

National Park Service  
U.S. Department of the Interior

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



# Pioneers on the Trail

## *Teacher Activity Guide*

### Grades 1-3



This page intentionally left blank.



# TABLE OF CONTENTS

---

<b>Program Description</b> .....	<b>5</b>
<b>Curriculum Objectives</b> .....	<b>5</b>
Pre-Visit Activity #1: <b>Moving From Here To There</b> ( <i>suggested</i> ) .....	<b>6</b>
Pre-Visit Activity #2: <b>Everyone Has A Heritage</b> ( <b>REQUIRED</b> ) .....	<b>8</b>
Pre-Visit Activity #3: <b>The Frontier</b> ( <i>suggested</i> ) .....	<b>10</b>
Museum Experience: <b>Preparing For An Overland Journey</b> .....	<b>12</b>
Post-Visit Activity #1: <b>Don't Be Late!</b> ( <i>suggested</i> ) .....	<b>14</b>
Post-Visit Activity #2: <b>Preserving Our Heritage</b> ( <i>suggested</i> ) .....	<b>16</b>
Post-Visit Activity #3: <b>New Frontiers</b> ( <i>suggested</i> ) .....	<b>18</b>
<b>Careers</b> .....	<b>20</b>
<b>Character Education</b> .....	<b>24</b>
<b>Multiple Intelligences</b> .....	<b>25</b>
<b>Appendix</b> .....	<b>26</b>
<b>Reading List</b> .....	<b>34</b>
<b>Additional Resources</b> .....	<b>35</b>





# PIONEERS ON THE TRAIL

---

## PROGRAM DESCRIPTION

This forty-five minute museum program focuses on the routines and lifestyles of pioneers who moved west during the nineteenth century. Primarily following the Oregon Trail, over 300,000 men, women, and children emigrated to the West during the 1840s, 1850s, and 1860s. These overlanders traveled in groups, using covered wagons to carry cargo and supplies needed for the 2,000 mile journey to a new land.

Upon arrival at Jefferson National Expansion Memorial, the park ranger assigned to your program will provide an introduction to the museum, using varied exhibits within the Museum of Westward Expansion. Students should be prepared to divide into the “pioneer family” groups as described in PRE-VISIT ACTIVITY #2.

Through an interactive exercise, the students will make cooperative decisions and prepare for a pretend overland journey to Oregon. Following this exercise, the park ranger will utilize museum exhibits and hands-on items to present an overview of a journey on the Oregon Trail. Teachers and students are then encouraged to use POST-VISIT ACTIVITIES suggested in this activity 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.

- ◆ Locate types of natural features and human-made characteristics on maps and globes. (ILS 17.A; MAP 1.5; NCSS IIIe)
- ◆ Compare features of everyday life with those in the past. (ILS 16.A; MAP 1.9; NCSS IIb; NSH 1A)
- ◆ Communicate effectively and work with others. (ILS 4; MAP 2.3, 4.6; NCSS IVh)
- ◆ Explore career opportunities at national parks. (ILS 18.B; MAP 4.8; NCSS Vg)
- ◆ Understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States, Missouri, and Illinois. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)
- ◆ Apply skills and knowledge gained in the social sciences to decision making in life situations. (ILS 16.A; MAP 1.10; NCSS IIc)

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)



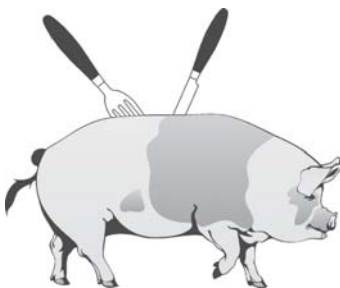
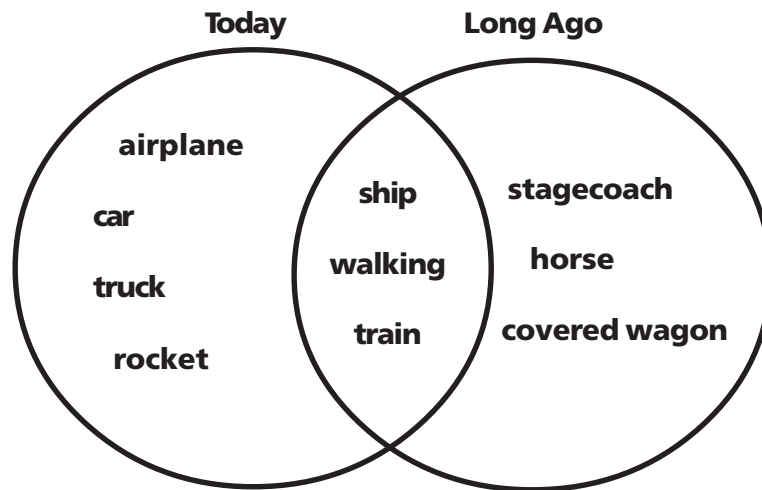
**Did you know...**  
Historians estimate roughly 300,000 people traveled the Oregon Trail between 1840 and 1860?

### MOVING FROM HERE TO THERE

Throughout time, people have moved for a variety of reasons. The United States was settled by people who moved from their original homelands in search of better lives and opportunities. During the nineteenth century, tens of thousands of pioneers traveled from their homes in the East and moved West. This flurry of movement eventually led to the settlement of the continental United States.

### VENN DIAGRAM

To begin, explore with students the differences and similarities between today and long ago. Using a Venn diagram, compare past and present ways of moving from one place to another.



### INVESTIGATIVE LEARNING ACTIVITY

Have your students interview a grandparent or other adult relative to find out where their family ancestors may have lived. Using the interview question form on the following page, have the students ask the adult being interviewed to help them fill out the answers.

### ART AND MUSIC

“They say that out in Oregon the pigs are running around under great acorn trees, round and fat, and already cooked, with knives and forks sticking in them so that you can cut off a slice whenever you are hungry.” Exaggerations like these were told by businessmen, entrepreneurs and even government officials eager for the settlement of the West. These tall tales played right into the hopes and dreams of hundreds of thousands of Americans wanting to better their condition. Reread the quote above to your students and have them create an illustration based on their images.

## FAMILY HISTORY INTERVIEW QUESTIONS

Name of person being interviewed: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

- ◆ When did our family move to our present place of residence?
- ◆ How long have you lived in the same city or town? The same state?
- ◆ Where were you born?
- ◆ Where were your parents born?
- ◆ Did you ever move as a child? If so, how did you feel about moving?
- ◆ Where were your grandparents/great-grandparents born?
- ◆ Do you know when any of your ancestors may have first settled in America?

(copy/cut)

## EXPLORATION AND ENRICHMENT

As a mobile society, transportation has played an important role in our nation's history. One of the most loved forms of transportation is the railroad. The railroad is such an important part of our culture that two national parks have been established to tell its story.

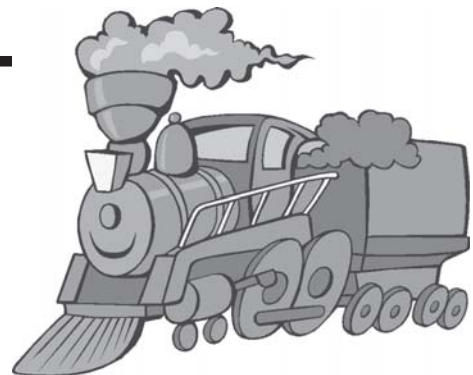
- ◆ Golden Spike National Historical Site, Utah
- ◆ Steamtown National Historic Site, Pennsylvania

For contact information, see page 26 in the Appendix.

