

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 K-3





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GENERAL TOUR

PROGRAM DESCRIPTION

This forty-five minute museum program introduces students to the nineteenth century westward expansion movement. It is a story which spans one hundred years. Hundreds of thousands of people were swept up in its excitement with the hopes of beginning a new life for themselves and their families. Very few of the people involved are referred to by name in our history books. Rather, they may be seen in the overall context of mountainmen, cowboys, farmers, women, or African Americans. Though they are not recognized as famous people, their contributions have not been forgotten. In this program, students will be introduced to the mountainmen, those who helped open the west; the farmers who worked the land and brought a sense of permanence to a changing land; and the teachers, who helped instill in children and the community that education was the way to a better life.

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, hands-on items, and the groups formed in PRE-VISIT ACTIVITY #1. Students will interact with each other throughout the program as they unpack the contents of three different “trunks,” belonging to three different nineteenth century fictional characters.

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.

- 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; MAP1.9; NCSS IIb; NSH 1G)
- Construct and interpret 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; NSH 3G,5)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify and analyze responsibilities of various occupations. (ILS 18.B; MAP 1.10, 4.8; NCSS VIa, VIIe)
- Identify the importance of various groups in the westward expansion movement of the United States. (ILS 16.D; MAP 1.2; NCSS IIIh; NSH 3J)
- Locate places and features on maps. (ILS 17.A; 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

Historian—a person who studies and interprets important events, people and places of the past.

EXPLORING THE PAST

During your visit to the Museum of Westward Expansion students will be transported over one hundred years into the past. The passing of time is a difficult concept for many to comprehend. We can learn about the past by reading about it; another way to learn is to talk to the people who were there.

INVESTIGATIVE LEARNING ACTIVITY

Encourage students to play the role of a historian and conduct an oral history interview. Have them find someone 60 years old or older (example: grandparent, neighbor, relative) and interview them. Use the questions on the following page. You may want to make up some of your own questions. If the person you interview tells you information you did not ask for, record that too.

After you have finished the interview, ask yourself the same questions. You can do this alone or share your answers. When you are done, look at both sets of answers. What answers are the same? What answers are different? What things still exist today? What things do not? Compare these lists using a Venn diagram as illustrated below. You will begin to see how things change over the years but also how they stay the same.

VENN DIAGRAM



BEHIND THE SCENES

Historians are people who gather facts about people, places and events of a particular national park. They interview people, read books and periodicals, and check journals and letters to obtain their accurate facts.

NATIONAL PARK CAREERS

A historian must love to read, be computer literate, compile research, and prepare presentations. Many times people write letters asking questions about the history related to a park's themes. It is the historian's job to answer these inquiries with a letter.

INTERVIEW

- What is your full name? When and where were you born?
- How many children were in your family?
- What kind of chores did you do before you went to school?
- How many children were in your class at school?
- What games did you play at recess?
- When you came home from school, what chores did you have?
- What things did you do for fun in the evening?
- On Saturday what chores or fun things did you do?
- What movies did you see when you were my age?
- Where did your family go on vacation or for fun?
- What type of career did your father have?
- What is your happiest memory?

(copy/cut)

EXPLORATION AND ENRICHMENT

There are over 360 National Parks in the United States. Many of them help to teach people about the history of a particular place, event or person. The parks listed below all commemorate a specific event in the history of the United States. Write to these parks for information and then have the class determine what their common theme is. Their addresses can be found in the Appendix on page 20.

- Chimney Rock National Historic Site, NE
- Scotts Bluff National Monument, NE
- Fort Laramie National Historic Site, WY
- Whitman Mission National Historic Site, WA

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The historian at Jefferson National Expansion Memorial has recently conducted oral histories of people involved in the early development of the park and its early employees. In addition he has researched and acquired copies of early newspaper articles concerning the planning and construction of the park. After compiling all

this information, he produced a three hundred page document entitled the "Urban Innovation and Practical Partnerships of Jefferson National Expansion Memorial, 1980-1991," which will provide useful information for the staff and interested visitors, and other National Park professionals for years to come.



PRE-VISIT ACTIVITY #2 (suggested)

EXPLORE A CAREER

Horse patrol ranger—a park ranger who rides a horse in order to fulfill the duties assigned to them at the national park.

JOBS OF YESTERDAY AND TODAY

In PRE-VISIT ACTIVITY #1 you learned how, in many ways, the past was different than the present by asking questions of people that were there. However, the best way to learn is by doing. The following activity will allow students to act out some of the jobs and responsibilities of yesterday.

