

National Park Service
U.S. Department of the Interior

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



African Americans of the West

Teacher Activity Guide

Grades K-3





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AFRICAN AMERICANS OF THE WEST

PROGRAM DESCRIPTION

This forty-five minute program presents the American pioneer experience from the perspective of the Moses Speese family. Emancipated from slavery in the 1860s, the family moved west to homestead in Nebraska, where they met many of the challenges and rewards of frontier living.

Through the eyes of the youngest family member, students will follow Little Charlie and his family as they travel west, set up their homestead, and contribute to their community. Students will learn about the role of family and education in pioneer life, as well as roleplay some of the daily tasks of “proving up” a homestead. To many people, including African Americans, the American West offered freedom and opportunity. The story of the Speese family in the West is a story of struggle and success typical of many frontier families.

At the museum, you will meet the ranger assigned to your program. After a brief introduction, he or she will lead students through the museum, telling the story of the Speese family through activities and interpretation. The ranger will also use museum exhibits, photographs, and living history items to bring history to life for your students.

After your visit, we encourage you to complete the suggested POST-VISIT ACTIVITIES. These activities are designed to provide students with an opportunity to reflect and expand upon their museum experience.

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 1A)
- Identify and analyze responsibilities of given occupations. (ILS 18.B; MAP 1.10, 4.8; NCSS VIIe)
- Identify examples of cooperation, compromise, and responsible behavior in decision-making. (ILS 18; MAP 1.6; NSH 3, 5)
- Identify the effects of change on communities. (ILS 16.D, 18.C; MAP 3.5; NCSS IIb; NSH 1G)
- Identify the importance of various groups in the westward expansion movement of the United States. (ILS 16.D; MAP 1.2; NCSS IIIh; NSH 3J)

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)

VISITING A PIONEER FAMILY



The following letter is fictionalized. However, Charles Speese and his family really lived on a Nebraska homestead in the 1880s. Read Little Charlie's invitation aloud to your students. It will help to set the stage for your visit to the Museum of Westward Expansion and the following PRE-VISIT ACTIVITIES.

How do. My name is Charles Speese. Papa calls me "Little Charlie." We live on a farm in the flattest place you ever saw. Nothing but grass and sky all around. We've got cows and pigs and chickens. Even horses! We grow enough sweet potatoes for sweet potato pie all year 'round.

Mama says if I keep eating like I do, I'll grow up big and strong like my brother, Henry. He knows how to read and write. Papa says all of us will learn to read and write so no one can cheat us, like they cheated him back in Carolina.

It sure can get lonesome out here. The winter's so cold, and sometimes the wind blows for days. There aren't many neighbors around, especially kids my age. Maybe, one day, you can come out for a visit?

ACTIVITY



Have students bring in a photo or draw a picture of their family and where they live. Ask them to compare their pictures with the photo of the Speese family on page 28 of the Appendix. What is the same? What is different?

Make up a story about Charlie and his family.

- What do you think they ate for supper? Where did they get their food?
- Where did Charlie and his brothers and sister go to school?
- Who came to visit them? Whom did they visit?

MATH



Charlie has three sisters and two brothers. All together, how many children are in his family? (Answer: 6). If they line up in boy-girl-boy-girl order beginning with the oldest boy, would the fourth person in line be a girl or a boy? (Answer: Girl). Have students diagram their answer (See example at right).

Example:

Boy	Girl	Boy	Girl	Boy	Girl
1	2	3	4	5	6

PHOTO ANALYSIS

After reading the following prompt to your class, use some of the questions below to compare and contrast life today with that of a 19th century pioneer. Use the enlarged copy of the photo below from page 28 of the Appendix.

Here is a picture of my family. That's me in the middle (I'm the youngest boy). How do you like our house? Papa says sod is the best thing to build a house with on the prairie, but back east they build with brick or wood. What materials were used to build your house?



QUESTIONS FOR ANALYSIS

- What do you notice about this picture?
- How are Little Charlie and his family dressed?
- How is their house like yours? What is different about it?
- What do you think Charlie's family do for work? Where do they go for work?
- How do they get from one place to another when they traveled?
- What do you notice about their yard?

EXPLORATION AND ENRICHMENT

Less than one percent remains of the 400,000 square miles of tallgrass prairie originally covering North America. Tallgrass Prairie National Preserve in Kansas includes significant examples of this historic and uniquely American ecosystem. See page 26 in the Appendix for contact information.



Little Bluestem

Photo courtesy of
Douglass W. King
Company, San Antonio, TX

SCIENCE



Parts of the Great Plains are tallgrass prairies. The tall, durable grasses, such as Little Bluestem, are adapted to conditions that cut down competition from other plants. Have students research these conditions and the survival adaptations developed by grasses like Little Bluestem.

