

National Park Service
U.S. Department of the Interior

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



American Indians of the Great Plains

Teacher Activity Guide

Grades 7-12



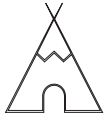


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AMERICAN INDIANS OF THE GREAT PLAINS

PROGRAM DESCRIPTION

This forty-five minute museum program focuses on American Indians of the Great Plains and the impact of nineteenth-century Westward Expansion on their culture.

As pioneer settlers flooded onto the Great Plains, Plains Indian tribes struggled to maintain their “old ways” on lands they had occupied for generations. Astounded by the idea of buying or selling land, Plains Indians held deep beliefs about the sacredness of land and its place in their traditional way of life. Pioneers, charged with the rhetoric of Manifest Destiny, claimed large parcels of land as private property. Their claims were backed by the United States government, which eventually sought to clear the West for settlement by moving all American Indian tribes onto reservations. The resulting conflicts are one of the hallmarks of Westward Expansion.

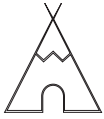
At Jefferson National Expansion Memorial, your park ranger will lead your group through the Museum of Westward Expansion. He or she will interpret this period in history by using educational activities and museum resources, such as the tipi, bison, and peace medal exhibits. Students will participate in a hands-on, cooperative activity demonstrating the dilemma faced by nineteenth-century American Indians.

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; MAP 1.9; NCSS IIb; NSH IA)
- Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- Analyze causes and results of westward expansion of the United States.
- Apply skills and knowledge gained in the social sciences to decision making. (ILS 16.D; MAP 1.10; NCSS IIf)
- Describe and compare major ideas, beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- Identify the importance of various groups in the westward expansion movement of the United States. (ILS 16.D; MAP 1.2; NCSS IIIh; NWH 3J)
- Examine issues regarding the use of land and other resources from multiple perspectives. (ILS 16.A; MAP 1.6; NCSS Id; NSH 3B)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Locate places, identify features, and draw conclusions using maps. (ILS 17.A, 17.C; MAP 1.4; NCSS IIIb; NSH 2F)

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



PRE-VISIT ACTIVITY #1 (REQUIRED)



Did you know... some people believe the red stone used for carving ceremonial pipes is made from the blood of American Indian ancestors?



TWO SIDES TO THE STORY

For generations, nomadic, hunting tribes, such as the Sioux, roamed the Great Plains in search of buffalo. Pioneers coveted the lush tallgrass prairies for their economic potential as farms and ranches. Each group valued the land and its resources according to its cultural values.

WEB DIAGRAM

The object of this activity is to illustrate the relationship between natural resources and how different groups use them. With your class, brainstorm a list of natural resources. Have them use a web to illustrate the relationship between how we, as Americans (or St. Louisians), use resources. (See Appendix page 28 for examples.)

Questions for discussion

- What organizations regulate how we use resources? (*School, Department of Natural Resources, local, state, and federal government agencies, etc.*)
- What are some ways resources are regulated? (*No climbing trees at school; no dumping raw sewage into rivers; recycling used oil; etc.*)
- How would you react to someone telling you that you will change your way of using a certain resource? (*For example: You may no longer use water to brush your teeth.*)

LANGUAGE ARTS



George Catlin was one of the first artists to depict Plains Indian life. Have students use the library or Internet to study his work and write a brief descriptive paragraph of it.

- What actions are taking place in this painting?
- How would you describe the people?
- How does Catlin's work compare with later depictions of Plains tribes?



Painting by George Catlin, 1836
Smithsonian Institution

CRITICAL THINKING AND COOPERATIVE LEARNING ACTIVITY

The object of this activity is to interpret and discuss the opposing viewpoints over the issue of land and resource use. Divide your class into small groups. Have them discuss the quotes and interpret what each speaker meant. How might these viewpoints clash?

“ . . . The Great Spirit gave us plenty of land to live on, and buffalo, deer, antelope and other game. But you have come here; you are taking my land from me; you are killing off our game, so it is hard for us to live. Now, you tell us to work for a living, but the Great Spirit did not make us to work, but to live by hunting. You white men can work if you want to. We do not interfere with you, and again you say, why do you not become civilized? We do not want your civilization! We would live as our fathers did, and their fathers before them.”

Crazy Horse, Oglala Sioux, circa 1874

“If any individual belonging to [the Sioux Nation] . . . shall desire to commence farming, he shall have the privilege to select . . . a tract of land within said reservation . . . [which] shall cease to be held in common, but . . . may be occupied and held in the exclusive possession of the person selecting it, and of his family, so long as he or they may continue to cultivate it.”

Fort Laramie Treaty, 1868

EXPLORATION AND ENRICHMENT

Because it is considered sacred and special, only American Indians can quarry red stone from the Minnesota site. The site, known as Pipestone National Monument, is protected by the National Park Service. See page 26 in the Appendix for contact information.