## SCIENCE



Genealogy is the study of one's family history or one's ancestors. Ancestors are all the family members, beginning with our parents, born before us. We can learn a lot about ourselves by studying our past. Encourage students to explore their family's history and find connections between their ancestors' traits and traditions and their own.



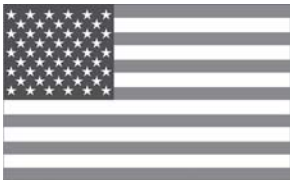


## PRE-VISIT ACTIVITY #2 (REQUIRED)



### Did you know...

In the early 1840s, no one knew if the Oregon Territory was going to be part of America or part of Britain? The fur trade had brought people of both countries to live in the territory. Oregon became part of the United States in 1859.



### EVERYONE HAS A HERITAGE

America is made up of people with varied ethnic heritages. The pioneers who moved west along the frontier trails represented many backgrounds. Each pioneer emigrant left behind a familiar home and ventured to a land far away.

### ROLEPLAY AND CRITICAL THINKING ACTIVITY

During the museum program, your students will prepare for an imaginary overland journey to Oregon in the year 1852. In preparation for this program, divide the class into five groups. Each group will represent one of the following pioneer families from a variety of backgrounds:

- \*Johnson family from Indiana
- \*Lind family from Ohio
- \*Tyler family from South Carolina
- \*James family from St. Louis, Missouri
- \*Weber family from Germany

Using a United States and world map, locate each state, city and country as listed above. (For map reference, see Appendix, pages 27 & 28.) Use the following questions to stimulate a class discussion:

- ◆ What are some of the differences and similarities of the various regions?
- ◆ Many people traveled through St. Louis before heading farther west. Compare distances from St. Louis. Which location is closest to St. Louis? Which is the farthest from St. Louis?
- ◆ Would the pioneer families coming from these different places have individual customs or traditions? What traditions and lifestyles may be different? What traditions may be the same?
- ◆ Compare family traditions among the students in your class.

### MUSIC



It is often said music brings the world together. So it was on the Oregon Trail. Music around the campfire was one way the pioneers relaxed at the end of the day. Many of the songs enjoyed by the nineteenth century pioneers are still sung today. Locate the music and words to the following songs and enjoy them with your students: *Oh Susannah*, *Red River Valley*, *Sweet Betsy From Pike*. Listen to the words which describe the pioneer experience.



## COOPERATIVE LEARNING ACTIVITY

Like your class, the pioneers who moved west in the nineteenth century represented various cultures and backgrounds. Using the chart below, have your students work cooperatively in their pioneer family groups to investigate their imaginary homelands.



1. In what part of the country/world is your home found?  
\_\_\_\_\_
2. What is the climate like in this region?  
\_\_\_\_\_
3. What is the most interesting thing you learned about this region?  
\_\_\_\_\_
4. How would you travel from your home to the beginning of the Oregon Trail?  
\_\_\_\_\_
5. What one item would you take on your overland journey to Oregon in 1852 to remember your "homeland?"  
\_\_\_\_\_
6. Design a group nametag which represents your pioneer family and where you came from. After you have decided on a design, make enough tags for each member of the group. You will need to wear them to your museum program.

(copy/cut)

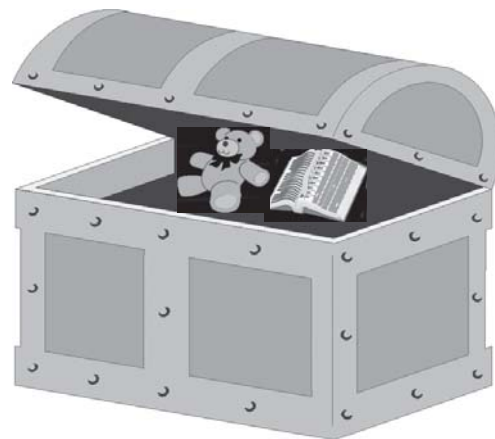
## EXPLORATION AND ENRICHMENT

People from all over the world were drawn to the West. For many, their first stop was Ellis Island, the processing center at New York's Port of Entry. The Statue of Liberty National Monument and Ellis Island celebrate immigration to America. Discuss with your students some of the reasons why people emigrate. For contact information, see page 26 in the Appendix.

## LANGUAGE ARTS



As the pioneers packed for their trip west, they were extremely limited in what they could bring. Available room in the wagon was for necessary provisions like food. They carried a few personal items, but most things were left behind. Have students pretend they are moving to a new home and allowed to take only three items. What items would they decide to take and why?



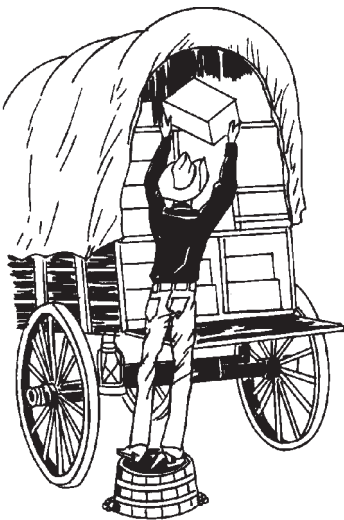


## PRE-VISIT ACTIVITY #3 (suggested)



### Did you know...

Pioneer families needed an estimated \$600 worth of supplies to begin the journey? Most families came up with the money by selling their farms.



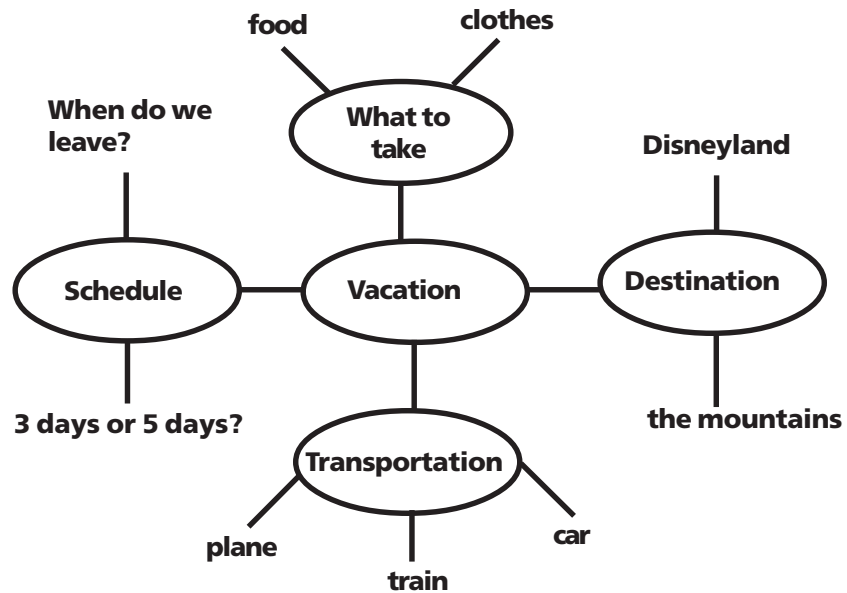
### THE FRONTIER

The pioneer families, who went overland, came from many different places and crossed the frontier for a variety of reasons. Many went to Oregon to claim new farmland or to start a new life. Other emigrants known as the forty-niners went west to California during the 1849 Gold Rush.