Pioneers used Little Bluestem in their own adaptations to the plains environment. How did they use it? What qualities made it suitable for their use?



PRE-VISIT ACTIVITY #2 (suggested)



Did you know...

you can use the Internet to research your family history? Vital records, such as birth, death, and marriages, can be located through genealogy sites.



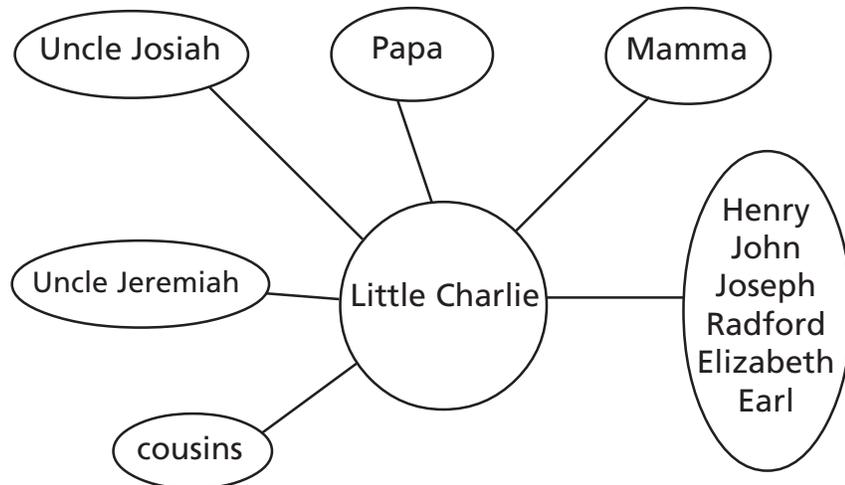
FAMILY WEB ACTIVITY

After reading the following prompt, direct students to create a word web of the people in their family. Use the web below as an example.

Before I was born, Papa and Mama moved here with my four brothers and our sister, Elizabeth. When I was born, there were eight of us in our family. That's a big family, isn't it? It took all of us, working hard, to improve our homestead.

When Papa first came here, his two brothers came with him. They are my uncles, Jeremiah and Josiah. They brought their families with them. Their children are my cousins.

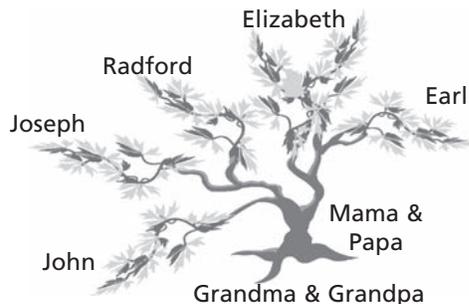
Do you have any cousins? Who else is in your family?



ART AND MUSIC



Students may want to show their creativity by portraying their family using a family tree, with grandparents at the roots, parents or guardians as the trunk, and children as the branches.



CRITICAL THINKING

Choose one of the following activities in which students explore their relationship with the people closest to them.

IN CLASS

In small groups, ask students the following questions. Students may share their answers with a partner.

- Whom do you feel closest to in your family?
- What is it about this person that makes him or her special to you?
- What kind of work does he or she do? If retired, what type of work did he or she do?
- What is something you do together that is special (read, cook, dance, etc.)?

OUT OF CLASS

Have students interview a parent, grandparent, or other adult, then share their answers with the class or a partner.

- What is one of the first things you can remember?
- What was it like when you were my age?
- What did you do for fun?
- What kind of work did your father/mother do?
- What was one of your biggest challenges and how did you overcome it?

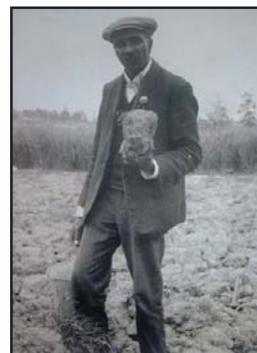
SCIENCE



Sweet potatoes are a root crop, growing as underground tubers at the root of the plant. A staple food for many pioneer families, sweet potatoes can be baked or cooked into biscuits, pies, and casseroles. Grow sweet potatoes in your classroom by planting tubers in 2" of soil or other media. Document the progress of sprouts or "slips." When the plant flowers, check below soil for small tubers.

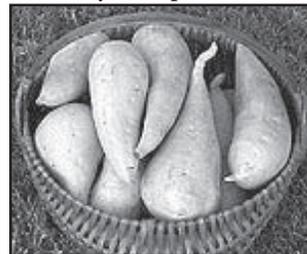
EXPLORATION AND ENRICHMENT

Agricultural scientist and inventor George Washington Carver grew up on a homestead in southwestern Missouri. The George Washington Carver National Monument in Diamond, Missouri memorializes the early life of this African American educator and humanitarian. See page 26 in the Appendix for contact information.