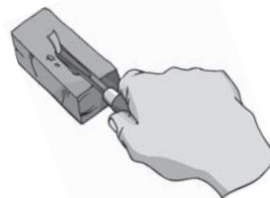


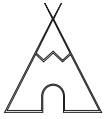
Pipestone quarry
NPS photo

ART AND MUSIC



Have your students replicate American Indian carvings using soap. From a library or website, gather examples of carvings for students to examine. Using a small piece of ordinary soap and a kitchen knife, students can shape pieces of artwork similar to those made hundreds of years ago.





PRE-VISIT ACTIVITY #2 (suggested)



Did you know... the Mandan-Hidatsa villages along the Missouri River were the center of a trade network extending hundreds of miles in all directions?



WHO ARE THE PLAINS INDIANS?

Lack of understanding often led other Americans to stereotype Plains Indians as people without culture or beliefs. In fact, the many tribes living on the Great Plains during the nineteenth century had well-defined cultural beliefs and customs.

RESEARCH ACTIVITY

The object of this activity is to gather information about the various Plains Indian tribes. Divide your class into small groups or pairs. Assign each group one of the Plains tribes listed below. Have students use the library or Internet to answer the questions on the "Culture Data Sheet" copied from page 9. Students may present their findings to the rest of the class.

Arikara	Assiniboine	Cherokee	Cheyenne
Blackfeet	Cree	Crow	Gros Ventre
Hidatsa	Mandan	Ojibwa	Omaha
Pawnee	Sioux		

Questions for discussion

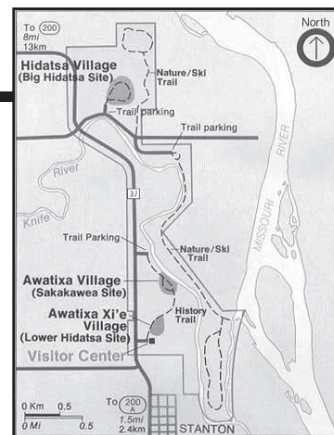
- What are some of the similarities/differences between the tribes? (*language, customs, organization*)
- What are some of the advantages one tribe might have had over another? (*economic, geographic, alliances, etc.*)
- What do you think about the traditional lifestyle of Plains Indians? How do you think pioneer settlers viewed Plains Indians?

GEOGRAPHY



Have students locate the confluence of the Missouri and Knife Rivers in North Dakota. Determine a radius of one hundred miles around the confluence. Within the described radius find:

- Plains Indians tribes and/or reservations.
- National Park Service sites.
- Other rivers flowing into the Knife and Missouri.



NPS Map

Culture Data Sheet

Tribe's name:

The meaning/origin of our tribe's name is:	
The geographic region where our tribe lives is:	
Natural resources important to our tribe include:	
Other tribes we are allies/enemies with include:	
Some special customs/beliefs of our tribe include:	
The social/governmental organization of our tribe can be described as follows:	

(copy/cut)

EXPLORATION AND ENRICHMENT

The NPS *Teaching With Historic Places* website offers maps and lesson plans to help teachers and students learn more about the Northern Great Plains trade network. Knife River Indian Villages National Historic Site also interprets this extensive network. See Appendix page 26 for contact information.



Hidatsa woman working in garden

MATH



Circles have special meaning for Plains tribes like the Mandan and Hidatsa Indians. Their traditional earth lodges were built in a circle. Have students solve the following problems:

What is the radius of an earthlodge forty-eight feet in circumference?

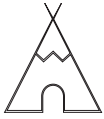
$$r = \frac{48}{2\pi}$$

What is the diameter? $d = 2r$

What is the lodge's area? $A = \pi r^2$

Mandan earthlodge
NPS Photo

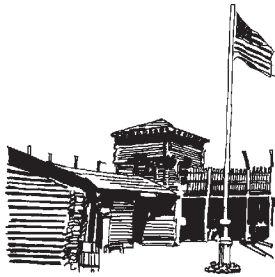




PRE-VISIT ACTIVITY #3 (REQUIRED)



Did you know... people from Plains Indian tribes visited U.S. Army posts, such as Fort Laramie, for social and economic reasons?



INFILTRATING THE PLAINS INDIANS

Traditional Plains Indian culture fared poorly in the wake of Westward Expansion. In its determination to settle the West, the U.S. government dealt severely with tribes and individuals who struggled to hold onto their way of life.

PEACE MEDALS AND AMERICAN INDIAN POLICY

The practice of presenting peace medals to important tribal leaders dates from the earliest contacts between Europeans and American Indians.

During the 1800s, the U.S. government presented peace medals to Plains Indians to mark important diplomatic occasions, such as signing a treaty or visiting the U.S. Capitol. The medals often depicted themes of friendship and trust, and typically were presented with ceremony and speeches.

With the closing of the frontier and confinement of most tribes on reservations, peace medals lost their diplomatic significance. For peace medal heirs, however, they remain treasures despite their ambivalent meaning.



ART AND MUSIC



Winter counts are pictographic histories kept by individuals in some Plains tribes. Using the Internet, have students study the images used in several winter counts and the stories they tell. Have students develop symbols representing significant events in their own lives. Have them create their own winter counts.

CRITICAL THINKING ACTIVITY

The object of this activity is to compare different stages of U.S. policy as depicted on Indian peace medals.