The Oregon Trail was the most common route for pioneers going west. Many pioneers started their overland journey at Independence, Missouri and traveled to Oregon City. The trip covered about 2000 miles and lasted five to six months.

### CLUSTER DIAGRAM

Planning for an overland trip on the Oregon Trail was very important. A comparison can be made with planning for a vacation today. On the chalkboard, use a cluster diagram to explore this idea with your students.



### SCIENCE



The overlanders had no refrigerators or freezers to preserve their food. It was necessary for them to pack food that would not spoil, such as beans, dried meats and fruits. Discuss with students some of the dried foods common to our diet now and bring some samples to class.

### MATH



If a wagon train traveled 15 miles per day, how many miles did they travel in a week? How many miles did they travel in a month? What could have affected their speed?

## FOLLOW THE RIVER

Planning for a trip involves knowing the best way to get there. The nineteenth century pioneers did not have roads or highways to travel or maps to follow. Early trails were established by American Indians and explorers along rivers. The Oregon Trail and other frontier trails generally followed or paralleled these early routes.

## COOPERATIVE LEARNING/MAPPING ACTIVITY

Organize your class into their pioneer family groups. Copy and cut the Oregon Trail map found on page 29 in the Appendix. Give each group a copy of the map. Using the map, have each group discuss and record the answers to the instructions below. Use the groups' findings to stimulate a class discussion.

- ◆ Identify at least two rivers along the Oregon Trail.
- ◆ List the present day states which the Oregon Trail passed through.
- ◆ How does the geography of the land change going west on the Oregon Trail?
- ◆ Think about all the obstacles the trail presented, such as rivers, mountains, etc. In your opinion what was the most dangerous or most difficult to overcome and why?



## EXPLORATION AND ENRICHMENT

Much of the pioneers' time was spent crossing the Great Plains. For many, this wide open rolling landscape was a new experience. To learn more about the early environment and culture of this region, you may contact:

- ◆ Tallgrass Prairie National Preserve, Kansas
- ◆ Knife River Indian Villages National Historic Site, North Dakota

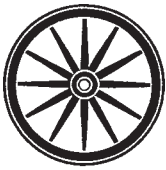
For contact information, see page 30 in the Appendix.



## LANGUAGE ARTS



Guidebooks became a valuable source of information for the westward bound pioneers. Written by the earliest trailblazers, guidebooks provided information on everything from choosing a wagon and purchasing provisions, to trail directions, crossing rivers, and managing accidents and sickness. Have students write a guidebook to be used by someone traveling from their house to school. Each guidebook should include directions, potential hazards, and points of interest along the way.

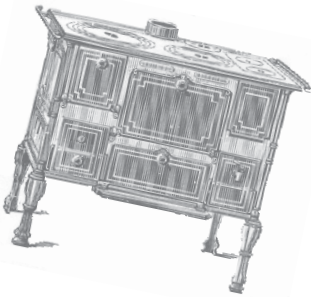


# THE MUSEUM EXPERIENCE



## Did you know...

When the wagons became too heavy for the tired animals or the terrain became too difficult to cross, it was not uncommon for the pioneers to simply discard unnecessary belongings? Luxury items such as stoves, books, clothes, and dishes were typical items to find scattered along the trail.



## MATH

Pioneer families only bought goods they needed to survive the long, hard trip. Food was one of the important provisions pioneers needed to purchase. Both the weight and cost of the food needed to be considered. The following page has a list of common food items used by pioneers along with their 1849 prices. Encourage students to investigate these items at the grocery store or using store advertisements, compare and contrast the nineteenth century prices to current prices for the same items. How much more do they cost today?

## PREPARING FOR AN OVERLAND JOURNEY

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 park ranger will discuss and demonstrate, through roleplay and a cooperative group activity, the importance of advance planning and preparation for the overland pioneers. Your students should be prepared to organize into their pioneer groups as formed in PRE-VISIT ACTIVITY #2 and should be wearing their pioneer nametags.

### COOPERATIVE LEARNING ACTIVITY

In this activity, students will divide into their groups representing pioneer families planning to travel overland to Oregon. The groups will prepare to leave Independence, Missouri. Each will receive a category card. Based on their category, the members of the group must decide what provisions they will need for a trip to Oregon.

### INTERPRETIVE PROGRAM

Using the museum exhibits, photographs, and living history objects, the park ranger will present an interpretive program focusing on the preparation, tasks and routines of overland emigrants during the nineteenth century.



## VISUALS

Mounted photographs, maps, and other museum living history objects will provide excellent visual stimuli for your students.

## HANDS-ON OBJECTS

The park ranger will provide a variety of multisensory objects similar to those used by people on the Oregon Trail for your students to experience.

## VOCABULARY WORDS

*emigrant* - a person who leaves one region to settle in another.

*environment* - the conditions that surround a person, animal or plant and affect its growth, actions, and character

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

*Independence, Missouri* - Located near Kansas City, Missouri, this city is considered the beginning of the Oregon Trail.

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

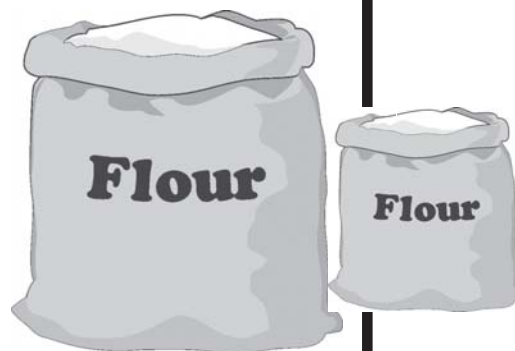
*prairie* - another word for the plains; a flat, level, and grassy country with few hills, trees or mountains

*provisions* - supplies or materials needed.

*settler* - a person who makes a permanent home in a place

## EXPLORATION AND ENRICHMENT

The Oregon National Historic Trail is administered and maintained by the National Park Service in partnership with other federal, state and local offices. Private land owners (whose property crosses the trail) also help maintain this historic trail. For contact information concerning the Oregon National Historic Trail, see Appendix, page 30.



### 1849 Prices, St. Louis, Missouri

<u>Item</u>	<u>Price</u>	<u>Item</u>	<u>Prices</u>
Coffee	0.08 per lb.	Dried Fruit	0.06 per lb.
Tea	0.55 per lb.	Salt	0.06 per lb.
Bacon	0.05 per lb.	Soap	0.11 per lb.
Flour	0.02 per lb.	Candles	0.11 per lb.
Rice	0.05 per lb.	Lard	0.05 per lb.





## POST -VISIT ACTIVITY #1 (suggested)



### Did you know...

Independence Rock, Wyoming, got its name during the Oregon Trail period? If the settlers reached this landmark before July 4th, it was a good indication they would make it over the mountains before heavy snows came. It was such a welcome sight, pioneers even signed their names and left messages, many of which can still be seen today.