NPS Photo

Photo courtesy of www.buysweetpotatoes.com





PRE-VISIT ACTIVITY #3 (REQUIRED)



Did you know...

it was against the law for African American slaves to learn how to read and write? Some taught themselves in secret. When slavery ended, education became important to African Americans for their children.

"PROVING UP"

In order to maintain title to their claim, homesteaders were required to make improvements to their property over a period of five years. Planting fields, tending animals, and building houses and barns were a necessary part of a family's livelihood, along with the daily round of household chores, such as cooking, cleaning, and mending.

In the following roleplay, students reenact some routine tasks that were an important part of "proving up" a homestead.

ROLEPLAY ACTIVITY

Divide students into three or four small groups. After reading the following prompt, have each group take turns picking a task from the list on page 11. Each group pantomimes the task for the other groups, who try to guess what it is.

There's a lot of work to do on our homestead. Papa and my brothers plow and plant corn, wheat, and oats in the spring. All summer long we tend to the fields, and there's always animals to be fed. Mama and Elizabeth cook breakfast, lunch, and supper on a woodstove. They wash all of our clothes by hand, then hang them on a line to dry. Mama says frontier life is hard on a woman. I do what I can to help, usually picking up cowchips to burn in the fire.



LANGUAGE ARTS



Read the definition of "family" from the dictionary. Discuss the roles of family members and why they are important. Students may notice there are several different types of family structures. Emphasize all have their strengths and difficulties. The following books present traditional and

nontraditional family structures. Choose one to read to your class, then discuss the family structures represented and the roles of various members.

- Woodtor, Dee Parmer. *Big Meeting*.
- Hausherr, Rosmarie. *Celebrating Families*.

Milking a cow	Feeding the chickens
Sewing on a button	Chopping wood
Planting seeds	Building a barn
Cooking supper	Cutting the grass
Washing clothes	Driving a horse and buggy

EXPLORATION AND ENRICHMENT

In 1954, the U.S. Supreme Court ruled that “separate educational facilities are inherently unequal.” Heralding the end of legal segregation in public schools, this decision is commemorated by the Brown v Board of Education National Historic Site in Topeka, Kansas. See page 26 in the Appendix for contact information.



Photo courtesy of www.beaverbuckets.com

CRITICAL THINKING

- What tools or equipment would you need for this job?
- Would you need help doing it, or could you do it alone?
- What time of year would you do this job? What time of day?
- Would you do this job inside or outside?
- Were reading and writing important to do this job?
- Which of these jobs do we still do today?

MATH



One morning, Little Charlie collected 12 eggs from the hen house. His mother used 3 eggs to make a pan of cornbread and 4 eggs to make pancakes. How many eggs were left?

Draw a picture and equation to solve the problem. Write a sentence explaining your answer.



3 eggs + 4 eggs = 7 eggs used
 12 eggs - 7 eggs used = 5 eggs left

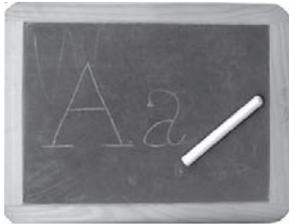


THE MUSEUM EXPERIENCE



Did you know...

after the Civil War, groups of African Americans from the South moved west to start their own towns and cities? These Exodusters believed the West was a “promised land” full of freedom and opportunity.



AFRICAN AMERICANS OF THE WEST: THE PIONEER EXPERIENCE

AT THE PARK:

- Register your group at the Information Desk
- Review “Museum Manners” with students
- Meet your park ranger at the Museum Entrance

BRIEFING

Your students should organize into the pioneer job groups formed in PRE-VISIT ACTIVITY #3. Students are encouraged to make and/or wear a nametag indicating their group.

COOPERATIVE LEARNING ACTIVITY

The park ranger will give each pioneer group a canvas bag containing items or pictures of items useful to African American pioneers in their frontier job. Students will have five minutes to brainstorm before “interpreting” the items for the rest of the class.

INTERPRETIVE PROGRAM

Using the museum’s map and theme walls, the park ranger will present the story of the Moses Speese family and their experience homesteading on the western frontier.

VISUALS

Using museum exhibits, photographs, and living history items, the park ranger will share recollections and observations of frontier life as seen by Little Charlie Speese and his family.



