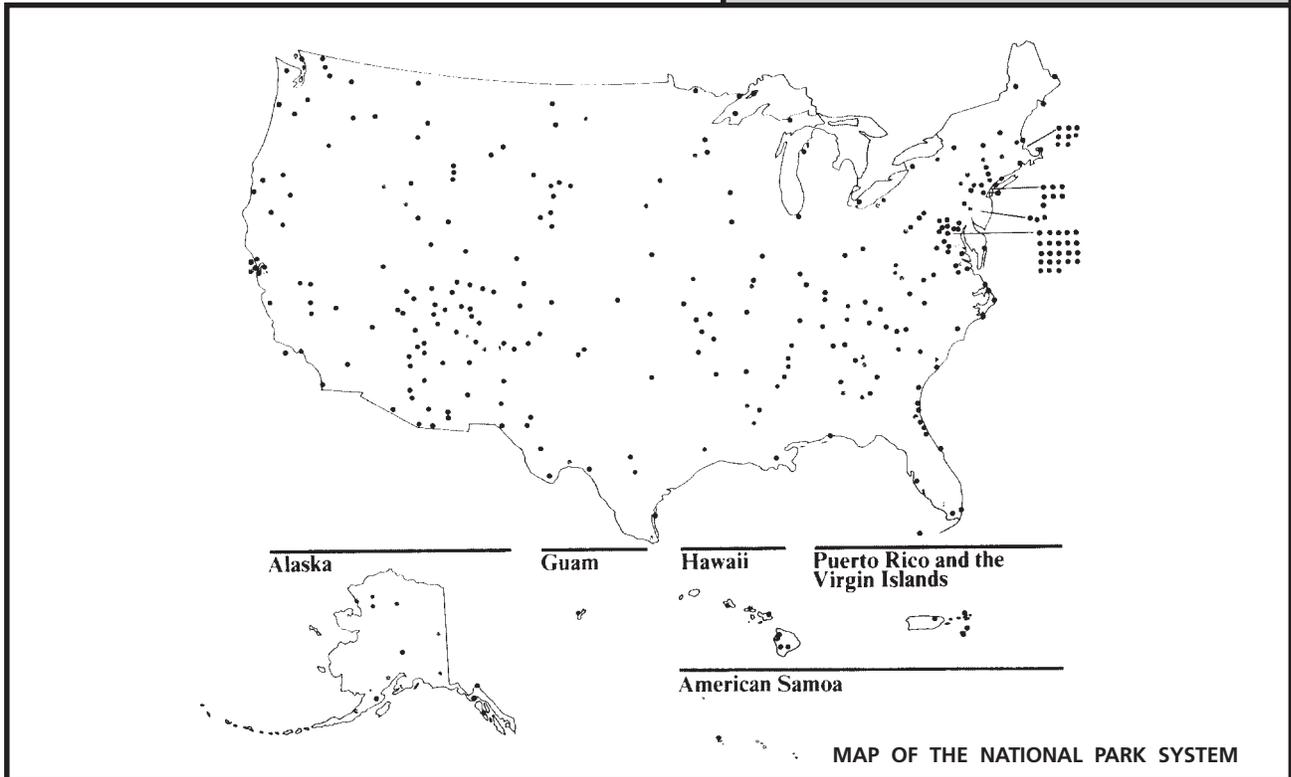


The National Park Service is “the largest university in the world, with 367 branch campuses.”

Robin Winks
Yale Historian, 1992

As of 2002, the number of National Park units extended to 385, 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 2004.