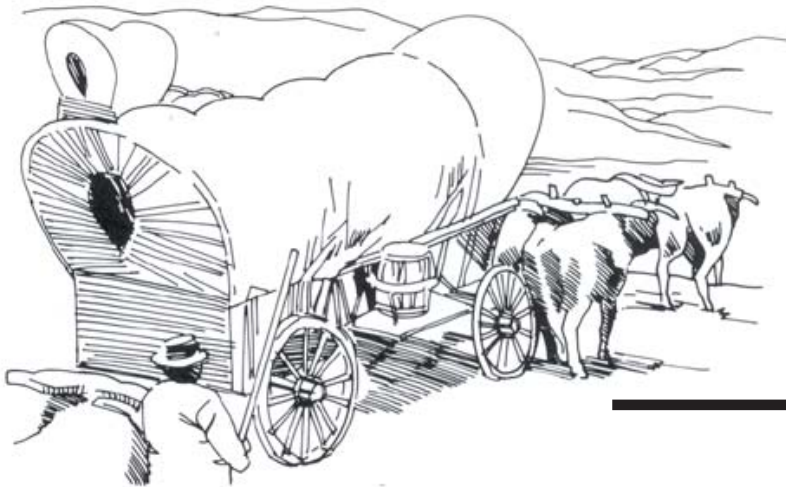
### DON'T BE LATE

During your visit to the Museum of Westward Expansion, the students prepared for an overland journey to Oregon. Careful planning and appropriate cargo helped the pioneer families enjoy a smoother overland trip. Proper timing of the journey was also important. It was necessary for a wagon train to leave late enough in the spring for green grasses to feed the animals along the way, but arrive early enough in Oregon before winter snows made the mountains impassable.

### COOPERATIVE LEARNING/CONFLICT RESOLUTION ACTIVITY

The pioneers who moved west in covered wagons learned from other pioneers and from guidebooks that timing was important. The last thing a wagon train wanted was to be caught in the Rocky Mountains during an early winter storm. The standard date for departure from any of the jumping off places was April 15 with a September 1 anticipated arrival date in Oregon. An ideal crossing was 120 days, April 15 to August 15, traveling an average of 15 miles per day.

Divide your class into groups. Copy and cut the situation cards on the following page, giving each group a set of cards. Cooperatively, have each group discuss the problems of the situation presented to them and decide how they would react to the situation if they were a pioneer heading west. Give each group an opportunity to present their information and record and compare the various responses.

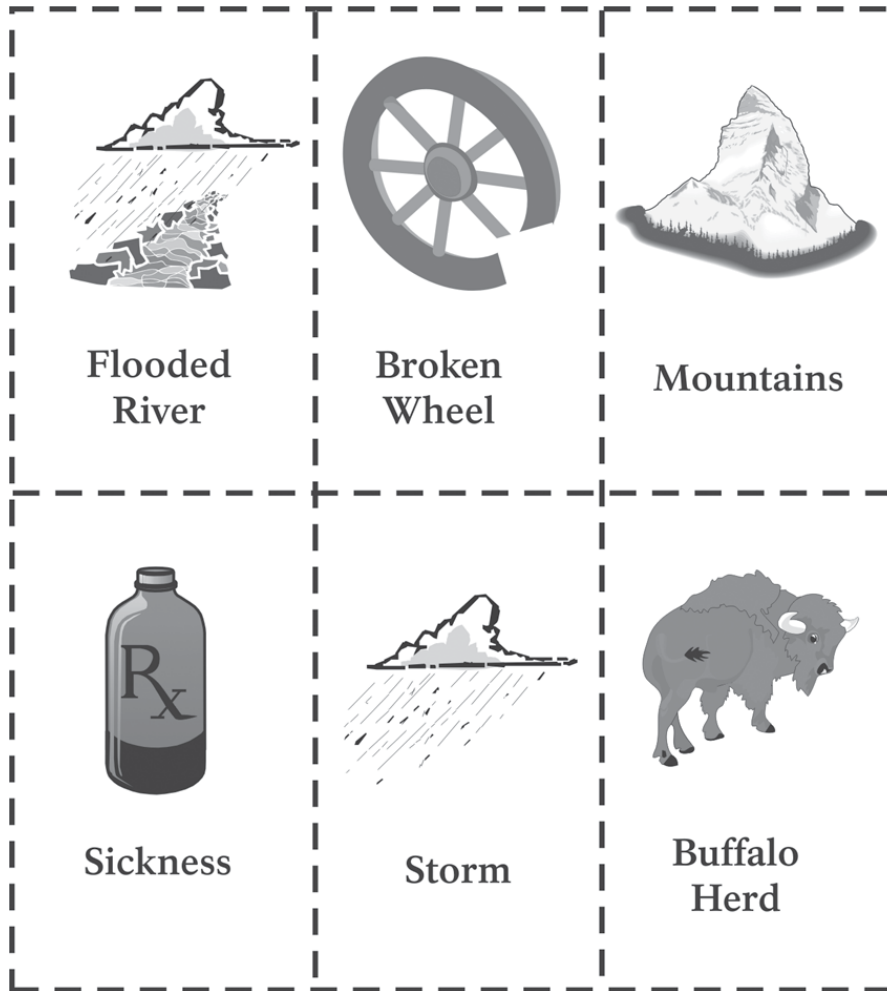


### MATH



As mentioned above, a standard date of departure was April 15 with an expected arrival date of September 1. Have students calculate how many actual days of travel that included. The Oregon Trail is approximately 2,100 miles long. Have the older students calculate the average number of miles per day that the wagon trains traveled.

**SITUATION CARDS**



(copy/cut)

**EXPLORATION AND ENRICHMENT**

Listed below are some landmarks along the Oregon Trail. Today, some are maintained as national parks and some as state parks. Have the students locate them on the Oregon Trail map, used in PRE-VISIT ACTIVITY #3. Explore these sites on the Internet to learn more about their history and how they have been preserved.

- ◆ Chimney Rock
- ◆ Fort Bridger
- ◆ Fort Laramie
- ◆ Fort Vancouver

For contact information on these areas, see page 31 in the Appendix.



Fort Vancouver  
NPS Image

**SCIENCE**



Crossing the Rocky Mountains was one of the greatest challenges the pioneers faced. But at the same time, they were the most breathtaking sight most had ever seen. Another geographic feature of that region, which the pioneers may or may not have realized they crossed, was the Continental Divide. Have students learn about the Continental Divide and discuss the natural phenomenon which takes place there.



## POST-VISIT ACTIVITY #2 (suggested)

### Did you know...



Historians have uncovered more than 800 diaries, journals and personal accounts of people who traveled the Oregon Trail?

### PRESERVING OUR HERITAGE

Today, historians know about the groups of people who settled the West because of written records. Many pioneers who traveled west recorded their stories in journals. Childrens' diaries and letters to family "back in the states" help us to see this overland experience through their eyes.

### PHOTO ANALYSIS

William Henry Jackson, pioneer, photographer, and artist, dedicated his life to documenting the frontier. As a young man he spent several months on the Oregon Trail, working for a freight company hauling goods to western mining camps. As he traveled, he not only kept a diary but also made sketches of daily life. Much later in life he painted a series of watercolors based on his sketches and experiences. Break the class into smaller groups. Give each group a copy of Jackson's painting below. (A larger copy can be found on page 32 in the Appendix.) Use the questions to stimulate a discussion.



Image courtesy of Scott's Bluff National Monument

- ◆ What is happening in this painting?
- ◆ What time of day do you think this image represents?
- ◆ If you could place yourself in the image, where would you be and what would you be doing?
- ◆ What do you like most about this painting?

### ART AND MUSIC



William Henry Jackson captured the natural beauty of the west in his paintings and photography. Divide your class into small groups and assign each a state crossed by the Oregon Trail. Have students explore the geography of their state and create a series of images highlighting its beauty.