ART AND MUSIC



Alan Lomax made extensive recordings of American folk music, including African American and western folksongs. Collections of his work, such as “Southern Journey: Voices from the American South,” provide examples of traditional American music for work and play. Obtain a copy

from your local library and play several selections for students. Have them interpret the mood and setting of the songs through drawing, painting, or collage. Have an exhibition and a gallery opening where students can discuss their work.

HANDS-ON OBJECTS

The park ranger will provide multisensory exploration by encouraging students to see and touch reproduction items such as a butter churn, clothing, and horse harness.

VOCABULARY

covered wagon - wagon used by people travelling west; usually covered with canvas and pulled by horses, mules, or oxen

frontier - the part of a settled region lying near an unsettled region

homestead - land claimed by people for living and farming

pioneer - a person who explores or settles a new area

prairie - a broad, grassy plain

plow - a farm tool used to cut soil and turn it over for planting

proving up - a slang term, meaning “to improve”

slate - a hard rock that splits easily into thin, smooth layers; it is sometimes used to write on, like a small chalkboard.

sod - a piece of grassy soil held together by matted roots of grass and weeds

washboard - a board with ridges, used to scrub laundry



EXPLORATION AND ENRICHMENT

The town of Nicodemus, Kansas is one of the few remaining western communities established by African Americans after Southern Reconstruction. Enduring years of extreme weather conditions and a declining agricultural economy, the town is preserved today as Nicodemus National Historic Site. See page 26 in Appendix for contact information.



NPS Photo

LANGUAGE ARTS



The stories that families pass down from generation to generation are called folk tales or folk stories. The story about the Speese family arriving in Westerville aboard a wagon while singing songs is an example of such a story. Have students ask their parents, grandparents, or other family

members about stories their parents or grandparents told them. If possible, ask them to record the stories and transcribe them. Bind the stories into a collection for classmates or family members.



POST-VISIT ACTIVITY #1 (suggested)



Did you know... homesteaders often displayed their certificate of patent on the walls of their cabins? These certificates were signed by the president of the United States.



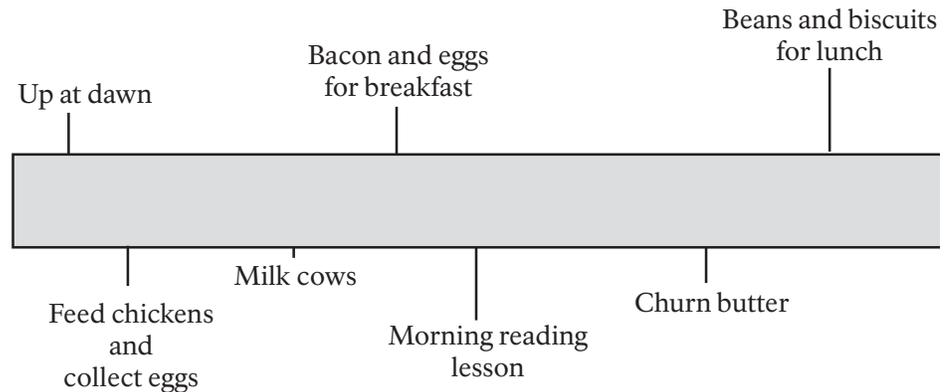
ALL IN A DAY'S WORK

Homesteaders worked from sunup to sundown to “prove up” their property. The daily, weekly, and yearly tasks of these people make up the history of this particular place and time in American history.

COOPERATIVE LEARNING ACTIVITY

In this activity, students work together to create a list of chores and reenact them as they occurred in the daily, weekly, and yearly life of a pioneer family.

1. Brainstorm a list of routine chores and activities on a homestead. Write your list on the board. Have students decide which are daily activities and which are done weekly. Which are done yearly or seasonally?
2. On the board, draw three timelines; one representing a day, one representing a week, and another representing a year. Ask your students to fill in the activities where they would fall along their respective timelines.
3. Divide students into three small groups. Group One represents one day in the life of a pioneer. Group Two represents one week, and Group Three represents one year. Give the groups several minutes to discuss how to reenact their period of time for the rest of the class. Each group then takes a turn presenting its reenactment for the class.