ROLEPLAY/CRITICAL THINKING ACTIVITY

The chart on the following page lists a variety of activities associated with specific groups of people involved in the westward expansion of the United States (mountain men, farmers, teachers). Divide the students into three groups. Make a copy of the chart and cut it into small cards. Have each group draw a card and then have each group act out the activity suggested on the card while the rest of the class tries to guess what they are doing. Repeat the exercise until all cards have been picked.

After completing the activity, use the following questions to stimulate a class discussion.

- Which historic group would have been found doing this task?
- What time of year did they do this job?
- What time of day did they do this job?
- How much were they paid for doing the task?
- Could they do the job alone or did it take help from others?
- In the nineteenth century, was it a female's job or a male's job?
- Was reading and writing needed to do this job?
- Are any of these jobs still being performed today?

BEHIND THE SCENES

Not all park rangers work in museums or present programs for the visitors. Some park rangers ride horses and are known as the horse patrol rangers. They follow trails; patrol park grounds, and serve as law enforcement officers for the park.

NATIONAL PARK CAREERS

A horse patrol ranger must enjoy horses; not only riding them, but training and caring for them too. The mounted ranger must enjoy working outdoors, with large crowds, and with children.

Trapping an animal	Cattle drive	Milking a cow	Cleaning a barn
Grading papers	Riding a horse	Trading with American Indians	Writing on a chalk- board
Branding a cow	Cooking a meal	Paddling a boat	Judge at a spelling bee

(copy/cut)

EXPLORATION AND ENRICHMENT

The horse patrol rangers at the Gateway Arch ride their horses through downtown St. Louis. However, there are many different kinds of national parks with horse patrol units. All the parks listed below have horse patrol units at their site. Contact these parks for information. After learning about the park, discuss with the class the different kinds of terrain which the horses at these areas must be trained to walk through. Their addresses can be found in the Appendix on page 20.

- Yellowstone National Park, WY
- Saguaro National Monument, AZ
- Point Reyes National Seashore, CA

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

During your visit you are sure to interact with members of the horse patrol. Their high visibility enhances and enlarges public understanding of their mission and origins in the U.S. Cavalry, 1872-1916. While on duty they protect visitors, and the natural and cultural resources of the park.

They are very popular with visitors as they allow them to pet their horses and have their picture taken with them. Their position helps promote goodwill between the park and its visitors.



PRE-VISIT ACTIVITY #3 *(suggested)*

EXPLORE A CAREER

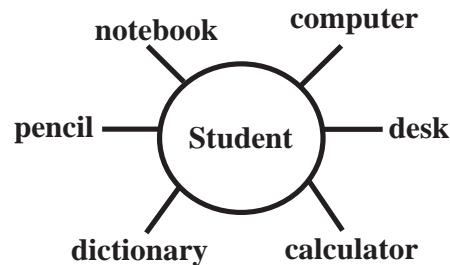
Mechanic—a person skilled in making, using, maintaining or repairing machines and tools.

WHAT WE NEED TO DO OUR JOB

The age of the computer has encouraged our reliance on one major tool. Although most professions now involve a computer of some kind, we still use many other tools and instruments to do all types of jobs. We may discover much about a person's job by noticing the tools they use.

WORD WEB ACTIVITY

During the museum program, students will be introduced to items used by groups of people involved in westward expansion, items which were needed in order to get a specific job done. Today, almost every job or profession requires certain tools to be successful. Usually the items are very common, but when used together they allow us to complete a task important to us. As students, certain items are needed to get the work done. Use a word web and brainstorm what a student needs to be successful in the classroom.



COLLABORATIVE LEARNING ACTIVITY

Arrange students in evenly divided groups. Give each group one of the cards copied and cut from the following page. Have each group make up a list of tools needed to perform that job. Using magazines, newspapers, catalogs, etc. each student should cut out pictures of tools needed and make a group collage. Each group should present their tool collage to the rest of the class and have them decide what job the collage represents.

BEHIND THE SCENES

National Park Service mechanics are the people who maintain and repair the tools and machines used at the parks. Their knowledge, skills, and abilities are significant in keeping the site running in a safe and efficient manner.

NATIONAL PARK CAREERS

Mechanics must enjoy working with their hands and their heads. They must keep themselves informed of the newest equipment available to do their specific jobs and how to use it. In today's world that means also being familiar with computers and computerized equipment.