## COOPERATIVE LEARNING ACTIVITY

Because many of the pioneers felt compelled to write down their thoughts, feelings and describe daily routines, we can enjoy a better understanding of history. The entries below come from actual pioneer journals. Divide your class into three groups. Have each group read a different passage (for younger students you may want to read the passages with them) and decide together how the writer must have felt at the time. Have each group share their findings.

1. *"Never can I forget the morning when we bade farewell . . . We were surrounded by loved ones, and there stood all my little schoolmates, who had come to kiss me good-bye. My father with tears in his eyes tried to smile as one friend after another grasped his hands in last farewell. Mama was overcome with grief."*

Virginia Reed, age 13, April 1846

Pioneer Children on the Journey West, Emmy E. Werner\*

2. *"Early on the morning of June 14 I was awakened from a nervous sleep by the wailing of an infant. I asked mother whose baby was crying so. She said it was hers. I said not a word for some time, fearing I might have to welcome another brother. I already had nine brothers. I was so anxious to know I asked "is it a little brother?" Imagine my joy when she said it was a little sister."*

Martha Gay Masterson, age 13, 1851

Women's Voices from the Oregon Trail, Susan G. Butruille\*

3. *"We little folk sat in the wagons with our dolls, watching the huge white-covered "prairie schooners" . . . During a rest break, we children, who had been confined to the wagon so many hours each day, stretched our limbs, and scampered off on Mayday frolics. We waded the creek, made mud pies, and gathered posies in the narrow glade between the cottonwood, beech, and alder trees."*

As remembered and recorded by Eliza Donner

Pioneer Children on the Journey West, Emmy E. Werner\*

copy/cut

\* These books are included in the Reading List, page 34 in the Appendix.

## EXPLORATION AND ENRICHMENT

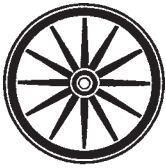
The Museum of Westward Expansion contains over 150 quotes from diaries, journals, letters and speeches. The people that designed the museum felt the actual words of nineteenth century pioneers were the most powerful way to tell their story. For contact information, see page 31 in the Appendix.

## LANGUAGE ARTS



Old diaries, journals, and letters reveal a lot about what life was like in the past. Often they are not the words of famous people but of people with common, everyday experiences. Have students begin a journaling project. Remind them that someday historians, teachers and students may use their words to learn about the past.





## POST-VISIT ACTIVITY #3 (suggested)



### Did you know...

For many of the later Oregon bound pioneers, the trail was not hard to find? Over the years the constant flow of traffic formed deep wagon ruts. Most signs of the trail have since been plowed over but Wyoming has preserved a 450 mile stretch of the trail as a historic monument.



NPS Photos

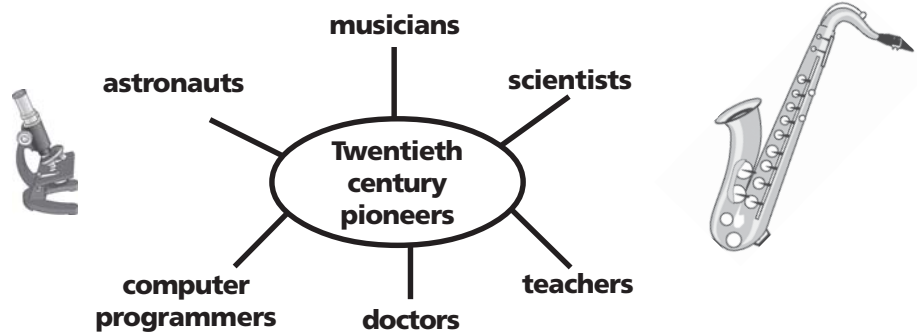


### NEW FRONTIERS

Are there pioneers today? Of course there are! Scientists and other researchers can be pioneers in their field of study. Scientists make new discoveries in biology, medicine, and technology. Like pioneers of the past, today's pioneers venture into unknown areas and must be prepared for the job ahead. In comparison, students can prepare for their own futures by staying in school in order to get a good education.

### WORD WEB

Using a word web, have the class brainstorm some twentieth century pioneers.



Stimulate a class discussion using the following questions:

- ◆ What qualities do these modern day pioneers have in common with each other? With the Oregon Trail pioneers?
- ◆ What in your opinion is the most admirable quality of a pioneer?
- ◆ Do you know someone who is a pioneer? What new thought or activity did they originate?
- ◆ Have you ever played the role of a pioneer?



### LANGUAGE ARTS



Have students fold a piece of paper in half. On one side have them list all the good things about traveling on the Oregon Trail. On the other side have them list the negative things about traveling on the Oregon Trail.

## WHAT IF...EXPLORATORY ACTIVITY

Divide your class into three groups. Copy and cut the “What if...” activity descriptions below and give each group a card. Working cooperatively, each group should decide the answers to the questions at the bottom of the page.

**WHAT IF . . .you are selected to travel in a spaceship to live in a colony on Planet Mars?**

**WHAT IF . . .you are selected to travel in a submarine to the bottom of the ocean where you will live in a colony?**

**WHAT IF . . . you are selected to travel in a time machine to live in the past? Your destination is the year is 1852.**

(copy/cut)

- ◆ How would we plan and prepare for this journey?
- ◆ What things should we take on our trip?
- ◆ What item(s) will we take to remember our home?

Have a representative from each group present their ideas. With younger students you may want to answer the questions as a class.

## ART AND MUSIC



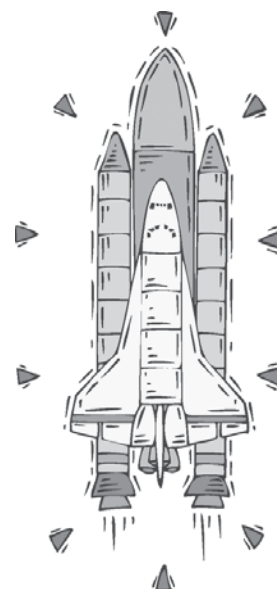
Besides keeping diaries or journals, another way to inform future generations about life in the twenty-first century is by creating a time capsule. Discuss with students what things should be included in your time capsule that are representative of their lifestyle. You may even want to suggest it become a school project.

## EXPLORATION AND ENRICHMENT

The National Park Service administers a large number of historical sites that pay tribute to past pioneers in a variety of fields. The following are just a few.

- ◆ Edison National Historic Site, New Jersey
- ◆ George Washington Carver National Monument, Missouri
- ◆ Wright Brothers National Memorial, North Carolina.

For contact information see the addresses on page 33 of the Appendix.



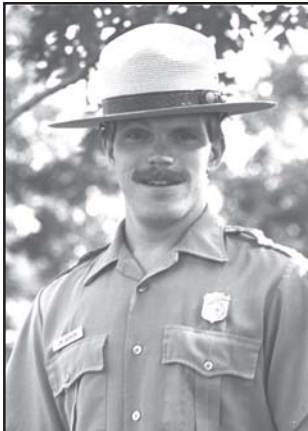


## CAREERS

**National park ranger** - a person who works in a place known for its natural beauty or historical importance which is set aside by the federal government for preservation of resources and to provide enjoyment for its citizens.

### ON THE TRAIL

Just like National Park visitors seek out park rangers to provide them with information, wagon trains often hired former fur trappers or adventurers to lead them across the trail. These guides shared valuable information with the pioneers about the West, its land and its people.