MATH

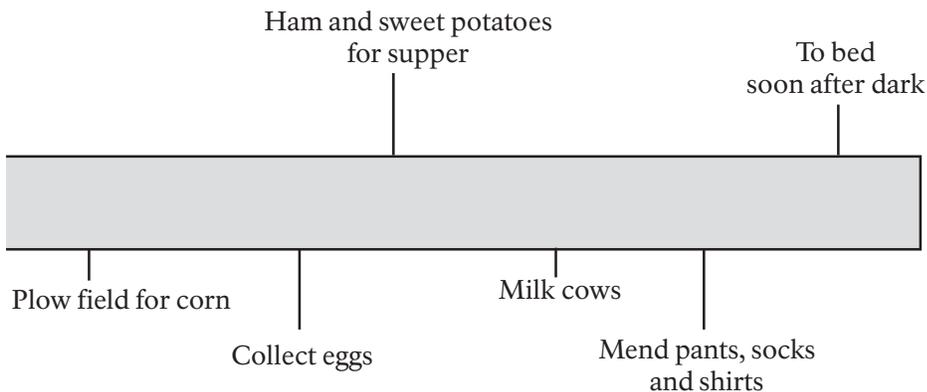
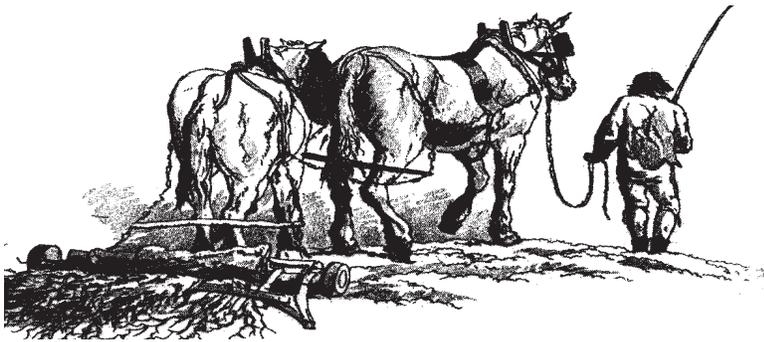


Little Charlie’s father, Moses, has seven acres he wants to plant in corn and beans. Have students use manipulatives to show how many different ways Moses can plant corn and beans on seven acres. Have them record five or more combinations and write a number sentence to describe each.

	$3+4=7$
	$2+5=7$
	$6+1=7$
	$2+1+2+1+1=7$
	$4+3=7$

REFLECTING ON YOUR VISIT

During your visit to the Museum of Westward Expansion, you met Little Charlie Speese, his father, Moses, and the rest of their family. You saw a little of what life was like on their homestead and some of the tools they used for their work. Thinking back on your museum visit, what were some of the things that impressed you about the way Charlie and his family lived?



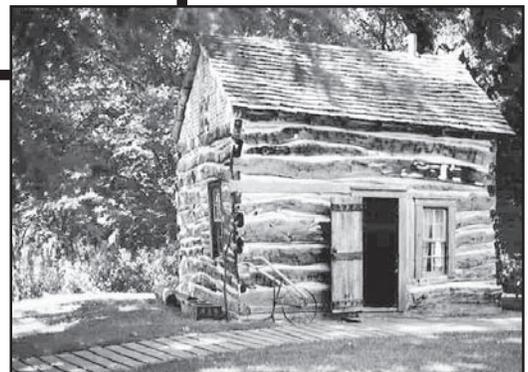
EXPLORATION AND ENRICHMENT

After the 14th Amendment granted citizenship to African Americans, thousands traveled west to homestead on the Great Plains. Homestead National Monument commemorates the efforts of American pioneers who farmed under the Homestead Act of 1862. To learn more, see page 27 in the Appendix.

LANGUAGE ARTS



Write a letter to Little Charlie, or draw him a picture about some of the things you liked about the way he and his family lived. What were some of the things you think would have been difficult? Compare the way you live today with the way he lived back then.



NPS Photo



POST-VISIT ACTIVITY #2 (suggested)



Did you know...

many national parks and historic sites feature African American history? Learn more by visiting the National Park Service website, *Stories to Tell: African American History in Your Parks* (www.nps.gov/untold).



NPS Image

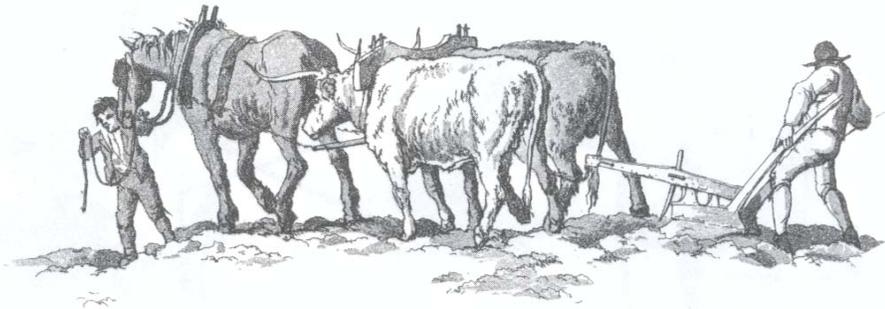
DECISIONS, DECISIONS

Pioneers made decisions every day. How much corn to plant or how many cows to raise were important for a family's livelihood. Other decisions, such as what to have for breakfast, carried less weight but still affected the daily lives of the people making them.

