

National Park Service
U.S. Department of the Interior

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



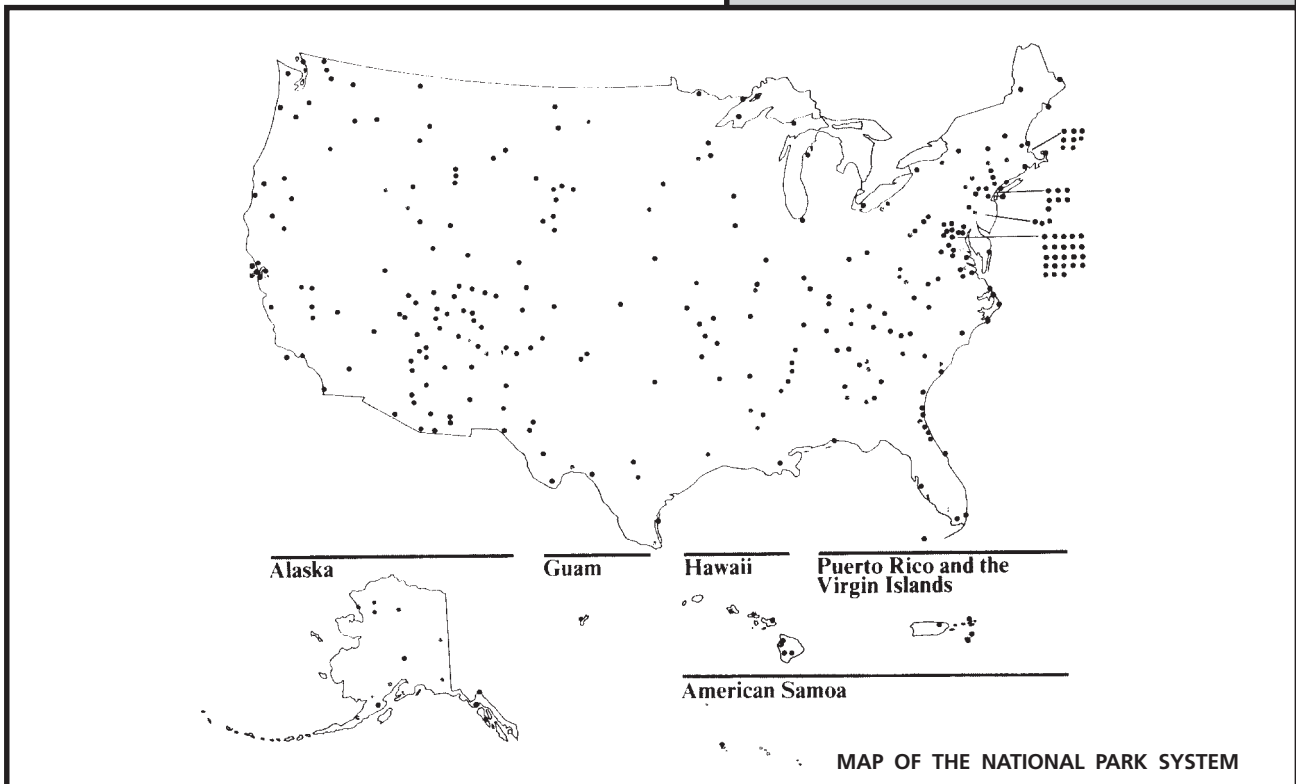
General Tour of the Museum of Westward Expansion *Introduction*



The National Park Service is “the largest university in the world, with 367 branch campuses.”

Robin Winks
Yale Historian, 1993

As of 2003, the number of National Park units extended to 388, all of which are here for you.



Any questions or comments on this Teacher Activity Guide are welcome. Contact the Director of Education at:

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1600

Produced by the Division of Museum Services and Interpretation: 1995, revised 2002.



Dear Teacher:

Thank you for your valuable suggestions. You requested activities specific to each program topic that can be used before and after your museum visit. We listened and have designed this Teacher Activity Guide (TAG) especially for you. It is an investigative, hands-on approach to history.

