy them.

NATIONAL PARK CAREERS

A natural resource manager must have a strong interest in the environment and a desire to protect it. They usually have a degree in natural sciences, forestry, or fish and wildlife.

REGION #	
What natural resources does this region offer?	
What are the geographical features of this region?	
What hardships does this region present to those living there?	
What American Indian people lived in this region?	
Would you have chosen to live in this region?	

(copy/cut)

EXPLORATION AND ENRICHMENT

As the nation moved west, many trails and roads had to be discovered, explored, and surveyed. Then came the building of rails, bridges, and ferries to accommodate the hundreds of thousands of people who headed west during the nineteenth century. It is estimated that more than 250,000 people traveled west on the Oregon Trail. For more information on the Oregon Trail, see the Appendix on page 22. Have students plan an imaginary trip west including several national parks.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Currently, there is no natural resource manager on staff at Jefferson National Expansion Memorial. However, many national parks, with large natural areas find it necessary to hire a natural resource manager. Depending on the resource this person has different responsibilities. In a forested area,

they may determine the best route for a hiking trail. At a lake, they may monitor the fish populations. In a grassland, they may be responsible for prescribing controlled burns to rejuvenate the land. The lovely grounds around the Gateway Arch are maintained by our grounds maintenance staff.



THE MUSEUM EXPERIENCE

EXPLORE A CAREER

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

"...EVERY MAN IS A QUOTATION..."*

**"Every book is a quotation, and every house is a quotation out of all forests and mines and stone quarries; and every man is a quotation from all his ancestors."*

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

BRIEFING

The students should be in their groups and should be prepared to answer questions based on their group's point of view.

INTERPRETIVE PROGRAM

Using a variety of museum exhibits, the park ranger will present an interpretive program focusing on the many different people who played a role in the westward expansion movement, how they interacted with each other, and how their wants and needs affected each other.

COOPERATIVE LEARNING ACTIVITY

Throughout the program, students will remain in the group to which they were assigned. The park ranger will lead the class through the Museum, interpret the exhibits, and utilize quotes which represent the various student groups. Students will be given quotes which they will analyze based on their group's point of view. For example, the same quote will be given to each group, and each must decide how the issues referred to in the quote would have affected their nineteenth century lifestyle.

BEHIND THE SCENES

The park ranger is the most recognized employee of the National Park Service. There are, however, many other career positions important to the organization. One such position is that of historian.

NATIONAL PARK CAREERS

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

VISUALS

Mounted photographs, maps, and exhibit photomurals will provide excellent visual stimuli.

HANDS-ON OBJECTS

The park ranger will provide multisensory exploration by encouraging students to touch a variety of reproduction items such as animal pelts, buffalo parts, and cowboy equipment. Some clothing items may even be tried on.

VOCABULARY

bison - North American buffalo.

barbed wire - invented in 1873 by Joseph Glidden; a wire strung on fence posts with sharp wire barbs.

brand - irons used to leave the owners' mark on cattle.

chaps - (chapurajos) leather leggings worn to protect the cowboy.

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

dry farming - technique used on the Great Plains to conserve water and fight evaporation; the farmers plowed under topsoil after every rainfall.

homesteader - one who applied for and received 160 acres of land from the U.S. government.

irrigation - to bring water to crops from wells.

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

lariat (lasso) braided rawhide or twisted grass rope - used to rope cattle.

monopoly - a commodity or service controlled by one group or individuals.

nomadic - not having a permanent home.

(continued in the Appendix, page 22)

EXPLORATION AND ENRICHMENT

The Museum of Westward Expansion is a fascinating exhibit space which takes the visitor through the decades of the westward movement of America. The museum highlights the people who went west. Historians, archivists, conservators, architects, and others were consulted in order to design the exhibits. After your visit to the museum, have each group design their own display which represents their theme. Students may want to find appropriate quotes, photos, magazines, and other resources to prepare their display.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The park historian recently completed the administrative history of Jefferson National Expansion Memorial. The administrative history is an over 300 page document which describes the inner workings of the park, and the day to day jobs of managing, maintaining, and interpreting the resource. The document

is filled with quotes from people who have worked at and been involved with the park for the last fifteen years. There is no better way to present and understand a place, situation, or era than by listening to the people that were there.