Firefighter	Carpenter	Chef	Doctor
Farmer	Teacher	Baseball Player	Police Officer

(copy/cut)

EXPLORATION AND ENRICHMENT

When one thinks of the National Park Service the first image that comes to mind is that of the park ranger who protects and provides information to the visitors. However, the National Park Service offers many interesting jobs, like that of a mechanic of which people are often unaware. Listed below are some of the jobs available in the National Park Service which might surprise you. Discuss these jobs with your students. Why do you think these jobs are necessary in the National Park Service?

- lifeguard
- carpenter
- librarian
- firefighter

CRITICAL THINKING ACTIVITY

You may want to use the following questions to stimulate a class discussion to end the activity.

- Who decided what our tools look like and how they are used?
- What did people do before they could go to the store and buy tools?
- What happens if you do not have the tools needed to complete a task?
- Explain what happens to tools when people no longer perform a task using those tools?
- Identify a tool that used to be important in your culture, but is no longer used.
- Design a tool that might make something you do easier.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Mechanics at Jefferson National Expansion Memorial maintain the heating, ventilation, and air conditioning system, along with the tram system which takes visitors to the top of the Gateway Arch.

They also maintain and repair the snow removal and lawn care equipment used on a daily basis. Each winter, mechanics replace the cable on the Gateway Arch tram system to insure visitors' safety.



THE MUSEUM EXPERIENCE

EXPLORE A CAREER

Interpreter—a person who talks to the visitor about the natural beauty or historical importance of the particular park at which they work.

MEETING THE PEOPLE WHO WENT 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.

BRIEFING

Your students should come prepared to divide into the groups created for PRE-VISIT ACTIVITY #2.

COOPERATIVE LEARNING ACTIVITY

Students will learn about three particular groups of people involved in the westward expansion of our nation by using three abandoned trunks from the St. Louis Levee. Students will analyze the contents of the trunks to identify the career of their owners. For instance, a steel trap may be found in a trunk and it, along with the other contents, would identify its owner as a mountainman. The park ranger will then use the knowledge gained from this activity to complete the rest of the program, discussing the group's role, how they interacted with each other, and other groups that were involved in the westward expansion of our nation.

INTERPRETIVE PROGRAM

Using the museum exhibits and the abandoned trunks, the park ranger will present an interpretive program focusing on the people involved in the westward expansion of our nation.

BEHIND THE SCENES

Interpreters are people who meet and greet the visitors. They present programs about the park's theme, help the visitor experience the park safely, and help protect the natural and cultural resources found in a park.

NATIONAL PARK CAREERS

To talk to the public about the park, it is important to know as much about the individual park story as possible. Interpreters read dozens of books and printed materials on the theme of the park to which they are assigned.

HANDS-ON OBJECTS

Mounted photographs, maps and the museum photomurals will provide excellent visual stimuli for your students.

VISUALS

The park ranger will provide multisensory exploration by encouraging your students to touch replica objects from the abandoned trunks.

VOCABULARY WORDS

bonnet - hat for females held in place by ribbons tied under the chin

capote - a long hooded overcoat made from a wool trade blanket

community - all the people who live in a particular district, city, etc.

continent - any of the main large land areas of the earth

explore - to travel in a region that is unknown or not well known in order to find out more about it

frontier - the part of a settled country that lies next to a region that is still a wilderness

history - what has happened in the life of a people, country, science, art, etc.; also, an account of this

housewife - slang for sewing kit

levee - bank built along a river to keep it from flooding; commercial and loading zone for riverboats

lye soap - for bathing and laundry, made from animal fat and wood ash

museum - a building or room for keeping and showing objects that are important in history, art, or science, such as paintings, tools, stuffed animals, machines, etc.

parasol - a light umbrella carried to shade oneself from the sun

pelt - the skin of an animal with fur, especially when ready for tanning

(continued in the Appendix, page 21.)

EXPLORATION AND ENRICHMENT

While you were in the Museum you saw many different exhibits which helped tell the story of the nineteenth century pioneers. Have students create an exhibit in your classroom on a topic of interest to them, or put together an exhibit which says something about the class. Remember to include objects, photos, and text.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

At Jefferson National Expansion Memorial, interpreters present public and education programs on a variety of history themes in our museum. They rove the museum, answering visitors' questions and protecting the historical resources. They also prepared this Teacher Activity Guide. At the top of the

Gateway Arch you will find an interpreter discussing the view with visitors. Interpreters are also certified in CPR in order to aid visitors with any medical needs. Behind the scenes they work on producing educational materials which are distributed to teachers, students, and the general public.