Divide your class into four groups. Students in each group count off, so that each student is numbered either 1, 2, 3, or 4. Give each group a copy of PEACE MEDALS from Appendix page 29. Ask them to examine the images and discuss the following questions:

- Which U.S. president is depicted?
- What other images are engraved on the medal?
- How do these images depict the themes of friendship, industry, or civilization?
- Based on the images, what do you think the administration's policy was toward American Indians?
- Would you support these policies? Why or why not?

When finished with their discussions, students may present their answers. Call on number 1, 2, 3, or 4. Students from each group with the corresponding number may stand and present his or her group's point of view.

EXPLORATION AND ENRICHMENT

Initially a fur trading post, Fort Laramie in Wyoming became an important military post during conflicts with the Sioux Indians during the 1870s. Members from several Plains tribes visited the fort throughout its history. Today it is preserved as Fort Laramie National Historic Site. See Appendix page 26 for contact information.



Fort Laramie, NPS Photo

LANGUAGE ARTS



In *Black Elk Speaks*, a Sioux man tells his story about his tribe's traditional way of life and how it was disrupted. Have students read and discuss the chapter, "Early Boyhood." How would you describe the way Black Elk tells his story? What remarkable thing happens at the end of the chapter? Why do you think this is significant?





THE MUSEUM EXPERIENCE



Did you know... the tribe called “Nez Perce” by a member of the Lewis and Clark expedition refers to itself as the Nimi’ipuu, which means the “real people?”



Nez Perce NHP
NPS photo

AMERICAN INDIANS OF THE GREAT PLAINS

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.

DEBRIEFING

By completing the required PRE-VISIT ACTIVITY 1, students will be prepared to participate in discussions about the relationship between pioneer settlers and American Indians. Students should also be familiar with the U.S. government’s Indian policy as depicted in PRE-VISIT ACTIVITY 3.

INTERPRETIVE PROGRAM

Your ranger will use educational activities and living history items to interpret the relationship between Plains Indians and pioneer settlers during the nineteenth century.

COOPERATIVE LEARNING ACTIVITY

Students will participate in a cooperative activity using primary and secondary sources to interpret the conflict over land use between Plains Indians and pioneer settlers. In small groups, students will analyze, discuss and interpret a series of quotes. They will then use the quotes to construct a timeline.

SCIENCE



Lodgepole pine was important to Nez Perce Indians and other Plains tribes for building tipis and lodges. Have students learn more about this tree using the following prompts:

- Where would Plains Indians have to travel to find lodgepole pine?
- Describe its habitat and growing conditions.
- What other tree and plant species are associated with it?
- What is unique about the way lodgepole pine regenerates?
- What are some economic uses for lodgepole pine?



HANDS-ON OBJECTS

The park ranger will provide objects from the living history collection for your students to touch and analyze.

VISUALS

Students will use museum photomurals, exhibits, artifacts, maps, and quotes during their program.

VOCABULARY WORDS

assimilation - the process of a minority culture adopting and/or adapting to the traditions and customs of a dominant culture

conciliation - the process of winning over or securing alliance with friendly overtures

Indian Territory - the land set aside as a permanent place for American Indians to live during the 1830s; located in the present state of Oklahoma

policy - any plan or course of action adopted by an organization to influence its own decisions or actions

removal - the act of taking away, from one place to another; refers to American Indian policy during the early 1800s

reservation - land set aside by federal or state government for use by American Indians; American Indians were confined to reservations during the late 1800s, but today they can come and go as they please



Painting by George Catlin
Smithsonian Institution

EXPLORATION AND ENRICHMENT

Generations of the Nimi'ipuu, or Nez Perce, made their homes in the valleys, prairies, and mountains of Idaho, Oregon, and Montana. Today, the 38 sites of Nez Perce National Historical Park commemorate the traditions of this tribe and their contacts with early explorers and settlers. See Appendix page 26 for contact information.

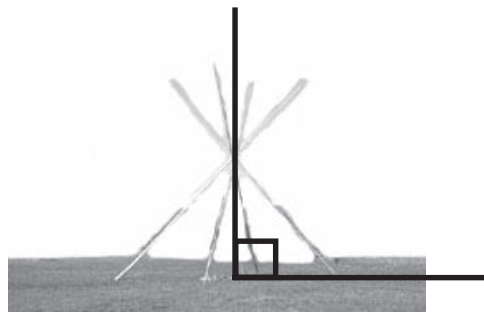


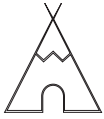
Northwestern University
Library, Edward S. Curtis'
*"The North American
Indian": the Photographic
Images*, 2001.

MATH



What would be the radius of a tipi that was nineteen feet in circumference. If you wanted to build a tipi twenty-five feet tall, how long would your poles need to be?
(Hint: $a^2 + b^2 = c^2$)

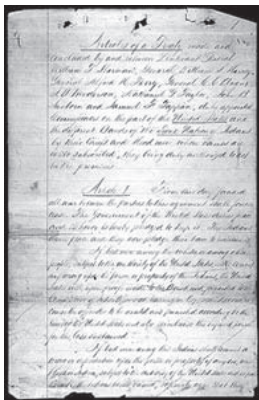




POST-VISIT ACTIVITY #1 (suggested)



Did you know... treaties between the U.S. government and some Plains Indian tribes continue to be interpreted in courts today?