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,

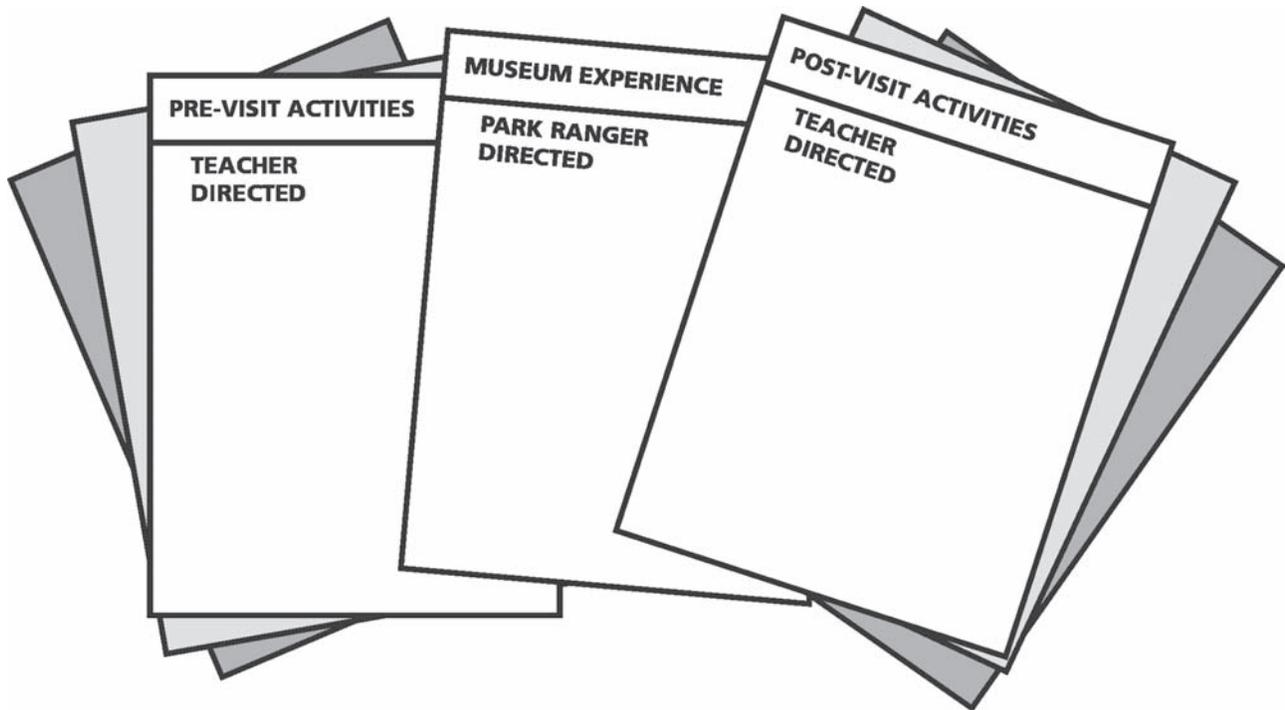
Margaret G. O'Dell
Superintendent



“USER FRIENDLY” FORMAT

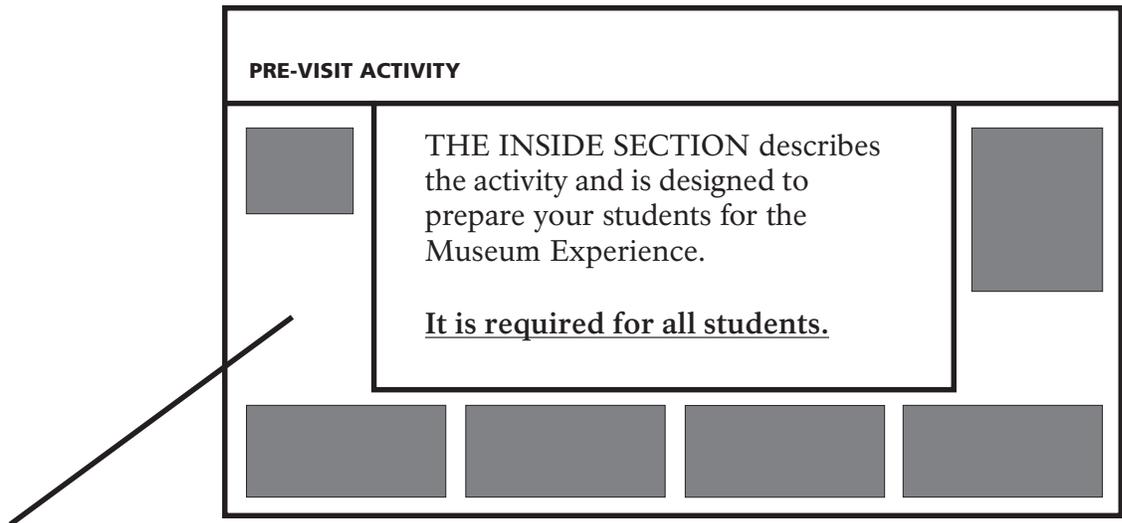
The activities in the TAG follow a simple format.

- 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.