COOPERATIVE LEARNING/CONFLICT RESOLUTION ACTIVITY

In this activity, students work in their small groups to make decisions about the scenarios on the opposite page.

1. Review some of the decisions made by the Speese family, such as deciding to move west, deciding to learn how to read and write, and deciding to make a house of sod.
2. Give each group one of the scenarios on the opposite page. Allow students several minutes to discuss the scenario and make a decision.
3. Have each group present their scenario and their decision to the rest of the class.



SCIENCE



The following recipes are from an agricultural bulletin written by George Washington Carver and published by the Tuskegee Institute Experimental Station (Bulletin #31 "How to Grow the Peanut and 105 Ways of Preparing it for Human Consumption"). Have fun preparing them with your class.

Number 1: Peanut Soup

One quart of milk, 2 tablespoons butter, 2 tablespoons flour, 1 cup peanuts.
Cook peanuts until soft; remove skins, mash or grind until very fine; let milk come to a boil; add the peanuts; cook 20 minutes.
Rub flour into a smooth paste with milk; add butter to the peanuts and milk; stir in flour; season with salt and pepper to taste; serve hot.

You and your friends are playing a game at recess. Davis, a new student, asks if he can play. Your friends, Tara and George, do not want Davis to play with you.

What do you do?

One of your friends at home, Danielle, thinks it is fun to sneak into a neighbor's yard to pick flowers. One day, Danielle asks you to come with her.

What do you do?

After school one day, you find a baseball mitt in the hallway. The name "Maurice" is written on it. You know Maurice and that he is always leaving his things behind.

What do you do?

Your friends are trying to decide what game to play at recess. There are not enough people to make even teams.

What do you do?

copy/cut

EXPLORATION AND ENRICHMENT

Tuskegee Institute began in 1881 as a school for African American teachers. Contributions to research and education by dedicated faculty and staff led to Tuskegee's designation as a National Historic Site. See page 27 in the Appendix for contact information.



Tuskegee Institute
Library of Congress Photo

Number 80: Peanut Butter Fudge

2 cups powdered sugar, 1 cup milk,
2 heaping teaspoons peanut butter
*Mix ingredients; boil vigorously for 5
minutes; beat; pour in a buttered pan, and
cut in squares.*

Number 100: Peanut Brownies

2 eggs, 2 squares chocolate, 1 cup sugar,
1/2 cup flour, 1/2 cup melted butter
1/8 cup coarsely ground peanuts
*Mix and bake in shallow pan in a quick oven;
garnish the top with nuts, cut in squares.*



POST-VISIT ACTIVITY #3 (suggested)



Did you know...

Delaware's Iron Hill School was one of more than 80 schools for African-American children built between 1919 and 1928? These small schools incorporated the latest design concepts in Progressive era education.



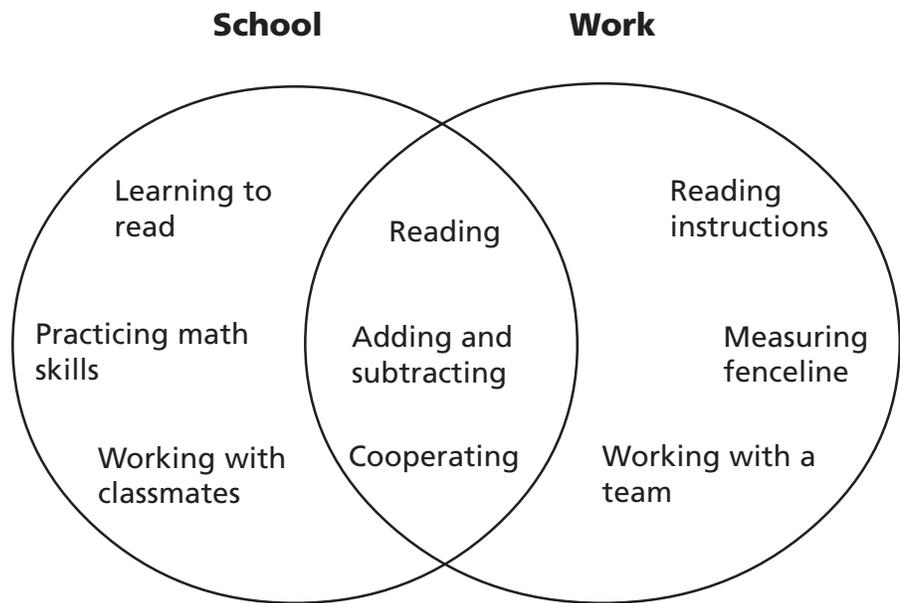
NPS Photo

SOWING THE FUTURE

Charles Speese grew up to have a farm and family of his own. All fifteen of his children went to college where they learned how to read and write. Their education led them to professional positions with colleges, hospitals, the telephone company, and the United States Postal Service.