Sioux Treaty of 1868, U.S. National Archives & Record Administration

LOOKING BACK

Your visit to the Museum of Westward Expansion told the story of challenges faced by Plains Indians during the nineteenth century. What other events were taking place in the U.S. or the world during the 1800s that may have related to or influenced events taking place on the Great Plains?

PHASES OF AMERICAN INDIAN POLICY

The object of this activity is to investigate the relationship between historic events and how they affected different groups of people. Divide your class into small groups and give each a PHASES OF AMERICAN INDIAN POLICY SHEET copied from page 30. Have each group research one of the four time periods listed below. When they have completed their sheets, students may present their findings to the rest of the class.

Negotiation (1776-1830)
Relocation (1830-1875)

Assimilation (1875-1933)
Present (1933-today)

Questions for discussion

- Name one significant event that took place during your time period.
- What treaties were significant during each time period? What promises were made in the treaty? What requirements did it set forth?
- What government agencies handled relationships with American Indians?
- Who benefitted from events during this time period?

LANGUAGE ARTS



Yale University's Law School has an archive of major treaties between the U.S. government and American Indian tribes, including the Fort Laramie Treaty of 1868. Have students analyze the documents. What do the treaties promise? What do they require? How do the promises and requirements change over time? (See www.yale.edu/lawweb/avalon/ntreaty/)

TIMELINE ACTIVITY

The object of this activity is to develop a timeline for Plains Indian tribes that extends into the present. Have students work in the groups they used for PRE-VISIT ACTIVITY #2 on pages 8-9. Each group will research and record significant events in the history of their tribe. Each group creates its own timeline to present to the rest of the class; then members of each group combine their timeline into one timeline for American Indians of the Great Plains.

Questions for discussion

- What were some challenges for each tribe? Which challenges came from their environment? Which challenges came from other people?
- What were some events celebrated by the different tribes?
- How do you think individual members of the different tribes reacted to each challenge or celebration?
- If you could project your tribe's timeline into the future, what would it look like?



Harper's Weekly, 1867

ART AND MUSIC



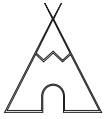
Members of Plains Indian tribes often decorated their clothing with glass beads or porcupine quills. Have students examine some traditional beadwork in books such as *Little Chief's Gatherings* (See Reading List on page 30). Have them bring in an article of clothing to decorate using beaded designs.

EXPLORATION AND ENRICHMENT

Tensions rose when thousands of Cheyenne and Apache Indians camped near Fort Larned to receive their annual clothing, food, and money. The large groups concerned the U.S. Army, which was charged with keeping Indians away from the nearby Santa Fe Trail. Fort Larned National Historic Site interprets this chapter in Plains Indian history. See Appendix page 27 for contact information.



Dakota War Coat,
Smithsonian Institution



POST-VISIT ACTIVITY #2 (suggested)



Did you know... tribal sovereignty, or the right to be recognized as an independent nation, is an important issue to many Plains Indian people living on reservations today?



PLAINS INDIANS TODAY

In its determination to settle the West, the U.S. government confined people from Plains Indian tribes to smaller parcels of poorer land, which they were encouraged to farm. Today, many Plains Indians continue living on reservations and practicing aspects of their traditional cultures.

RESEARCH ACTIVITY

The object of this activity is to learn more about the issues facing Plains Indian tribes today. Divide your class into small groups. Assign each group to one of the tribal groups listed below and have them use the Internet to research and answer the questions on the "Research Sheet" copied from page 17. Remind them to cite their sources. When they are finished, students may present their findings to the rest of the class.

Lakota Sioux

Mandan and Hidatsa

Crow

Cheyenne

Questions for discussion

- Which issues are faced by more than one tribe? Which issues are unique to an individual tribe?
- Do you think any of these issues are faced by other cultural groups in America or the world?
- How do social/governmental organizations help communities and individuals to handle important issues?
- Why is it important to know about these issues?

MATH



The 2000 census showed 281,421,906 people living in the United States. Have students figure what percent of the overall population is represented by the following tribes:
730,000 Cherokee (largest tribal population)
300,000 Navajo (second largest)
160,000 Choctaw
150,000 Chippewa



Research Sheet

Tribe's name:

Location of the tribe's reservation:	
How is the tribe's government structured?	
Describe one economic issue important to the tribe.	
Describe one cultural or social issue important to the tribe.	
What are some social or cultural activities associated with the tribe?	
The social/governmental organization of our tribe can be described as follows:	

(copy/cut)

EXPLORATION AND ENRICHMENT

Some National Park Service sites are located within Plains Indian reservations. Little Bighorn National Battlefield is within the Crow Indian Reservation in Montana and Badlands National Park is located within the Sioux Pine Ridge Reservation in South Dakota . See Appendix page 27 for contact information.

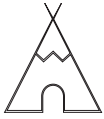
Northwestern University Library, Edward S. Curtis' *"The North American Indian": the Photographic Images*, 2001.