POST-VISIT ACTIVITY #1 (suggested)

CAREER REVIEW

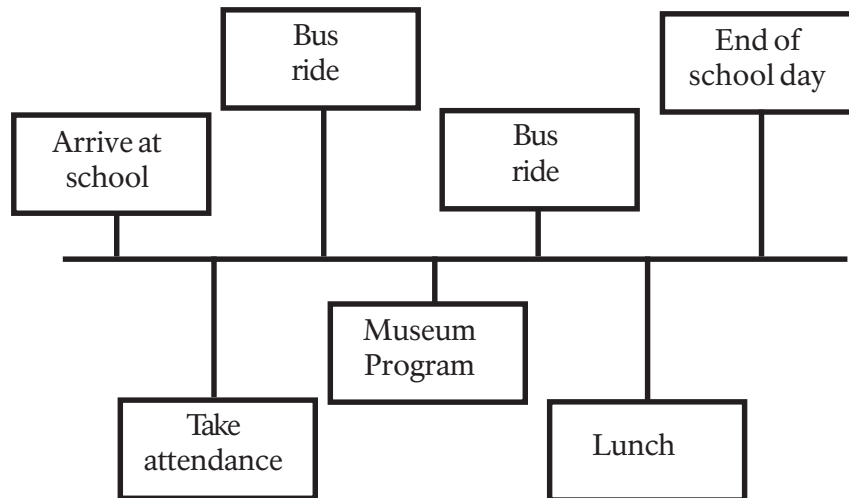
Historian—Just as national parks employ historians, so do state and local historical societies. Schedule a visit to one of these sites and meet with the historian to learn about the work they do in your local area.

TRAVELING THROUGH THE PAST

The lives of students (and teachers) revolve around the activities and routines of the school day. One way students can understand the passage of time is to look at the events in the span of one day or one special event.

INVESTIGATIVE LEARNING ACTIVITY

A field trip day is different because the daily order is adjusted to accommodate a visit to a special place. Ask the students to remember their trip to the Arch and Museum of Westward Expansion and then create a timeline of this day.



TIMELINE AND COOPERATIVE LEARNING ACTIVITY

The families who traveled on the Oregon Trail in the 1850s took a trip that they remembered all of their lives. Traveling from St. Louis to Oregon Territory with a covered wagon usually took half a year. Several seasons had passed by the time the journey was completed.

EXTENSIONS ACROSS THE CURRICULUM— LANGUAGE ARTS

As the pioneers traveled west, they saw many things they had never seen before. When we travel today, we are also drawn to sights unfamiliar to us. Discuss with students trips they have taken and things they have seen. Have them write a descriptive paragraph about the most unusual place they have seen.

MATH

When pioneers traveled, a good pace for them was 2 miles per hour. Have parents help students calculate the number of miles it is from your school to the Gateway Arch. Knowing that distance, how many hours/days would it have taken the pioneers to travel that far?

We know a great deal about the events along the way because men, women, and children recorded their thoughts and activities in journals. Like the original writings, the fictional journal entries which follow convey the excitement felt by travelers who went west as children. Divide your class into groups of four and ask each group to work together to match these four paragraphs to the seasonal timeline, found on page 22 in the Appendix. They may look for clues by identifying geographical features, trail conditions, and weather patterns. Each member of the group may then choose a season to illustrate in the space provided at the top of the timeline, either with their own drawings or magazine clippings.

<p><i>The wagons need to be as light as possible now that we are crossing the mountains. We have left behind empty buckets, a stove, an iron kettle and other things too heavy to carry. The air is cool. It is still raining, which makes for a muddy road.</i></p>	<p><i>We crossed the Mississippi River and came to St. Louis. The river is muddy, muddy. The heavy snows of last season have melted and caused the river to rise. This is my first trip upon water and I am enjoying everything. The birds wake me up in the morning with their singing.</i></p>
<p><i>It is good to live among trees again—they seem like old friends. The days are much colder now and the sun sets early on our new home in the west. I have much work to do and keep very busy taking care of our animals. I will never forget our journey.</i></p>	<p><i>The trail is fine through this rolling land. All day long I see beautiful flowers waving in the grasses. I picked a bouquet for Mother. The wind is hot and blows night and day.</i></p>

(copy/cut)

EXPLORATION AND ENRICHMENT

The Oregon National Historic Trail Office offers information on the official trail route and the 125 historic sites listed along the way. Many of the sites and segments are on public lands and are open to visitors. For more information, you may contact the Oregon-California Trails Association. The address can be found on page 21 in the Appendix. Imagine your school is a historic site. Have students plan the visitor center. Remember to include park rangers, interpreters, historians, and mechanics as employees for your site.

SCIENCE

Pioneers on the trail had no refrigerators or freezers to preserve their food. They dried fruits and meats in the sun and ate them months later. Discuss some dried foods which are eaten today. Try drying your own or find dried foods in the grocery store and have them for an afternoon snack in class.