VENN DIAGRAM

While Charles remained a farmer like his father before him, reading and writing were important to him. The Venn diagram below illustrates skills Charles may have used at school and work. Ask students how skills they learn in school prepare them for their future.



ART AND MUSIC

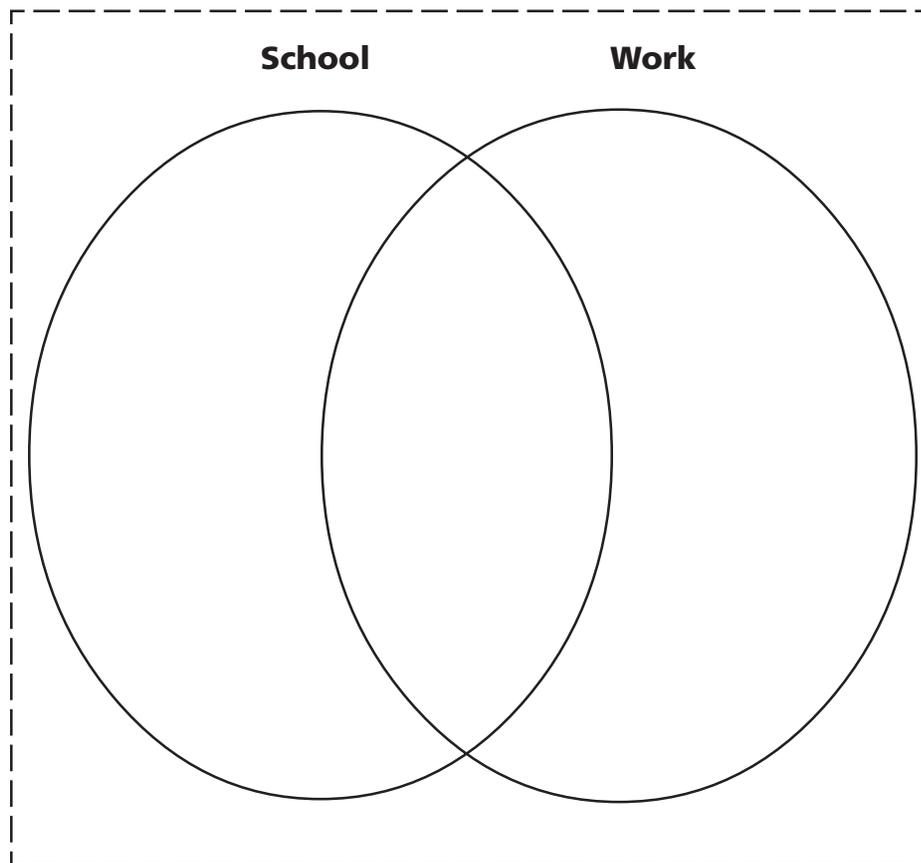


African American folk artist, Jimmy Lee Suddeth, is well known for his mud paintings. Other folk artists draw pictures and color them with the juice of grapes or berries. In your classroom, set up several stations where students can experiment coloring with natural materials (leaves, bark, soil, etc.). What other materials can they gather to use for coloring?



SOWING THE FUTURE

Students work as partners or individually to complete their own Venn diagram (below). Have them brainstorm a list of things they do at school and write them in the circle marked “School.” Next, brainstorm a list of things people do at work and write them in the “Work” circle. In the space where the two circles overlap, have students write a list of things that are common to both school and work.



EXPLORATION AND ENRICHMENT

Mary McLeod Bethune recognized the importance of education in the struggle for equal rights. Today, her Washington, D.C. home houses the National Archives for Black Women’s History. See page 27 in the Appendix for contact information.



NPS Photo

LANGUAGE ARTS



Barbara Brenner’s book Wagon Wheels tells the story of an African American father and his sons traveling west to homestead. Read the book with your class and have them reenact the storyline. Have groups of students develop different endings for the story.



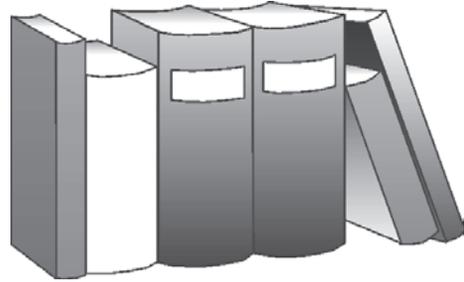


CAREERS

Librarian – a person who organizes, cares for, and helps others to use a collection of books and materials

BEHIND THE SCENES

A library is a collection of books, magazines, and other materials for reading and research. People visit libraries to read quietly, study, or do research. Librarians carefully record and arrange a library's collection so visitors may easily find what they need.