SCIENCE



The Northern Plains Indian Law Center at the University of North Dakota lists a number of environmental issues important to Northern Plains tribes. Have students visit the website (www.law.und.nodak.edu) and research some of the issues. What natural resources are represented? What tribes are involved and how do they manage resources? Why is it important for tribes to be involved in managing these resources?



POST-VISIT ACTIVITY #3 (suggested)



Did you know... many Plains Indian tribes work to improve social conditions on reservations while maintaining the distinct identity of their tribal language and culture?



Jack Gladstone performing at JEFF during Fair St. Louis. NPS Photo

LIVING WITH PLAINS INDIANS

Today, tribal culture is visible through art, music, literature, and film. Powwows and cultural demonstrations offer glimpses into the lives of tribal members and their beliefs. Plains Indian representatives continue negotiating issues of land use, natural resource management, and government policy.

CONFLICT RESOLUTION

The four issues below remain relevant to Plains Indian tribes today. Divide your class into four groups. Assign each group one of the issues to debate. Have each group divide into opposing sides of the issue. Give the groups time to explore the issue and to develop their arguments for their viewpoints. When they have finished, have them present their issue and the course of their debate to the rest of the class.

Should tribal laws take precedence over federal or state laws in the case of American Indian?

Should American Indian children be raised only by American Indians?

Should American Indians have to pay federal income taxes on earnings?

Should American Indian children be exposed to their native language and traditions in school?

(copy/cut)

MUSIC



Contemporary American Indian musicians blend traditional American Indian music with rock, folk, hip-hop, and jazz. Listen to a recording of traditional Plains flute music with your class; then compare it with a piece of more contemporary music. Ask students to write briefly about the similarities and differences between the recordings.



CHANGING ATTITUDES

As their tribes struggle for equality, many Plains Indian people view the U.S. government with an attitude of distrust. Many of the promises made in treaties remain unfulfilled and reservation communities are some of the poorest in the nation.

The object of this activity is to examine current events that illustrate the relationship between the U.S. government and Plains Indian people today. Have students use the Internet to find at least three credible sources that will help to answer the following questions:

What have American leaders within the past five years said about the government's past treatment of American Indian people?

What responsibilities does the U.S. government bear in its treatment of Plains Indian people? How is it fulfilling these responsibilities today?

How have countries like South Africa or Australia treated their indigenous cultures in the past? How are those relationships changing today?

EXPLORATION AND ENRICHMENT

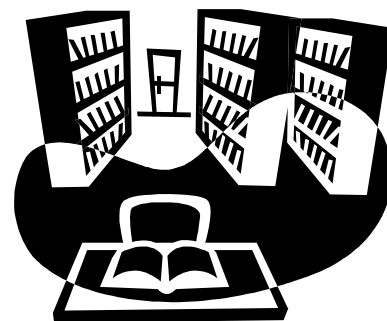
In 1996, the U.S. Department of the Interior proclaimed November to be "National American Indian Heritage Month." The NAIHM website lists more than 65 NPS units honoring American Indian culture. This site includes links to national historic sites, archives, and other government sites. See Appendix page 27 for contact information.



LANGUAGE ARTS



Have students compile an annotated bibliography of contemporary Plains Indian resources. Begin by choosing topics such as women children, cooking, folklore, natural resource policy, education, etc. Then explore books, articles, recordings, videos and other resources supporting each topic. Compile the work as a reference for your school library.





CAREERS

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

IN THE WEST

By the 1800s, Plains Indian culture revolved around agriculture or hunting. Some tribes established permanent villages along rivers where rich alluvial soils allowed them to develop consistent food sources. Other tribes roamed the Great Plains using horses, and relied on the buffalo for their livelihood. Because their lives were so closely intertwined with their environment, sacredness of the land became an important aspect of Plains culture.



Knife River in North Dakota
NPS photo



Big Hidatsa village site
NPS Photo



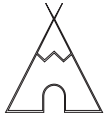
Reflecting ponds at JNEM
NPS Photo

NATIONAL PARK CAREERS

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

AT JEFFERSON NATIONAL EXPANSION MEMORIAL(JEFF)

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

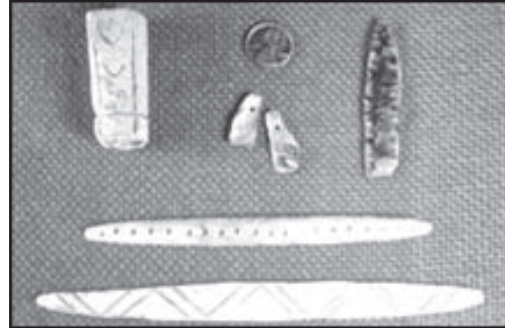


CAREERS

Archaeologist - a person who uses scientific methods to recover evidence of people, places, and things of the past

IN THE WEST

As Plains Indian culture evolved, so did the tools and materials they used. Changes in material culture reflect changes in the way people lived, worked, and played. The design of a ceramic vessel or an arrow point tells a story of how people lived during a certain time period.