POST-VISIT ACTIVITY #1 (suggested)

CAREER REVIEW

Superintendent—As a class discuss some of the issues and policies made by your school board, which affect you both positively and negatively. Invite your district's superintendent to your class and share your concerns and appreciations with him or her.

"...THE IMMORTALITY OF THOMAS JEFFERSON..."*

**"The immortality of Thomas Jefferson does not lie in any one of his achievements, or in the series of his achievements, but in his attitude toward mankind."*

President Woodrow Wilson, address at Jefferson Day Banquet, Washington D.C., April 13, 1916

Thomas Jefferson is considered to have been a genius and one of the most important American presidents. Much has been said and written about Jefferson and his role in the Louisiana Purchase (1803) and in America's westward expansion.

CONFLICT RESOLUTION ACTIVITY

There is no denying that Thomas Jefferson was instrumental in the purchase of the Louisiana Territory. Even before that area belonged to the United States, Jefferson advocated western exploration. He was always intrigued by the frontier and had a natural curiosity about what lay within its borders. In 1803, however, when Napoleon offered the territory to the United States, the man that made the decision to accept it was Robert Livingston, the U.S. Minister to France. Because communication was so slow, Robert Livingston did not have time to contact President Jefferson before accepting. However, Livingston was certain the President would be pleased.

Did Jefferson's early support for western exploration and expansion, and his foresight into the future, make possible the United States' manifest destiny, or was he simply in the right place at the right time? Your class must decide as they put Jefferson's role in westward expansion on trial.

The teacher will act as judge. Twelve students will be chosen to represent the jury. The rest of the class will represent either the plaintiff or the defense. The plaintiff will try to prove that Jefferson was not the

EXTENSIONS ACROSS THE CURRICULUM—

LANGUAGE ARTS

Thomas Jefferson was an avid letter writer. He often kept copies of his correspondence. Visit your library and learn about Jefferson's adaptation of an invention which allowed him to make copies of his letters without having to write duplicates. (Remember this was before copy machines.)

MATH

Thomas Jefferson proposed a decimal coin system, the foundation of today's U.S. monetary units. Due to the changes in the value of money over the years, some of the lesser units have disappeared. Find out the names of some of these smaller units in a book on coin collection.

father of westward expansion. The defense will try to prove that Jefferson was the father of westward expansion. Each side should use historical evidence to support their claims. The cards below will give each side some direction.

PLAINTIFF
Areas of Consideration

- *Jefferson Approached France wanting to buy New Orleans only; the Louisiana Territory was an offer made by Napoleon.
- *Jefferson said he thought it would take a thousand generations to settle the Louisiana Territory.
- *Jefferson could not have foreseen the war with Mexico and the eventual annexation of the Southwest.
- *James Watt, the inventor of the steam engine, contributed the most to the westward expansion of the United States.

DEFENSE
Areas of Consideration

- *The purchase of the Louisiana Territory was a part of Jefferson's grand scheme of Manifest Destiny.
- *Jefferson authorized and planned the Lewis and Clark Expedition.
- *Jefferson believed in a free and independent agricultural society.
- *Jefferson's intent was to outlaw slavery in the new territory.

(copy/cut)

EXPLORATION AND ENRICHMENT

The Jefferson Memorial in Washington D.C., dedicated in 1943, was built to honor Thomas Jefferson and his accomplishments. The memorial includes a statue of Thomas Jefferson. The inscriptions carved in the memorial are excerpts from writings by Jefferson. The memorial does not include an epitaph, however. Have students compose an appropriate epitaph for the Jefferson Memorial. For more information on the Jefferson Memorial you may write to the address found in the Appendix, page 23. What did Jefferson choose as his own epitaph for his grave marker?

SCIENCE

Thomas Jefferson was an agriculturalist. Upon retirement from politics he was able to devote much of his time to his gardens at Monticello. In an attempt to restore the fertility of the soil, he planned an elaborate crop rotation system. Research the benefits of such a system.

ART AND MUSIC

Jefferson was very interested in music and was an accomplished violinist. Spend a day listening to music of Jefferson's time period. Who were the popular composers of his day? What else was part of the popular culture of the late eighteenth century in food; in fashion?