The activities are based on curriculum guidelines for the states of Missouri and Illinois; they integrate cooperative learning, conflict resolution, and are relevant to real world experiences. In addition, suggested activities extend across the curriculum, providing an interdisciplinary approach, thereby enhancing the learning process.

We are also excited to introduce you to the National Park Service through an integrated theme concept. In addition to our basic program format, sections on career education and enrichment activities provide a multifaceted guide that can be used for a variety of student levels and subject areas.

We hope you find this guide “user-friendly” and look forward to hearing from you again. We appreciate your feedback and ask that you complete the enclosed Program Evaluation. If you have any questions or need further information, please call us at (314) 655-1600.

Sincerely,

Margaret G. O’Dell
Superintendent



“USER FRIENDLY” FORMAT

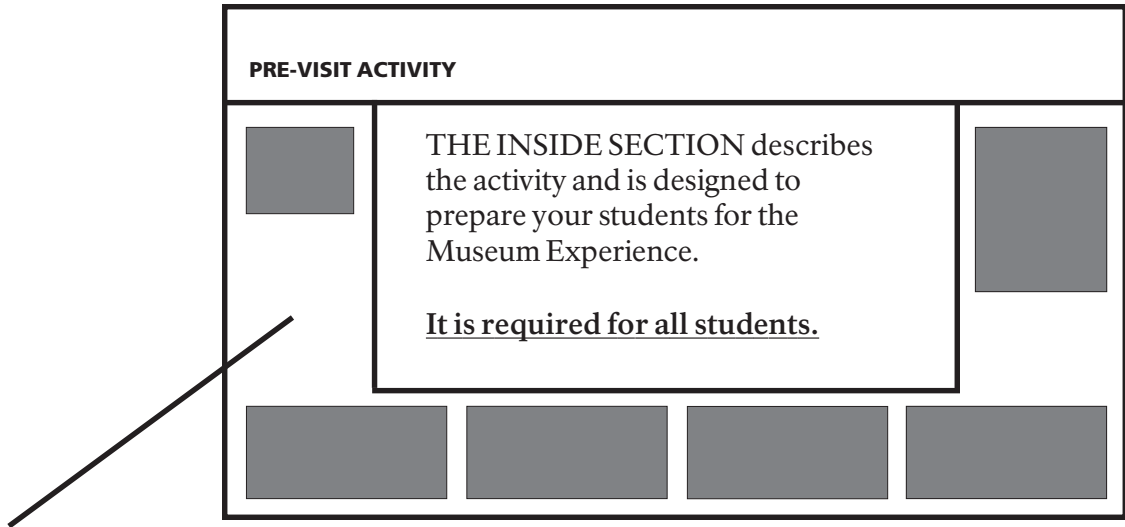
The activities in the TAG follow a simple format.

- Three PRE-VISIT ACTIVITIES prepare your students before the MUSEUM EXPERIENCE. We suggest you use all three activities in sequence as access strategies. Depending on the performance level of your students, however, you may wish to move ahead to the REQUIRED activity.
- The MUSEUM EXPERIENCE briefly summarizes the program in which your students will participate at the Museum of Westward Expansion or the Old Courthouse.
- Three POST-VISIT ACTIVITIES complement each of the three PRE-VISIT ACTIVITIES and are designed for you to use after the MUSEUM EXPERIENCE. They are designed in sequence, yet also provide the flexibility to accommodate the specific needs of your students.