NPS Photo

### NATIONAL PARK CAREERS

Park rangers work to preserve and protect our national parks and their resources. The animals, plants, waterways, and buildings are a park's natural and cultural resources. During their careers, many park rangers move around and work at a variety of national park areas throughout the United States. Park rangers spend time learning about the parks in which they work so they can in turn teach the visitors.

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Park rangers at Jefferson National Expansion Memorial are employed by the National Park Service. Through formal programs for both students and the public, and through informal contact made in the museum and galleries, the park rangers tell the story of the nineteenth century westward expansion movement and the history and significance of St. Louis.



## CAREERS

---

**Historian** - a person who studies and interprets the people and events of the past and works to document the present for study in the future.

### ON THE TRAIL

Hundreds of men, women and children who traveled the Oregon Trail kept diaries recording daily activities, hardships and triumphs. Unknowingly these people functioned as historians for future generations.



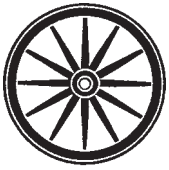
NPS Photo

### NATIONAL PARK CAREERS

National Park Service historians conduct oral interviews, research, write brochures and books and present programs interpreting the story and history of their park. Some historians focus on the history of our cultural world while others enjoy studying the history of our natural world.

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The historian at Jefferson National Expansion Memorial researches historic topics and presents information to the park staff during history sessions. To commemorate the 150th Anniversary of the Oregon Trail in 1993, our historian researched the history of the trail and presented several training sessions for the staff of the Gateway Arch and Old Courthouse. He also served as a consultant for an exhibit on the Oregon Trail which was created by our exhibit staff.



## CAREERS

**Maintenance worker** - a person who builds, repairs and maintains a building, a lawn, a trail, a road, a heating system, etc.

### ON THE TRAIL

Wagon trains consisted of as many as 50 wagons. With so many people traveling together, a variety of skills were represented. Blacksmiths and carpenters were extremely useful along the trail fixing and maintaining wagons and shoeing oxen.



NPS Photo



### NATIONAL PARK CAREERS

Maintenance workers in the National Park Service may work indoors or outdoors. Inside they must be able to do carpentry, painting, electrical, and plumbing work. Outside, maintenance workers cut grass, prune trees and bushes, landscape and keep the grounds looking presentable.



### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The maintenance people who work at the Gateway Arch and the Old Courthouse have many different responsibilities. At this urban site, there are sidewalks instead of trails to maintain and grass to be mowed. Inside, the maintenance work includes keeping the restrooms clean and functioning and maintaining the operation of the heating and air conditioning system. Maintenance workers also make sure the tram ride to the top of the Arch is in excellent working condition.





## CAREERS

**Law enforcement ranger** - park rangers who are responsible for the safety of the visitor and the park resources.

### ON THE TRAIL

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



NPSPhoto



### NATIONAL PARK CAREERS

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

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL

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 horse. Because Jefferson National Expansion Memorial is in the heart of the city, our law enforcement rangers must also work closely with the St. Louis Police Department to enforce the laws.



# CHARACTER EDUCATION

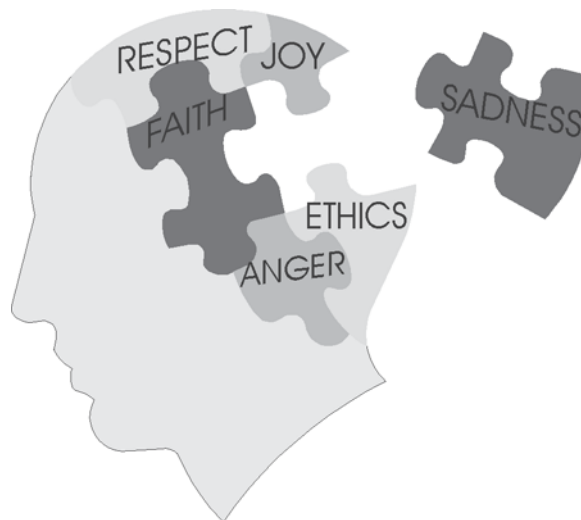
## CHARACTER COUNTS

A wagon train sometimes consisted of as many as 50 wagons. Except for your own family members, chances are you did not know anyone else in the group. Besides being strangers, often the members of a wagon train came from a variety of different backgrounds and lifestyles. Differences and disagreements had to be set aside and resolved in order to survive the six month journey.

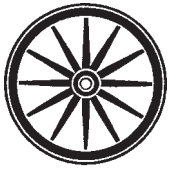
Knowing how to discuss differences before they become problems is an important skill. It involves active listening and thinking before speaking. These talents are not limited to disagreements. They can also benefit friendships and enrich classroom discussion.

In the following exercise, students will practice these skills. Divide the class into groups of three. Assign each group one of the scenarios and each group member one of the characters. Encourage students to roleplay the situation. Have the groups record and/or discuss how each person felt as they roleplayed a specific character as well as possible solutions to the problem.

- ◆ Ginny must do some extra chores for a few days until her mother feels better. Matthew and Laura need a third person to play a game and want Ginny to leave before her chores are done so they have time to play before it gets dark.
- ◆ Jimmy, Charles and Leopold have been assigned to pick up buffalo chips for the camp's fire. Jimmy likes Charles but he doesn't like the way he makes fun of the way Leopold talks. His English is not very good yet because his family just arrived from Sweden.
- ◆ Molly and Emma want to play with Olivia, but Olivia's little brother Christopher is always tagging along and bothering the girls.





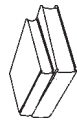


# MULTIPLE INTELLIGENCE

## E=MC<sup>2</sup>

### 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.



### Intrapersonal Intelligence

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



### Interpersonal Intelligence

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

### Visual/Spatial Intelligence

The intelligence which 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

The intelligence which 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 these parks, contact:

Golden Spike National Historic Site  
P.O. Box 897  
Brigham City, UT 84302-0897  
(435) 471-2209  
Fax (435) 471-2344  
[www.nps.gov/gosp](http://www.nps.gov/gosp)

Steamtown National Historic Site  
150 south Washington Avenue  
Scranton, PA 18503-2018  
(570) 340-5200  
Fax (570) 340-5340  
[www.nps.gov/stea](http://www.nps.gov/stea)