Fort Union excavation artifacts
NPS Photo



Fort Union Trading Post
archeological excavation
NPS Photo

NATIONAL PARK CAREERS

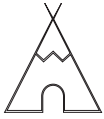
National Park Service archaeologists study the material culture of Plains Indian tribes and other significant people in American history. They may be responsible for all aspects of an archaeological dig, from supervising the work to documenting its results. NPS archaeologists develop policies for preservation and protection of these important sites.



Fort Union excavation volunteers
NPS Photo

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

Before the Gateway Arch was built, archaeologists excavated the grounds for evidence of early St. Louis. Their research gives us an idea of how people lived before modern times, as well as the business they conducted. Ulysses S. Grant National Historic Site in St. Louis also uses archaeologists to gather evidence of the former president's farm and household. Their research reveals facts about the lives of slaves living in the household, as well as the place that helped to shape the life and ideas of the man who became a two-term president.



CAREERS

Superintendent - the person responsible for supervising and directing a park and its employees

IN THE WEST

Most Plains Indian tribes had hierarchies of leadership, with one or more chiefs responsible for religious, military, and social aspects of tribal life. These chiefs were influential men, but they were not necessarily formal leaders. Today, tribes may elect officials to represent them in matters of political and social importance.



Spotted Tail, Brule Sioux (Lakota)
U.S. National Archives & Record Administration



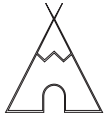
Superintendent Peggy O'Dell.
Jefferson National Expansion Memorial.

NATIONAL PARK CAREERS

A National Park Service (NPS) superintendent is responsible for every aspect of operating a national park or historic site. He or she makes decisions about protecting park resources and managing how the public and business community uses a site. Superintendents have years of experience and training in managing people, resources, and events associated with NPS sites.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The superintendent at JEFF manages park resources, such as the Gateway Arch and Old Courthouse. He or she also supervises a large staff that helps to maintain the park grounds and buildings, as well as protect park visitors. The JEFF superintendent meets with the press about newsworthy incidents at the park and works with city officials to coordinate special events, such as “Fair St. Louis.”



CAREERS

Volunteer - a person who freely gives of his or her own time to be of service

IN THE WEST

In some Plains Indian tribes, young men wishing to increase their status among tribal members volunteered for challenging duties in war and hunting. Today, Plains Indian men and women help their tribe by volunteering in schools, fire departments, military service, and cultural events.

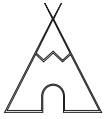


NATIONAL PARK CAREERS

Volunteers at National Parks may help to build trails, work with computers, or lead guided tours. Depending on a person's interests, he or she may find an opportunity to volunteer at a National Park.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

At JEFF, volunteers work both seasonally and throughout the year. Seasonal volunteers are often high school students who work through the summer to fulfill service requirements for their school. They may work with the librarian, archivist, administrative assistants, or education specialists. Volunteers work under the Volunteer Coordinator who keeps track of their hours and the type of work they do. Volunteering is one way to begin a career with the National Park Service.



CHARACTER EDUCATION

TOLERANCE

Lack of understanding between early American settlers and Plains Indians led to mistrust and violence.

Conflict often occurs when groups of people with different beliefs and customs have to share the same physical place, such as a city, neighborhood, or lunchroom. The differences in how each group dresses, talks, eats, and acts can be a starting point for conflict or for understanding. Learning more about why group members act the way they do can be the first step toward acceptance of their differences.

Activity

Look through the newspaper for an example of two or more cultural groups or individuals who are in conflict.

What characteristics define each group? (language, dress, beliefs, etc.)

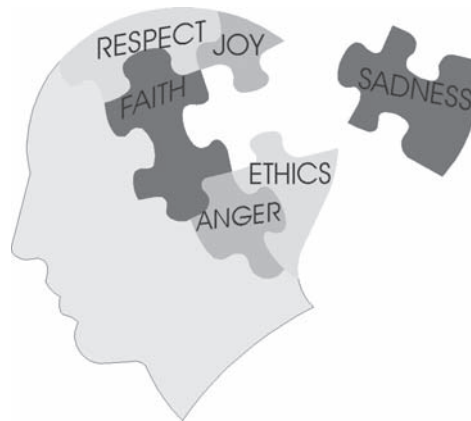
Do these characteristics contribute to the conflict? If so, how?

Identify the conflict.

Identify what each party wants.

If you were to arbitrate the conflict, what would you propose?

arbitrate - to settle a dispute between two parties by the decision of a third party as a means of avoiding a war, strike, or lawsuit



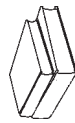


MULTIPLE INTELLIGENCES

E=MC²

Logical/Mathematical Intelligence

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



Verbal/Linguistic Intelligence

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



WAYS OF KNOWING

MULTIPLE INTELLIGENCES



Intrapersonal Intelligence

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



Interpersonal Intelligence

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



Visual/Spatial Intelligence

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



Body/Kinesthetic Intelligence

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



Musical/Rhythmic Intelligence

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



Naturalist Intelligence

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



APPENDIX

PRE-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this park, contact:

Pipestone National Monument
36 Reservation Avenue
Pipestone, MN 56164-1269
(507) 825-5464
Fax (507) 825-5466
www.nps.gov/pipe