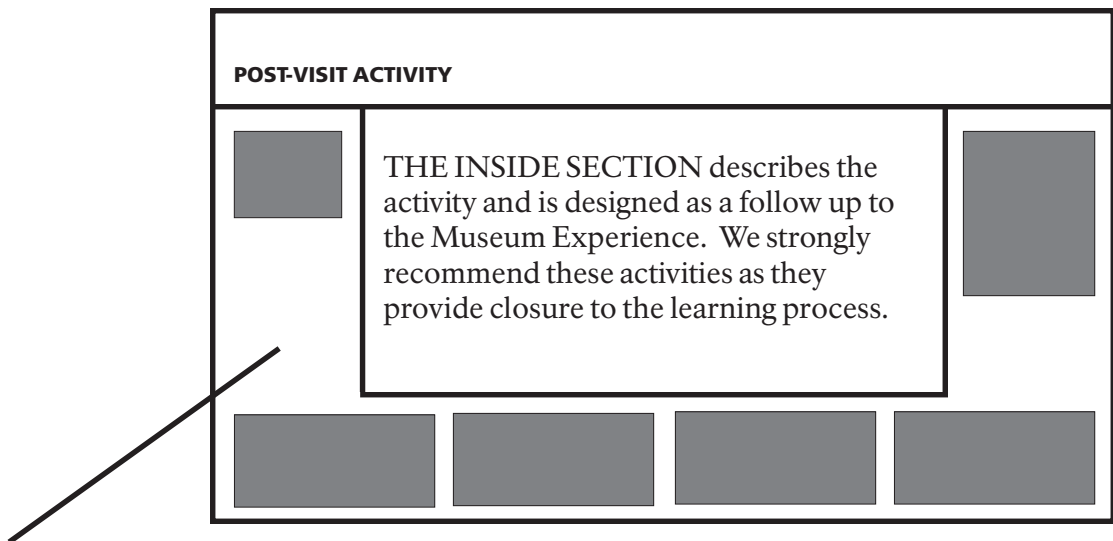
Each activity is designed in a wrap-around format to provide flexibility in your lessons and provide enrichment for a variety of student abilities.

PRE-VISIT ACTIVITY



THE WRAP-AROUND MARGIN conveys a relevant real world connection with extension activities in Language Arts, Math, Science, Art and Music. Related site information provides an enrichment opportunity that encourages internet exploration and a greater sense of the National Park Service. This sectional is optional; however, it can reinforce the lessons in the main activity.

POST-VISIT ACTIVITY



THE WRAP-AROUND MARGIN enhances the carry-over of real world connections by extending the lesson across the curriculum into Language Arts, Math, Science, Art and Music.



INTRODUCTION

In 1803, Thomas Jefferson purchased the Louisiana Territory from France and thus began the great westward expansion of the United States. Over the ensuing ninety years, the American frontier became both larger, with new territorial acquisitions, and smaller as Americans explored and settled the west.

The frontier greatly influenced the character and destiny of nineteenth century America. The young republic would see itself reborn time and again on its western border. The west beckoned to adventurers, entrepreneurs, immigrants, and hard-headed business people alike. The American west was a new land of opportunity, but one with significant risks.

There were enormous hazards on the frontier, great deserts, unexplored mountain barriers, mighty rivers to conquer, blustery winters, and blistering summers. There were strange new animals and endless herds of buffalo, far too many to number. The American Indians populated the area, sometimes acting as friends and other times as foes.

The risks were great, but the rewards were greater still, free land and a chance to make a fortune in the fur trade, in mining, or in hunting. There were wagons going to Oregon for free fertile farm ground and to California for gold. Jobs were plentiful as the great railroads were being built. Cities such as St. Louis prospered in outfitting the westward-bound population.

The westward expansion of the United States was rapid. In 1890 the U.S. Census Bureau reported that frontier areas no longer existed in the United States. What Thomas Jefferson predicted would take hundreds of years took a mere ninety. The nineteenth century frontier was a place of challenge and excitement. To the nineteenth century pioneer it seemed massive, with endless resources. From the frontier experience were born so many of our American characteristics, such as opportunity, self-advancement, and self-reliance. More than one hundred years later, we can still learn from that experience. We can learn that resources, and therefore opportunities, are not endless and that we must take care of what we have and not squander it away. Therefore, today we must add to that list of learned American characteristics, conservation, preservation, and appreciation for what the land has yet to offer.