POST-VISIT ACTIVITY #2 (suggested)

CAREER REVIEW

Computer Specialist—Anyone who owns or operates a computer is in one sense a computer specialist. Those who use computers as a tool in their work often conduct maintenance work, install new software programs and try to work through problems which are encountered in a system. To gain an even deeper understanding of computers, invite a computer programmer to your class to talk about how they write programs which the computers can read and which make life easier for all of us.

GOING WEST WITH TECHNOLOGY

“That great growling engine of change—technology.”

Alvin Toffler, *Future Shock*, 1970

In his 1970 book, Alvin Toffler discussed technology as a guiding force in history, primarily in the future. The same can be said of the past, however. As the students have learned, the United States raced west just as fast as the technology could carry them.

COOPERATIVE LEARNING ACTIVITY/CRITICAL THINKING

Have students reassemble in their groups as formed in PRE-VISIT ACTIVITY #1. Give each a copy of Graphic #1, found on the following page. Graphic #1 lists a variety of scientific, technological, and industrial advancements made during the nineteenth century. Each group needs to discuss and come to a decision regarding which of these inventions had the greatest impact on the western settlement of the United States. They are encouraged to use the chart to record their findings. Using the “Numbered-Heads Approach,” have a representative from each group share their findings with the class.

You may want to take your students a step further and discuss the following question: What is the most important technological development in the history of the world? Use Graphic #2 found in the Appendix, page 24, and repeat the exercise.

EXTENSIONS ACROSS THE CURRICULUM—

LANGUAGE ARTS

The world is a much smaller place today because of technology. In the international business community English is commonly referred to as the “business language.” Debate the pros and cons of having a common world language.

MATH

In the 1850s, the train surpassed the riverboats in the amount of goods shipped in the United States. What advantage did the train have? Research the speed of both the train and the steamboat and compare. What was the difference in the amount of freight each could carry?

GRAPHIC #1

Date	Invention	Reasons for or against
1705	Steam Engine	
1802	Railroad	
1807	Steamboat	
1837	Telegraph	
1871	Bison-hide Tanning Process	
1873	Barbed Wire	

(copy/cut)

EXPLORATION AND ENRICHMENT

On December 17, 1903, a manned, heavier than air machine left the ground by its own power, moved forward without losing speed, and landed on a point as high as that from which it started. On that day Orville and Wilbur Wright made history. At the Wright Brothers National Memorial, in Kill Devil Hills, North Carolina, visitors can see reproductions of some of their early creations and walk along the stretch of beach where they built and piloted the 1903 flyer. For more information you may write to the memorial. The address can be found in the Appendix, page 25. Have students design their own invention and demonstrate it to the class.

SCIENCE

As the farmers met the harsh conditions of the Great Plains, how did they adapt? Have students research nineteenth century farming techniques. What “new” technologies were used and what “new” hybrids of plants were developed?

ART AND MUSIC

Art always reflects culture in a particular time period. How was America’s view of the frontier popularized by artists visiting the west? How do artists, musicians, and film stars reflect today’s culture?



POST-VISIT ACTIVITY #3 (suggested)

CAREER REVIEW

Natural resource manager—You don't have to travel to a national park to find a natural resource manager. A state park or your local county or city park more than likely has a similar position. Take a field trip to the closest park and have the natural resource manager talk to you about their job and responsibilities.

THE EVER-RETREATING FRONTIER

“Reaching the moon by three-man vessels in one long bound from Earth is like casting a thin thread across space. The main effort, in coming decades, will be to strengthen this thread; to make it a cord, a cable, and, finally a broad highway.”

Isaac Asimov, “The Coming Decades in Space,”
The Beginning and the End, 1977

ROLEPLAY AND CONFLICT RESOLUTION ACTIVITY

The year is 3020. Earth is the home planet to humankind, but people have colonized hundreds of planets and moons stretching vast distances across the galaxy. Starships are able to travel these vast distances due to a rare ore found only on a handful of planets. The ore is the most valuable material in the galaxy and fuels not only the starships, but galactic industry and commerce as well. Vast quantities of the ore have been found on a small planet on the galactic frontier. The planet, named Gilpin, is colonized and mining for the precious ore begins.