---

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

For more information about this park, contact

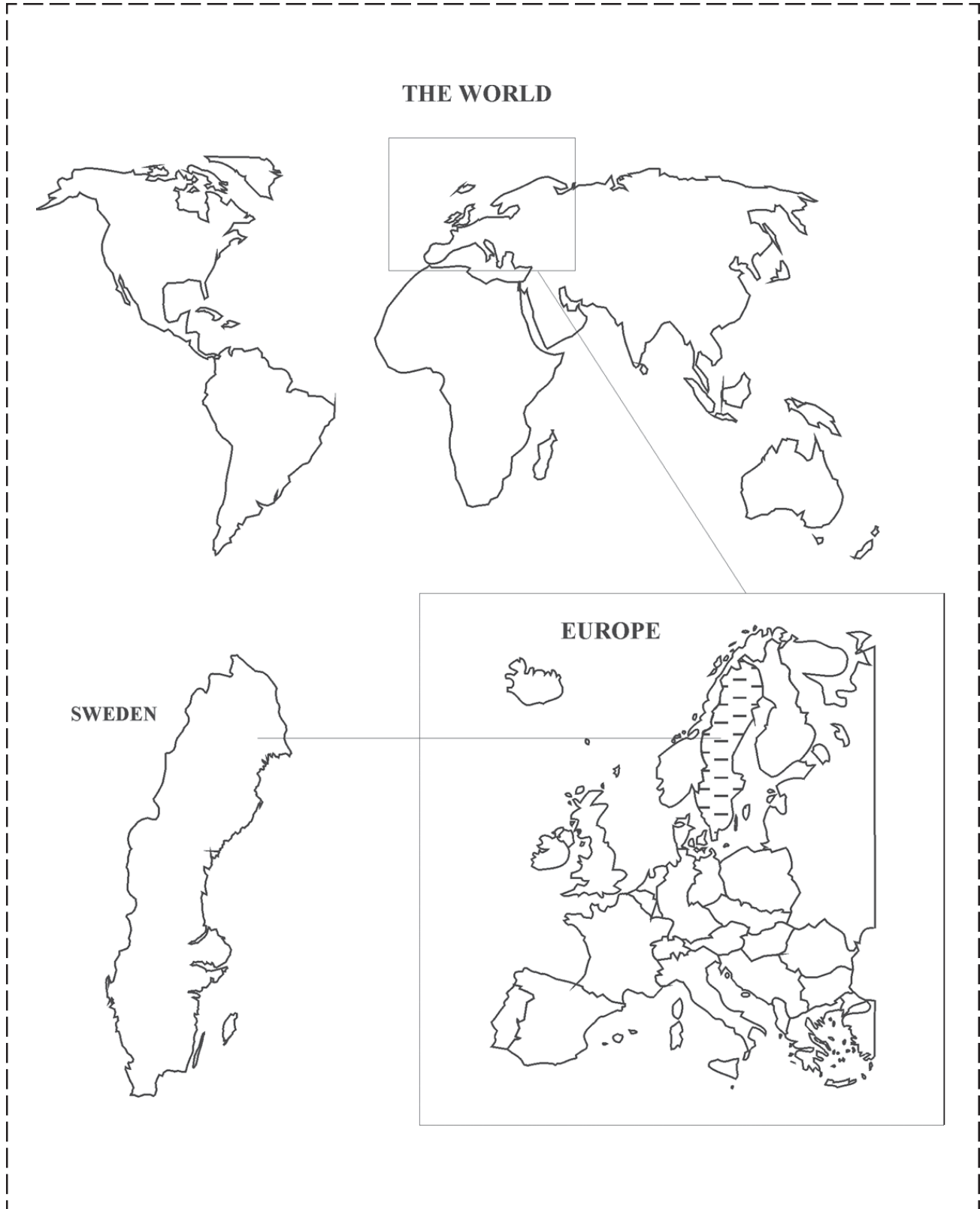
Statue of Liberty National Monument  
Liberty Island  
New York, NY 10004-1467  
(212) 363-3200  
Fax (212) 363-6304  
[www.nps.gov/stli](http://www.nps.gov/stli)





# APPENDIX

## PRE-VISIT ACTIVITY #2 (REQUIRED) Critical Thinking Activity

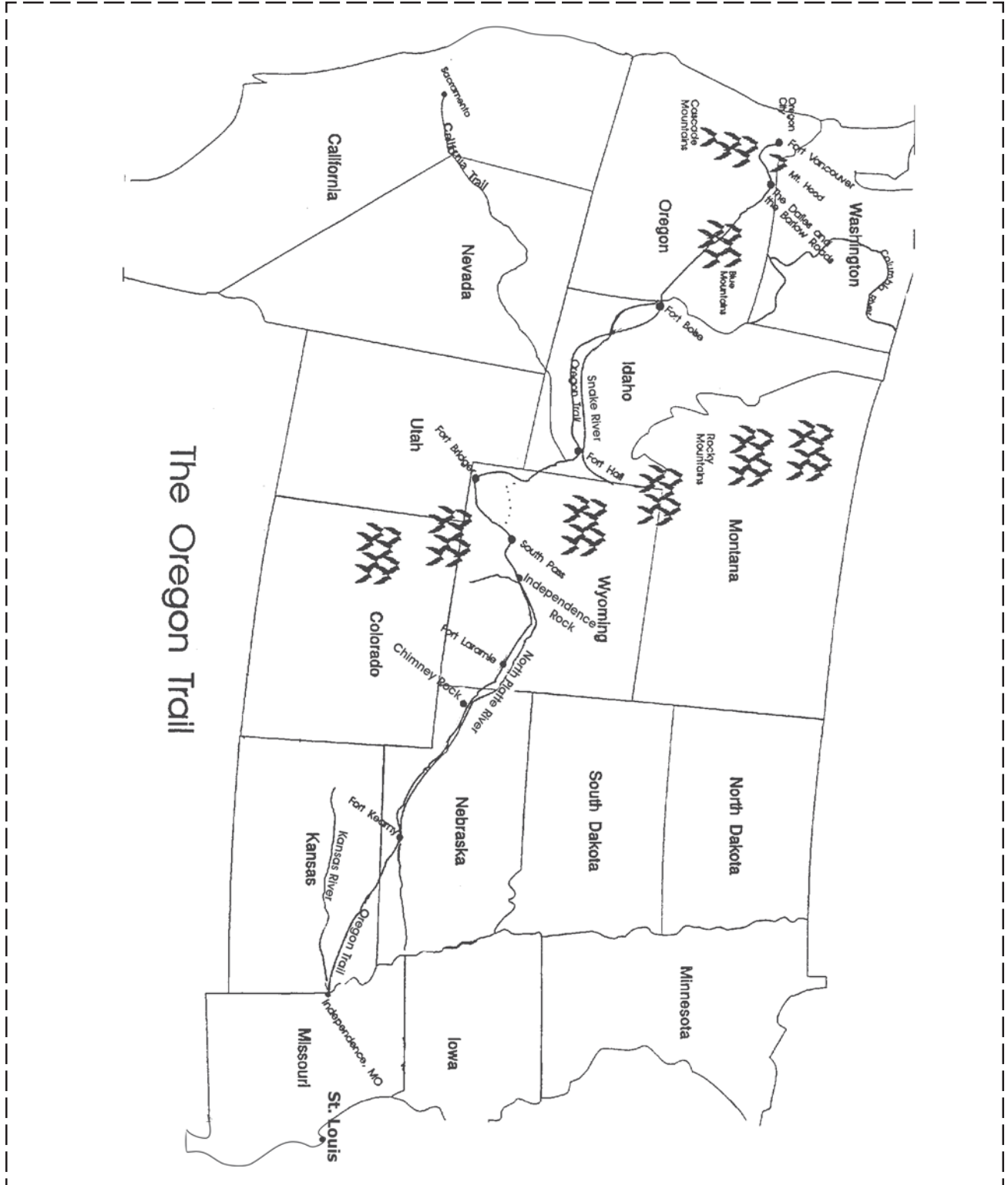


(copy/cut)



# APPENDIX

## PRE-VISIT ACTIVITY #3 Cooperative Learning/Mapping Activity



(copy/cut)



## **APPENDIX**

---

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

For more information on these parks, contact:

Tallgrass Prairie National Preserve  
P.O. Box 585  
226 Broadway  
Cottonwood Falls, KS 66845  
(620) 273-6034  
Fax (620) 273-6099  
[www.nps.gov/tapr](http://www.nps.gov/tapr)

Knife River Indian Villages National Historic Site  
P.O. Box 9  
Stanton, ND 58571-0009  
(701) 745-3300  
Fax (701) 745-3708  
[www.nps.gov/knri](http://www.nps.gov/knri)