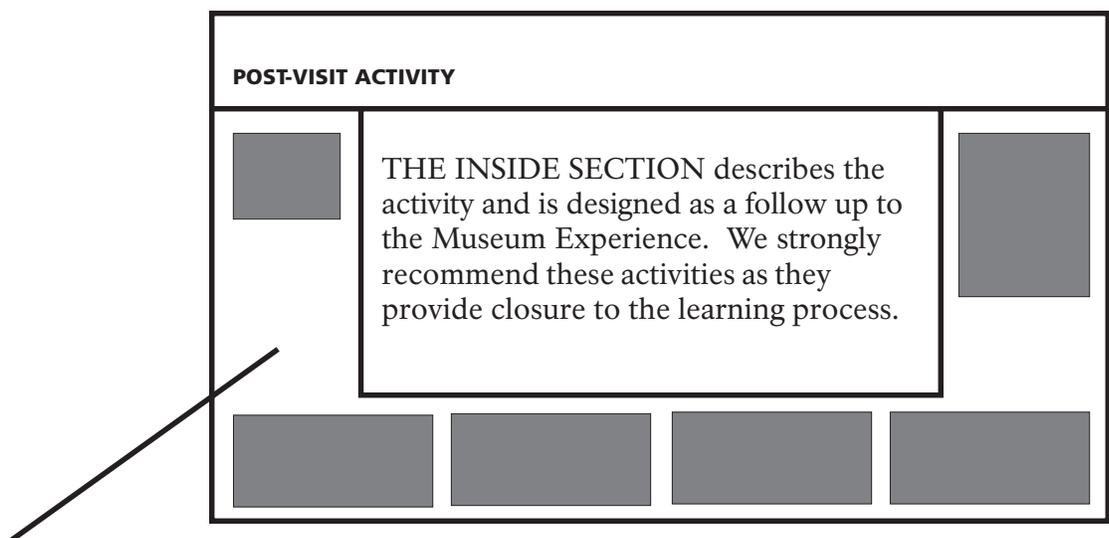
Each activity is designed in a wrap-around format to provide flexibility in your lessons and provide enrichment for a variety of student abilities.

PRE-VISIT ACTIVITY

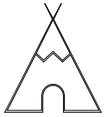


THE WRAP-AROUND MARGIN conveys a relevant real world connection with extension activities in Language Arts, Math, Science, Art and Music. Related site information provides an enrichment opportunity that encourages internet exploration and a greater sense of the National Park Service. This sectional is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

The tallgrass prairies west of the Mississippi River were home to more than twenty-seven American Indian tribes during the 1800s. While tribal groups were distinct in subtle ways of dress, speech, and customs, each held in common the belief that land was sacred and special. The importance of the land and its gifts is reflected in the stories, songs, and ceremonies of every tribe.

To American pioneers of the 1800s, the Great Plains appeared to be a vast wasteland waiting to be filled with the fruits of industry. Their claims to large tracts for farming, ranching, and mining were backed by the United States government and its army, which eventually sought to clear the west for settlement by removing all American Indian tribes onto reservations. The resulting conflicts characterize the expansion of our nation.

The traditional way of life for many Plains Indian people, whether agricultural or nomadic hunter-gatherer, followed the cycle of seasons. Springtime brought warmer weather and the chance to hunt, plant, or socialize after months of confinement in winter quarters. During the summer months, people traveled, traded, and gathered for ceremonies and celebrations. Fall was a time to gather food and prepare for the rigors of winter. During the long winter months, people mended and made clothes, spent time with family, and passed on tribal history through stories and songs. Generations of Plains Indian people adapted to this cycle, developing distinct and specialized skills that characterize their cultures.

Many Americans are familiar with the nomadic hunting tribes, such as the Lakota, Cherokee, or Crow. However, some Plains Indian tribes lived in permanent villages along rivers. Tribes like the Hidatsa and Mandan grew corn, beans, and squash in the rich soil along river floodplains. Because their villages remained in one place, they became the hub of a trade network extending for thousands of miles across North America. People brought horses, buffalo meat and hides, and European trade goods to exchange for surplus agricultural products.

During the 1800s, thousands of buffalo roamed the Great Plains grazing on abundant prairie grasses. Plains Indian people who followed these herds relied on the animal for food, shelter, and clothing. To them, buffalo were special and sacred.

As settlers flooded onto the Great Plains, thousands of men, women, and children died in defending their traditional way of life. Those who surrendered were forced to live within reservations, where food was scarce. The buffalo herds were slaughtered to near extinction, and many people feared the Plains Indians would also become extinct. Today, Plains Indian culture is experiencing a resurgence. It is visible in art, music, literature, and film, as well as at powwows and cultural demonstrations. Museum Education Programs at Jefferson National Expansion Memorial interpret traditional Plains Indian life and its significance in American history.



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