ART AND MUSIC

Music and singing were very important aspects of pioneer life. One popular instrument was the “mountain” dulcimer. It was easy to transport and could be played while laying in your lap. Locate a tape or CD of dulcimer music and play it for your class. It has a very interesting sound.



POST-VISIT ACTIVITY #2 (suggested)

CAREER REVIEW

Horse patrol ranger—

Many state, county, municipal, and local law enforcement agencies use horse patrols. In addition, search and rescue units often utilize horses as a means of traveling over rough terrain. Invite someone from your local law enforcement agency to visit the class and speak about how they use horses or other animals in their jobs.

TOWNS OF YESTERDAY AND TODAY

As you learned in POST-VISIT ACTIVITY #1 some of the early pioneers traveled for as many as six months before they arrived at the place where they were to build their new home. It was a long and challenging trip, but hundreds of thousands of people chose to make it. It wasn't long before enough people settled in these new areas for towns to form. Many of the cities we live in and visit today started as frontier towns. Let's find out how these towns began.

COOPERATIVE LEARNING/CONFLICT RESOLUTION

Divide your class into groups of eight students and give each group a copy of the map, found in the Appendix on page 23. Each card on the opposite page represents a business or service typical of a frontier town. It was necessary for the people who owned these businesses and services to meet their needs by establishing themselves near the resources (i.e. customers, water power, access to transportation) required to make their business successful. Therefore it can be concluded that some thought went into planning a town.

Discuss with the class the jobs listed on the opposite page and what they provided to the people of the area. Copy and cut the cards on the opposite page, one for each group, and have each student in each group choose a card. While creating the map, have each student present their case as to where they would like to place themselves in the town based on the information on the card. In some instances some compromise will be necessary.

After each group has completed the activity, use the "Numbered-Heads Approach" and have each group present their map. Have them use the coordinates to describe the location of their business. Before their presentation, they may want to choose a name for their town. For younger students, do this exercise as a class.

EXTENSIONS ACROSS THE CURRICULUM—

LANGUAGE ARTS

Read Ann Turner's Dakota Dugout to your class and discuss. This book tells the story of how homesteaders used what was available to them to build a new life for their family.

MATH

A family needed one acre of sod to build a home and two acres of sod to build a barn. How many acres would 24 families need to build a home and barn each?

<p style="text-align: center;">STOCKYARD</p> <p>The stockyard needs to be by the railroad and close to town so we can load the cattle.</p>	<p style="text-align: center;">SAWMILL</p> <p>I want the sawmill next to the river so we have water power for our machines. I also need to be close to the railroad to ship lumber.</p>
<p style="text-align: center;">HOTEL</p> <p>I want to be on Main Street next to the railroad stop so we won't have to walk far. But I want to be far away from the stockyard because of the smell.</p>	<p style="text-align: center;">SCHOOL</p> <p>The school needs to be in town and far away from the stockyard. The students should not have to smell the animals all day.</p>
<p style="text-align: center;">BUTCHER</p> <p>I want to be on Main Street so my shop is easy to find. I also need to be close to the stockyard to get my meat.</p>	<p style="text-align: center;">GRISTMILL</p> <p>I need to be near the river so we have water power to run our machines. I also need to be near the railroad to ship flour.</p>
<p style="text-align: center;">RESTAURANT</p> <p>I want to be on Main Street, close to the railroad station. That way the people will not have to walk far for a meal.</p>	<p style="text-align: center;">GENERAL STORE</p> <p>The store needs to be on Main Street, close to the railroad to pick up everything that I sell.</p>

(copy/cut)

EXPLORATION AND ENRICHMENT

For thousands of years, people have worked the land. In 1862, our nation passed a law which gave its people land if they simply improved it.

Homestead National Monument of America in Nebraska, is a memorial to those who dreamed of a bit of land for themselves and earned it. Encourage students to contact this park for more information. The address can be found in the Appendix on page 24. The Gateway Arch is also a monument, a memorial to all of the people who went west. Have students compare and contrast the two sites and have students design a monument representing your school or community.

SCIENCE

The majority of citizens of small frontier towns were farmers who grew crops to sell and to eat. Have students grow an edible plant in the classroom. Make a list of all the things this plant will need to mature. Have students discuss what purpose each of these things serves in order for the plant to grow.

ART AND MUSIC

Build a three-dimensional map of your town. Use small boxes and paper towel tubes for buildings. Try using string, tape, and craft sticks for boundaries.