Disaster strikes the colonists on Planet Gilpin in the form of a deadly virus that kills all but a handful of its new inhabitants. Fearing the spread of the virus, Planet Gilpin is quarantined for 500 years, during which the survivors have no contact with the outside world. The colonists struggle to survive. They form nomadic bands in constant battle with each other. Planet Gilpin is lost in time.

The year is now 3520. A cure for the virus has been found and starships from all over the galaxy return to Planet Gilpin to mine the ore. The Gilpinites are suspicious of and hostile toward the starshippers as the memory of them is little more than a myth. The starshippers, however, bring to Planet Gilpin wonderful technological advancements. Can peaceful negotiations ensue? Use the roleplay cards on the following page to resolve the issues.

EXTENSIONS ACROSS THE CURRICULUM—

LANGUAGE ARTS

After the class completes the exercise on this page, write your own ending to the story. Next, write your own science fiction story about the space frontier.

MATH

If you were to plan a mission to Mars, how long would it take you by plane; by rocketship? How fast do these vehicles travel? How many miles are there between Earth and Mars? Is there a time of the year when Mars is actually closer to Earth than other times?

CONFLICT RESOLUTION: THE FUTURE

Divide your class into six groups. Assign each group to one of the roles on the cards below. Each group should discuss their role and cooperatively work together to resolve the problem. The solution should be nonviolent in nature. Student groups may want to make up their own names based on their group's characteristics.

<p>STARSHIPPER #1 We are interested only in mining the ore found on Planet Gilpin. We do not want to colonize. We will pay a significant amount of money for the right to mine.</p>	<p>GILPINITES #1 We will help you with the job of extracting the ore, if in the process you will allow us to learn about your technology. In addition we will expect 30% of the profit from the sale of the ore.</p>
<p>STARSHIPPER #2 We are interested in mining the ore found on Planet Gilpin. To facilitate the extraction of the ore, we would like to establish a colony on a piece of land. In return we will provide the cooperating Gilpinites with our technology.</p>	<p>GILPINITES #2 We will sell you a tract of land on which to settle. Once the ore has been sold, we expect 10% of your profit.</p>
<p>STARSHIPPER #3 We are interested in extracting the ore found on Planet Gilpin and for that right we will pay you 40% of the profit from our sale of the ore. If you are interested in our technology, however, you must come to our planet.</p>	<p>MODERATOR Assist the groups to come to a peaceful solution. Record the process and final solution on the board.</p>

(copy/cut)

EXPLORATION AND ENRICHMENT

No one knows what the future holds. We often think: what will tomorrow bring? What will the next ten years, hundred years, thousand years bring? Even though we cannot be certain about the future, we can learn about the past. The National Park Service has preserved several areas which allow visitors to explore the past of a thousand years ago. The three sites listed below are located in Arizona. Encourage students to write to these parks, learn their story and interpret to the class. Addresses can be found in the Appendix, page 25.

- Navajo National Monument
- Tuzigoot National Monument
- Walnut Canyon National Monument

SCIENCE

Computers, a relatively new technology, have already changed the world. Where is this information revolution taking us? Debate the pros and cons of the computer age. Make a prediction as to what will be achieved by the year 2020! Save your predictions until then.

ART AND MUSIC

You are a young, promising musician. You long to be on the cutting edge of the new sound. Have students work in groups, using household/classroom items and design an instrument with a new sound. Try to sell your creation.



APPENDIX

PRE-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on this park, contact:

The White House
c/o National Capital Area
1100 Ohio Drive, SW
Washington, DC 20242
(202) 755-7799

PRE-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on these parks, contact:

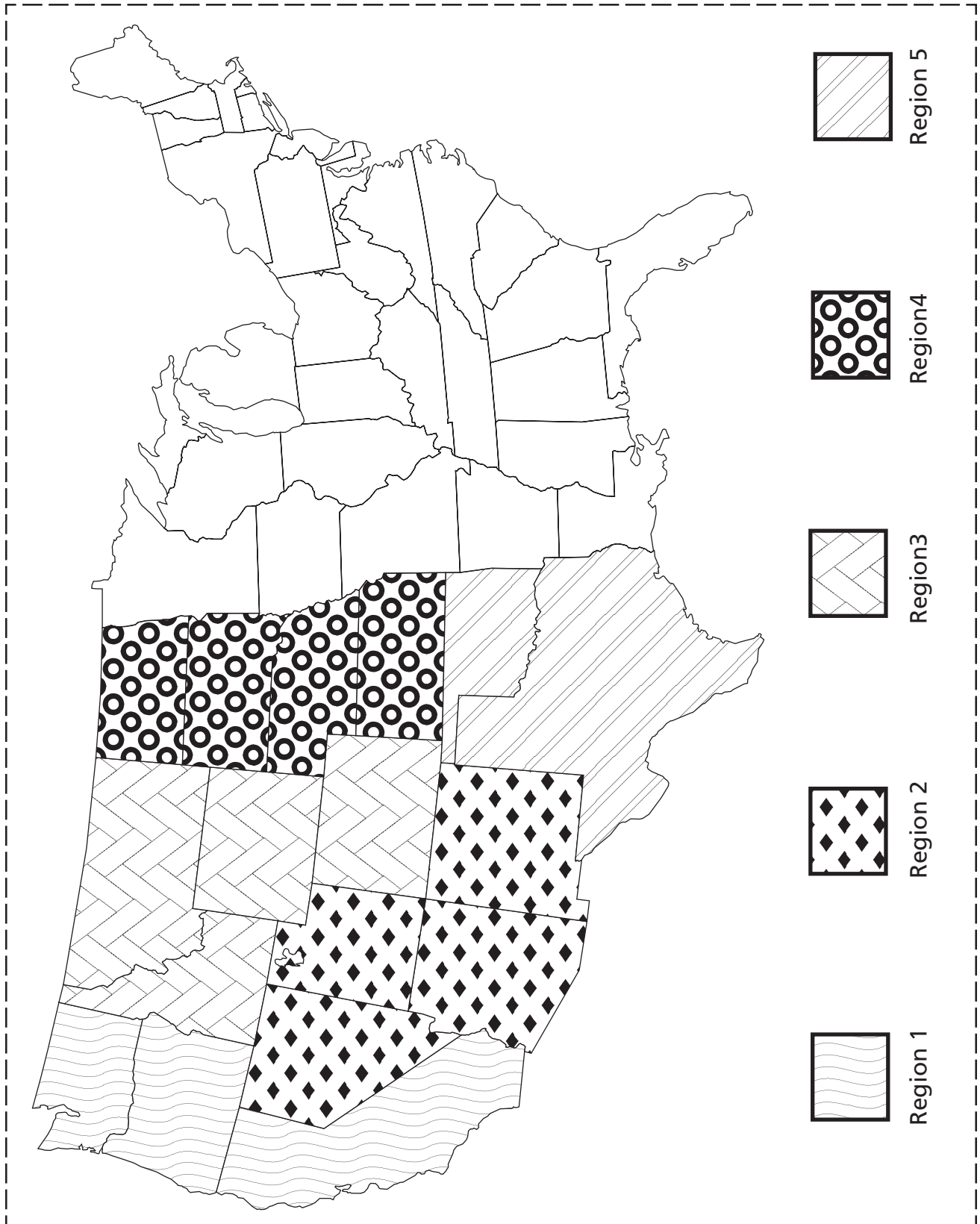
Fort Laramie National Historic Site
HC 72, Box 38
Fort Laramie, WY 82212
(307) 837-2221

Campbell House Museum
1508 Locust Street
St. Louis, MO 63103
(314) 421-0325



APPENDIX

PRE-VISIT ACTIVITY #3



(copy/cut)



APPENDIX

PRE-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on these parks, contact:

Oregon-California Trails Association
P.O. Box 1019
Independence, MO 64051-0519
(816) 252-2276

National Park Service
Pacific Northwest Regional Office
Oregon National Historic Trail
909 First Ave.
Seattle, WA 98101
(206) 553-5366

MUSEUM EXPERIENCE Vocabulary (continued)

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

railhead - starting point of a railroad.