---

### **MUSEUM EXPERIENCE Exploration and Enrichment**

For more information on this park, contact:

Oregon National Historic Trail  
P.O. Box 45155  
324 South State Street  
Salt Lake City, UT 84145-0155  
(801) 539-4093  
Fax (801) 539-4098  
[www.nps.gov/oreg](http://www.nps.gov/oreg)



## APPENDIX

---

### **POST-VISIT ACTIVITY #1** **Exploration and Enrichment**

For more information on these sites, contact:

Chimney Rock National Historic Site  
P.O. Box F  
Bayard, NE 69334-0680  
(308) 586-2581  
Fax (308) 586-2589  
[www.nps.gov/chro](http://www.nps.gov/chro)

Fort Bridger State Historic Site  
P.O. Box 35  
Fort Bridger, WY 82933  
(307) 782-3842  
Fax (307) 782-7181  
<http://spacr.state.wy.us/sphs/bridger.htm>

Fort Laramie National Historic Site  
HC 72, Box 389  
Fort Laramie, WY 82212-0086  
(307) 837-2221  
Fax (307) 837-2120  
[www.nps.gov/foia](http://www.nps.gov/foia)

Fort Vancouver National Historic Site  
612 E. Reserve St.  
Vancouver, WA 98661  
(360) 696-7655  
Fax (360) 696-7657  
[www.nps.gov/fova](http://www.nps.gov/fova)

---

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

For more information on this park, contact:

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1700  
Fax (314) 655-1642  
[www.nps.gov/jeff](http://www.nps.gov/jeff)





# APPENDIX

## POST-VISIT ACTIVITY #2 Photo Analysis



Image courtesy of Scott's Bluff National Monument

(copy/cut)





## APPENDIX

---

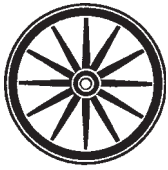
### **POST-VISIT ACTIVITY #3 Exploration and Enrichment**

For more information on these sites, contact:

Edison National Historic Site  
Main Street and Lakeside Avenue  
West Orange, NJ 07052-5515  
(973) 736-0550  
Fax (973) 736-8496  
[www.nps.gov/edis](http://www.nps.gov/edis)

George Washington Carver National Monument  
5646 Carver Road  
Diamond, MO 64840  
(417) 325-4151  
Fax (417) 325-4231  
[www.nps.gov/gwca](http://www.nps.gov/gwca)

Wright Brothers National Memorial  
c/o Cape Hatteras National Seashore  
1401 National Park Drive  
Manteo, NC 27954-2708  
(252) 441-7430  
Fax (252) 441-7730  
[www.nps.gov/wrbr](http://www.nps.gov/wrbr)



## READING LIST

---

### PARK RANGERS RECOMMEND THESE BOOKS

#### **For Students:**

Cobblestone Magazine - The History Magazine for Young People. *The Oregon Trail*. December 1981, Volume 2, Number 12.

Erickson, Paul. *Daily Life In a Covered Wagon*. Washington, D.C: The Preservation Press, 1994.

Hill, William E. *Reading, Writing & Riding Along the Oregon-California Trails*. Independence, MO: Oregon-California Trails Association, 1993.

Levine, Ellen. *If You Traveled West in a Covered Wagon*. New York, NY: Scholastic, Inc., 1986.

Salts, Bobbi. *Discover The Oregon Trail*. Phoenix, AZ: American Educational Press, 1992.

Stein, R. Conrad. *Cornerstones of Freedom: The Oregon Trail*. Chicago, IL: Children's Press, 1994.

#### **For Teachers:**

Franzwa, Gregory. *The Oregon Trail Revisited*. St. Louis, MO: Patrice Press, 1972.

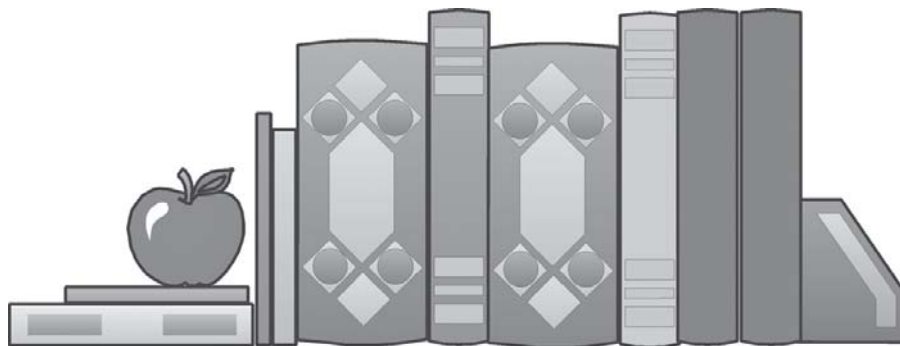
Holmes, Kenneth, ed. *Covered Wagon Women - Diaries and Letters from the Western Trails, Volumes I - XI*. Glendale, CA and Spokane, WA: 1983-1993.

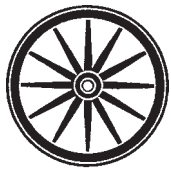
Hunsaker, Joyce Badgley. *National Historic Oregon Trail Center-The Story Behind the Scenery*. Las Vegas, NV: KC Publications, 1995.

Marcy, Randolph. *The Prairie Traveler*. Bedford, MA: Applewood Books, 1993 Reprint, originally published in 1859.

Murphy, Dan. *Oregon Trail - Voyage of Discovery-The Story Behind the Scenery*. Las Vegas, NV: KC Publications, 1992.

Unruh, John David. *The Plains Across*. Chicago, IL: University of Illinois Press, 1979.





## ADDITIONAL RESOURCES

### Traveling Trunk



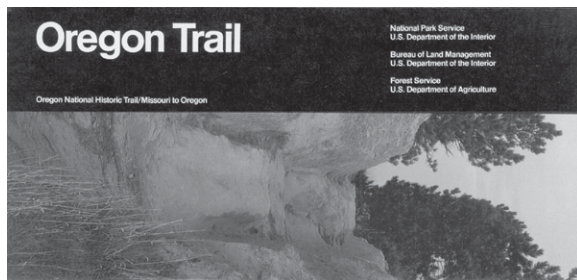
Overlanders  
Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102-1810  
(314) 655-1635

### Museum Gazettes



“Animals in the West: The Ox and the Mule”  
“Decades of Westward Expansion: The 1850s”  
“Mormons and the Mormon Trail”  
“How Grand Was the Scene: Landmarks Along the Oregon Trail”  
“Outfitting for the Oregon Trail”  
“Oh Oregon, You Must Be A Lovely Country: Women’s Diaries of the Overland Trail”  
“Soldiers on the Oregon Trail”  
“Wheels in the West: The Overland Wagon”  
Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1600

### NPS Brochure



“Oregon Trail”  
Oregon National Historic Trail  
Long Distance Trails Office  
324 South State St., Room 250  
P.O. Box 45155  
Salt Lake City, UT 84145-0155  
(801) 539-4093  
[www.nps.gov/oreg](http://www.nps.gov/oreg)

### Internet



Our address on the world Wide Web is:  
[www.nps.gov/jeff](http://www.nps.gov/jeff)  
Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102  
(314) 655-1700

For more information on the National Park Service, visit their home page at:  
[www.nps.gov](http://www.nps.gov)