PRE-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, contact:

Knife River Indian Villages National Historic Site
P.O. Box 9
Stanton, ND 58571-0009
(701) 745-3309
Fax (701) 745-3708
www.nps.gov/knri

Teaching With Historic Places
Knife River: Early Village Life on the Plains
<http://www.cr.nps.gov/nr/twhp/>

PRE-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this park, contact:

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



APPENDIX

THE MUSEUM EXPERIENCE **Exploration and Enrichment**

For more information about this park, contact:

Nez Perce National Historical Park
39063 U.S. Highway 95
Spalding, ID 83540-9715
(208) 843-2261
Fax (208) 843-2001
www.nps.gov/nepe

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

For more information on this park, contact:

Fort Larned National Historic Site
Route 3
Larned, KS 67550-9321
(620) 285-6911
Fax (620) 285-3571
www.nps.gov/jeff

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

For more information about these parks, contact:

Little Bighorn Battlefield National Historic Site
P.O. Box 39
Crow Agency, MT 59022-0039
(406) 638-2621
Fax (406) 638-2623
www.nps.gov/libi

Badlands National Park
P.O. Box 6
Interior, SD 57750
(605) 433-5245
Fax (605) 433-5248
www.nps.gov/badl

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

For more information about this event, contact:

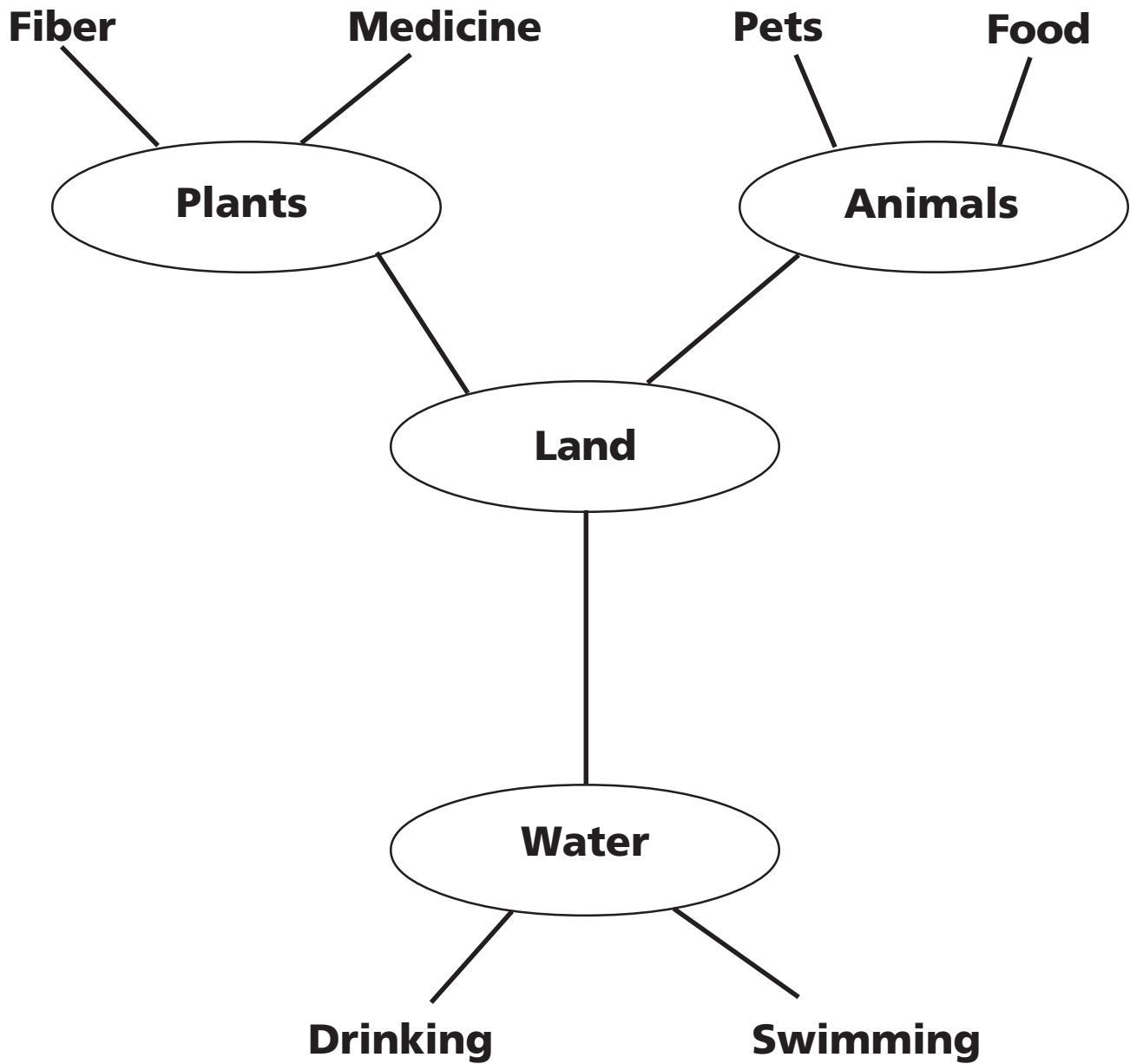
National American Indian Heritage Month
<http://www.cr.nps.gov/nr/feature/indian/>