POST-VISIT ACTIVITY #3 (suggested)

CAREER REVIEW

Mechanic—Virtually all businesses employ a mechanic to keep the machines of that business at the peak of efficiency. If you look through the Yellow Pages®, mechanics are available to fix anything from cars to computers, bicycles to VCRs. Invite your school's or school district's mechanic to your class and let them tell you about their job. Better yet, visit their workshop and see the tools they use in action.

WHAT DO WE NEED TO TAKE TO OUR PLANET?

Space is the final frontier. Space exploration has become a priority of countries all over the world. Can space provide us with the resources that have become so limited on earth? If so, how can we accomplish it? The young people of today will be the ones to answer those questions.

COOPERATIVE LEARNING ACTIVITY

Your class has been chosen to colonize Planet Zeeno. Divide the class into four to six groups. Assign to each of the groups the task of obtaining the food, clothing, transportation, materials, and skilled people needed to build a successful community on this distant planet. Keep in mind this is not a visit, but colonization. Remind students they can bring ready-made items, but also the necessary materials to provide them with lasting resources. After each group has completed the chart found on the following page, have them present it to the rest of the class using the "Numbered-Heads Approach."

CRITICAL THINKING ACTIVITY

To close the exercise you may want to use the following questions to stimulate a class discussion:

- What items appear on every group's list?
- In your opinion, what was the most interesting item suggested by any of the groups?
- What resource(s) do you think Planet Earth will run out of first?
- Do you think it is possible to live on another planet?
- Would you be willing to help colonize another planet? Why or why not?

EXTENSIONS ACROSS THE CURRICULUM— LANGUAGE ARTS

Read Paul Goble's *The Gift of the Sacred Dog* to your class and discuss. Beautifully illustrated, this book tells the story of the American Indians' first encounter with the horse, after it was brought to this side of the world by the early Spanish explorers and settlers.

MATH

The average horse's height is 15 "hands" from hoof to wither (shoulder). A hand is about 4 inches. Ask students to measure their pets using hands. With the help of a partner, measure each other using hands. Compare the three heights – human, horses, and house pets.

Colonizing Planet Zeeno	
Food	
Clothing	
Transportation	
Skilled People	

(copy/cut)

EXPLORATION AND ENRICHMENT

Horses were an important part of the exploration of North America. They gave speed and mobility to all those who used them. To learn more about how horses aided the Spanish in their exploration of the western hemisphere, contact the following national parks. Their addresses can be found in the Appendix on page 24.

- DeSoto National Memorial, FL
- Castillo de San Marcos National Monument, FL
- Coronado National Memorial, AZ
- San Antonio Missions National Historical Park, TX

SCIENCE

Veterinarians are doctors that treat animals when they are sick or injured. Since animals cannot tell the doctor how they are feeling, how do you think they know how to treat the animal? You may even invite a veterinarian to your class.

ART AND MUSIC

Imagine that you have arrived on Planet Zeeno and that you have encountered an animal that you have never seen before. Using your imagination, draw a picture of that animal and give it an interesting name. Have the class share their creations.



APPENDIX

PRE-VISIT ACTIVITY #1

Exploration and Enrichment

For more information on these parks, contact:

Chimney Rock National Historic Site
c/o Scotts Bluff National Monument
P.O. Box 27
Gering, NE 69341
(308) 436-4340

Fort Laramie National Historic Site
HC 72, Box 389
Fort Laramie, WY 82212
(307) 837-2221

Scotts Bluff National Monument
P.O. Box 27
Gering, NE 69341
(308) 436-4340

Whitman Mission National Historic Site
Route 2, Box 247
Walla Walla, WA 99362
(509) 522-6360

PRE-VISIT ACTIVITY #2

Exploration and Enrichment

For more information on these parks, contact:

Point Reyes National Seashore
Point Reyes, CA 94956
(415) 663-1092

Saguaro National Park
3693 South Old Spanish Trail
Tucson, AZ 85730-5699
(520) 733-5133

Yellowstone National Park
P.O. Box 168
Yellowstone National Park, WY 82190
(303) 344-7381



APPENDIX

MUSEUM EXPERIENCE Vocabulary, continued

pioneer - a person who goes before, opening up the way for others to follow, as an early settler or a scientist

slate - a small, lap-sized blackboard used by students of long ago to write on with chalk; used instead of paper

trap - any device for catching animals

trunk - a large, strong box for storing things or for holding clothes, etc. while traveling

POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on call or write:

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



APPENDIX

POST-VISIT ACTIVITY #1 TIMELINE

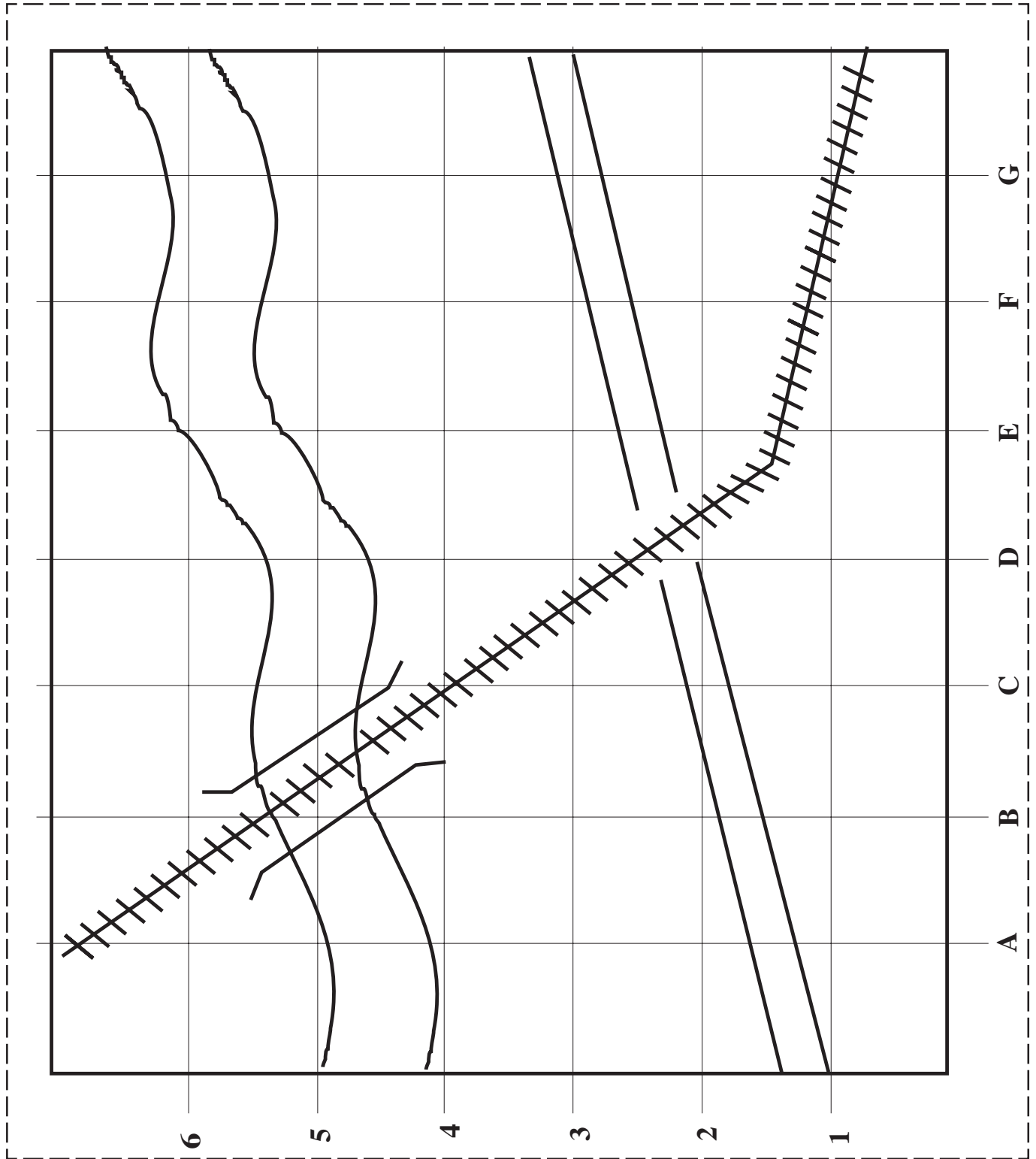
Mississippi River	May/April	Place quote here
Prairie	August/July/June	Place quote here
Rocky Mountains	October/September	Place quote here
Oregon Territory	December/November	Place quote here

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APPENDIX

POST-VISIT ACTIVITY #2 COOPERATIVE LEARNING/CONFLICT RESOLUTION



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APPENDIX

POST-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on this park, contact:

Homestead National Monument of America
Route 3, Box 47
Beatrice, NE 68310
(402) 223-3514

POST-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on these parks, contact:

Castillo de San Marcos National Monument
1 Castillo Drive
St. Augustine, FL 32084
(904) 829-6506

DeSoto National Memorial
P.O. Box 15390
Bradenton, FL 34280-5390
(941) 792-0458

Coronado National Memorial
4101 East Montezuma Canyon Road
Hereford, AZ 85615
(520) 366-5515

San Antonio Missions National Historical Park
2202 Roosevelt Avenue
San Antonio, TX 78210
(210) 534-8833



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

For Students:

Goble, Paul. Gift of the Sacred Dog. New York: Macmillan Publishing, 1980.