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

sod - the surface of ground covered with grass; used to make houses on the plains.

shaggy - slang word for buffalo.

skinner - worker who specialized in removing hide from buffalo.

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

Texas Longhorn - a breed of cattle that could survive the harsh Texas Plains, brought to the new world by Spanish settlers.

tipi - a lodge made from the tanned and smoked hides of the buffalo.

transcontinental - extending across a continent.

vaquero - Spanish or Mexican cowboy.



APPENDIX

POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information, call or write:

National Capital Parks-Central
900 Ohio Drive, SW
Washington, D.C 20242
(202) 426-6841



APPENDIX

POST-VISIT ACTIVITY #2

Cooperative Learning/Critical Thinking

Date	Invention or Discovery	Reasons for or against
3200 B.C.	Wheel	
618	Printing Press	
1650	Electricity First Practical Application in 1876.	
1783	Flight (balloons)	
1876	Internal Combustion Engine	
1945	Nuclear Power	

(copy/cut)



APPENDIX

POST-VISIT ACTIVITY #2 **Exploration and Enrichment**

For more information on this park, call or write:

Wright Brothers National Memorial
c/o Cape Hatteras National Seashore
Rt. 1, Box 675
Manteo, NC 27954
(919) 441-7430

POST-VISIT ACTIVITY#3 **Exploration and Enrichment**

For more information on these parks, call or write:

Navajo National Monument
HC 71, Box 3
Tonalea, AZ 86044
(520) 672-2366

Tuzigoot National Monument
P.O. Box 219
Camp Verde, AZ 86322
(520) 634-5564

Walnut Canyon National Monument
2717 N. Steves Blvd #3
Flagstaff, AZ 86004
(520) 556-7134



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

EXPLORERS

Blumberg, Rhoda. The Incredible Journey of Lewis and Clark. New York: Lothrop, Lee and Shepard Books, 1987.

Goetzmann, William H. Army Exploration in the American West, 1803-1863. New Haven: Yale University Press, 1959.

Viola, Herman J. Exploring the West. Washington, D.C.: Smithsonian Institution, 1987.

FUR TRADE

Chittenden, Hiram Martin. The American Fur Trade of the Far West. New York: Barnes and Noble, Inc., 1935.

DeVoto, Bernard. Across the Wide Missouri. Boston: Houghton Mifflin Co., 1947.

Phillips, Paul C. The Fur Trade. Norman, Oklahoma: University of Oklahoma Press, 1961.

FARMERS AND OVERLANDERS

Fitte, Gilbert C. The Farmers' Frontier 1865-1900. Norman and London: University of Oklahoma Press.

Lavender, David. Westward Vision: The Story of the Oregon Trail. New York: McGraw-Hill Book Company, 1963.

Mattes, Merrill J. The Great Platte River Road. Nebraska State Historical Society, 1969.

RAILROADS

Athearn, Robert, G. Union Pacific Country. Lincoln: University of Nebraska Press, 1976.

Holbrook, Stewart H. The Story of American Railroads. New York: American Legacy Press, 1981.

Williams, John Hoyt. A Great and Shining Road. New York: Times Books, 1988.

COWBOYS

Dobie, J. Frank. The Longhorns. Austin, Texas: University of Texas Press, 1985.

Durham, Philip and Everett L. Jones. The Negro Cowboys. Lincoln, Nebraska: University of Nebraska Press, 1968.

Fay, E. The Cowboy At Work. Norman, Oklahoma: University of Oklahoma, 1958.



READING LIST, cont.

AMERICAN INDIANS

Brandon, William. Indians. Boston: Houghton Mifflin Co., 1961.

Joseph, Alvin, M. Jr., ed. American Heritage Book of Indians. New York: Random House, 1989.

Mails, Thomas E. The Mystic Warriors of the Plains. New York: Doubleday and Co., 1972.

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

Waldman, Carl. Encyclopedia of Native American Tribes. New York: Facts on File Publications, 1988.

SOLDIERS

Prucha, Francis Paul. The Sword of the Republic: The United States Army on the Frontier, 1783-1846. Lincoln: University of Nebraska Press, 1986.