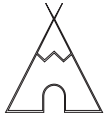


APPENDIX

PRE-VISIT ACTIVITY #1 Two Sides to the Story

Example of word web:



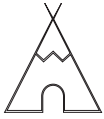


READING LIST

PRE-VISIT ACTIVITY #3 Infiltrating the Plains Indians



(copy/cut)



APPENDIX

PHASES OF AMERICAN INDIAN POLICY

	Negotiations 1776-1830	Relocation 1830-1875	Assimilation 1875-1930	Modern 1930-Present
Define the time period				
American Indian actions/attitudes				
United States government actions/attitudes				
United States citizens' actions/attitudes				

(copy/cut)

READING LIST

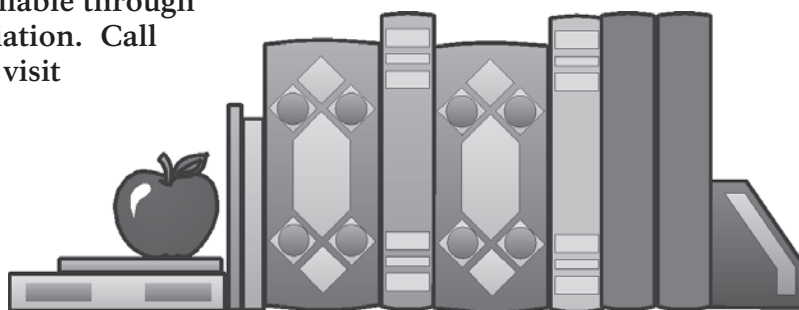
For Students:

- Black, Sheila. *Sitting Bull and the Battle of the Little Big Horn*. Englewood Cliffs, NJ: Silver Burdett Press, 1989.
- Catlin, George. *Letters and Notes on the Manners, Customs, and Condition of the North American Indians*. New York, NY: Gramercy Books, 1975.
- McLuhan, M.C. *Touch the Earth: A Self-Portrait of Indian Existence*. New York, NY: Promontory Press, 1971.
- Dempsey, Hugh A. *Crowfoot, Chief of the Blackfeet*. Norman, OK: University of Oklahoma Press, 1989.
- Hanson, James A. *Little Chief's Gatherings: The Smithsonian Institute's G. K. Warren 1855-1856 Plains Indian Collection and the New York State Library's 1855-1857 Warren Expedition Journals*. Crawford, NE: The Fur Press, 1996.
- Laubin, Reginald and Gladys. *The Indian Tipi: Its History, Construction, and Use*. Norman, OK: University of Oklahoma Press, 1990.
- Mails, Thomas E. *The Mystic Warriors of the Plains*. New York, NY: Doubleday & Company, Inc., 1972.
- Neihardt, John G. *Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux*. Lincoln, NE: University of Nebraska Press, 1988.
- Riley, Patricia, editor. *Growing Up Native American: Stories of Oppression and Survival, of Heritage Denied and Reclaimed- 22 American Indian Writers Recall Childhood in their Native Land*. New York, NY: William Morrow and Company, 1993.
- Sandoz, Mari. *These Were the Sioux*. Lincoln, NE: University of Nebraska Press, 1985.
- Terry, Michael Bad Hand. *Daily Life in a Plains Indian Village, 1958*. New York, NY: Clarion Books, 1999.
- Tomkins, William. *Indian Sign Language*. New York, NY: Dover Publications, Inc., 1969.
- Wilson, Gilbert. *Waheenee, An Indian Girl's Story*. Lincoln, NE: University of Nebraska Press, 1981.

For Teachers:

- Cash, Joseph H. and Hoover, Herbert T. *To Be an Indian: An Oral History*. St. Paul, MN: Minnesota Historical Society Press, 1971.
- Greene, Jerome A. *Nez Perce Summer, 1877: The U.S. Army and the Nee-Me-Poo Crisis*. Helena, MT: Montana Historical Society Press, 2000.
- Sandoz, Mari. *Crazy Horse, the Strange Man of the Oglalas: A Biography, 50th Anniversary Edition*. Lincoln, NE: University of Nebraska Press, 1992.
- Vanderwerth, W.C. *Indian Oratory: Famous Speeches by American Indian Chiefs*. Norman, OK: University of Oklahoma Press, 1971.

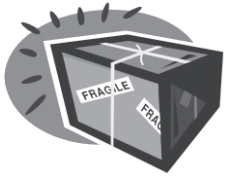
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Traveling Trunk



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

Museum Gazettes



“American Indian Peace Medals”
“The Center of the Cosmos: The Sacred Pipe”
“The Golden Eagle and the American Indians of the Plains”
“Oh Woman Remember: The Memories of Buffalo Bird Woman”
“Sacagawea and Her Prismatic Story”
“Seas of Grass: The Prairies and Westward Expansion”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1600

Internet



Our address on the World Wide Web is:
<http://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 the agency home page at:
www.nps.gov



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