Porter, Connie. Addy Learns a Lesson: A School Story. Middleton: Pleasant Company, 1993.

Stein, Conrad. Oregon Trail. Cornerstones of Freedom Series. Chicago: Childrens Press, no date.

Turner, Ann. Dakota Dugout. New York: Macmillan Publishing, 1985.

Wilder, Laura Ingalls. Little Town on the Prairie. New York: Harper Collins, 1971.

For Teachers:

Carter, John. Solomon D. Butcher: Photographing the American Dream. Lincoln: University of Nebraska, 1985.

Cobblestone: The History Magazine for Young People. Peterborough: Cobblestone Publishing

Mountain Men, December 1991

Old Time Schools, November 1986

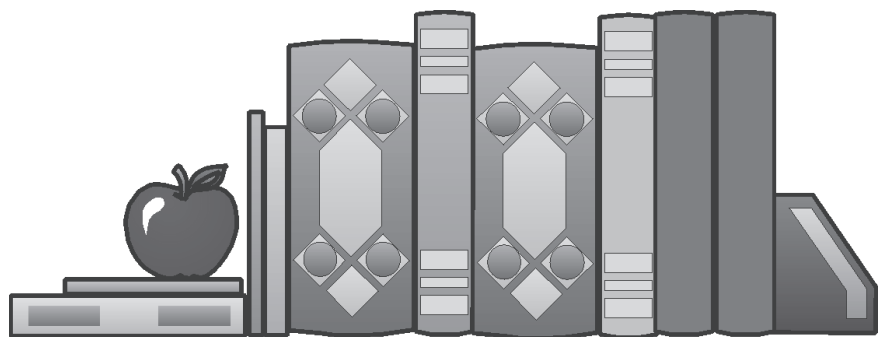
Famous Dates, January 1995.

Holmes, Kenneth, L, ed. Covered Wagon Women: Diaries and Letters from the Western Trails, 1840-1890. Glenda L. E.: A.H. Clark Co, 1983.

Reader's Digest. Story of the Great American West. Pleasantville, New York: Reader's Digest Association, 1977.

Sanford, Mollie Dorsey. Mollie: The Journal of Mollie Dorsey Sanford in Nebraska and Colorado Territories, 1857-1866. Lincoln: University of Nebraska, 1976.

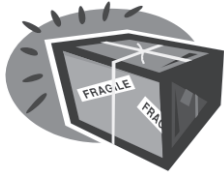
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Traveling Trunks



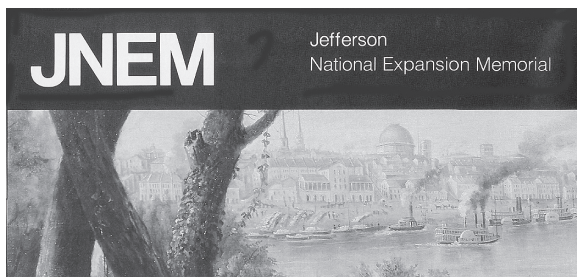
Steamboats a' Comin'
 Frontier Classroom
 Mountain Men
 Overlanders
 Lewis and Clark
 Gold Miners
 Plains Indians
 Cowboys
 African Americans of the West
 City of Immigrants
 Heritage of the Southwest:
 A Blending of Cultures
 Jefferson National Expansion Memorial
 11 North Fourth Street
 St. Louis, MO 63102-1810
 (314) 655-1635

Museum Gazettes



“The Mountainmen of the American West”
 “Father, Mother, Brothers, Sisters, Home—The Sodhouse”
 “Breaking the Great American Desert”
 “Whereby We Thrive: Harvesting Tools of the Farmer”
 “One-Teacher Schools on the Western Frontier”
 “Oh Oregon, You Must Be A Lovely Country: Women’s Diaries of the Overland Trails”
 “Outfitting for the Oregon Trail”
 “How Grand Was The Scene: Landmarks Along the Oregon Trail”
 “Decades of Westward Expansion: The 1850s”

NPS Brochure



“Jefferson National Expansion Memorial”
 Jefferson National Expansion Memorial
 11 North Fourth Street
 St. Louis, MO 63102-1810
 (314) 655-1635

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