Rickey, Don. Forty Miles a Day on Beans and Hay: The Enlisted Soldier Fighting the Indian Wars. Norman: University of Oklahoma Press, 1963.

Utley, Robert M. Frontiersmen in Blue: The United States Army and the Indian, 1848-1865. Lincoln: University of Nebraska Press, 1981.

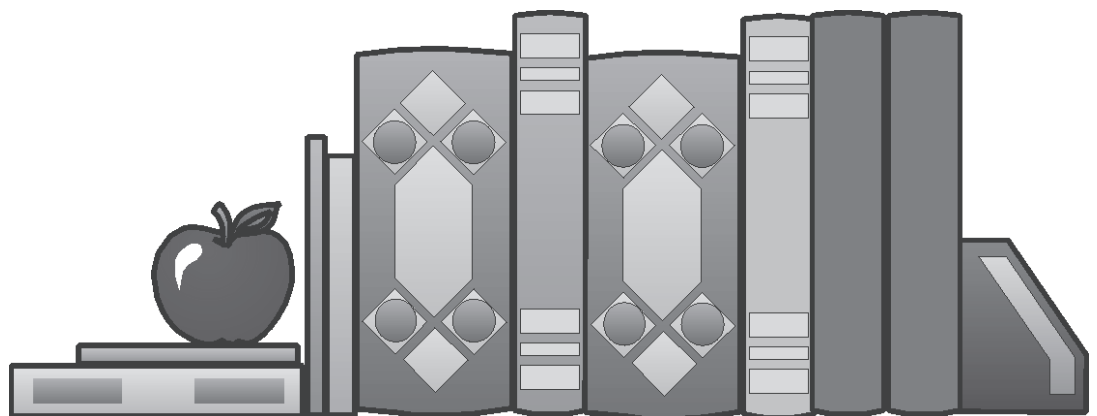
BUFFALO HUNTERS

Gard, Wayne. The Great Buffalo Hunt. New York: Hart Publishing Co., 1973.

Mc Hugh, Tim. The Time of the Buffalo. New York: Alfred A. Knopf, 1972.

Roe, Frank G. The North American Buffalo. Toronto: University of Toronto Press, 1951.

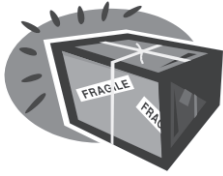
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





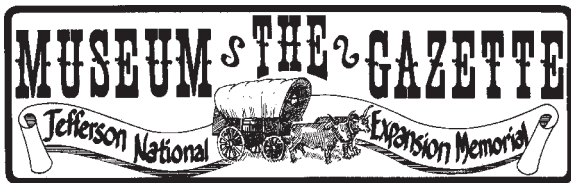
ADDITIONAL RESOURCES

Traveling Trunks



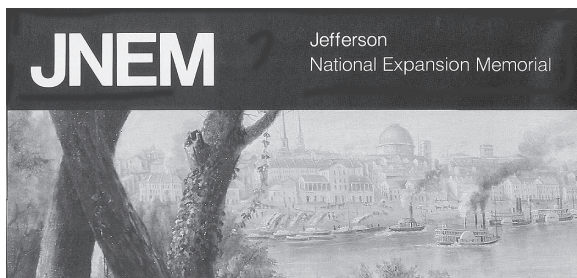
Steamboats a' Comin'
 Frontier Classroom
 Mountain Men
 Overlanders
 Lewis and Clark
 Gold Miners
 Plains Indians
 Cowboys
 African Americans of the West
 City of Immigrants
 Heritage of the Southwest:
 A Blending of Cultures
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Museum Gazettes



“The Mountainmen of the American West”
 “Breaking the Great American Desert”
 “The Louisiana Purchase”
 “The First Gateway: Castle Garden, Ellis Island and Westward Expansion”
 “American Indian Peace Medals”
 “Soldiers on the Oregon Trail”
 “William Clark: The Red-Headed Chief”
 “Red Cloud: Malchpiya-Lota, A Hero in a World Where the Center Could Not Hold”
 “Exploration With A Microscope: The Great Western Geological Surveys”
 “Decades of Westward Expansion: The 1850s”
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NPS Brochure



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

www.nps.gov