NATIONAL PARK CAREERS

National park librarians are familiar with all of the materials in their library. They use computers to help people find books and other materials. Being a librarian requires special training and education to learn how to organize and help others to use libraries.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The librarian at JEFF keeps track of all the books, magazines, journals, videos, and other resources in the JEFF Library. The JEFF Library is a collection of materials specifically about America's westward expansion. Teachers and students are welcome to visit. Ask the librarian to help you find material about African Americans of the West, the Gateway Arch, or other subjects.

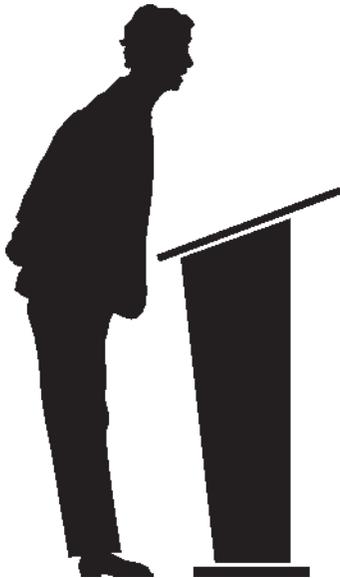
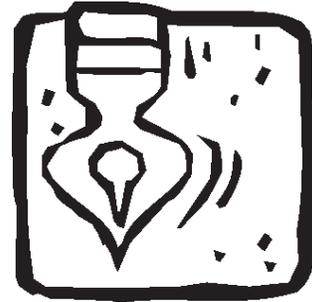


CAREERS

Historian – a person who researches, records, and interprets the significance of people, places, and events of the past

BEHIND THE SCENES

History is made from the actions and interactions of people, places, and events. The job of a historian is to study and to explain how these people, places, and events fit into history and why they are important to us today. Historians tell others about what they have learned by writing articles, teaching courses, and making presentations.



NATIONAL PARK CAREERS

Every national park has significance and history. A park historian is an authority on the people, places, and events relating to the park, and how the park itself fits into our nation's history. Being a historian requires special training and education to learn how to analyze events, put them into perspective, and organize thoughts into written or oral form.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

JEFF memorializes American westward expansion in the 1800s. Our historian is an authority on the people, places, and events of that time. He may work with the librarian to research park themes, such as African Americans of the West or the Dred Scott case. He may also work with park rangers to tell the story of the park. Sometimes, a movie producer may consult with the park historian to make sure certain aspects of a film are historically accurate. Teachers and students with questions about African Americans of the West may get an in-depth answer from JEFF's park historian.



CAREERS

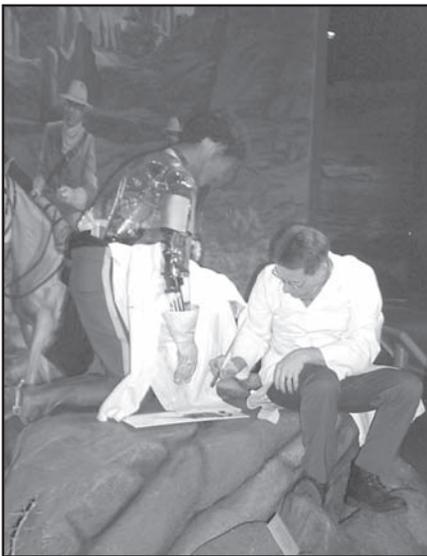
Museum specialist – a person who creates displays and cares for the items exhibited in a museum

BEHIND THE SCENES

A museum is a collection of artifacts representing the history or culture of significant people, places, or events. Artifacts may be displayed for the public to see or stored to protect them from the effects of light and moisture. Museum specialists have special training that allows them to handle and care for museum artifacts.



NPS Photo



NPS Photo

NATIONAL PARK CAREERS

Museums at national parks commemorate the natural and cultural history of our nation. Exhibits of books, tools, clothing, and other materials tell the story of the people, places, and events significant to American history. Museum specialists often work behind the scenes to make sure these artifacts are preserved, conserved, and exhibited for the enjoyment of the public and future generations.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The Museum of Westward Expansion and the Old Courthouse contain exhibits and collections of artifacts that tell the story of westward expansion and St. Louis history. African Americans contributing to American history, such as Dred Scott, are represented in photographs, exhibits, and artifacts. Museum specialists designed the exhibits to showcase museum resources and relate park themes to the public.

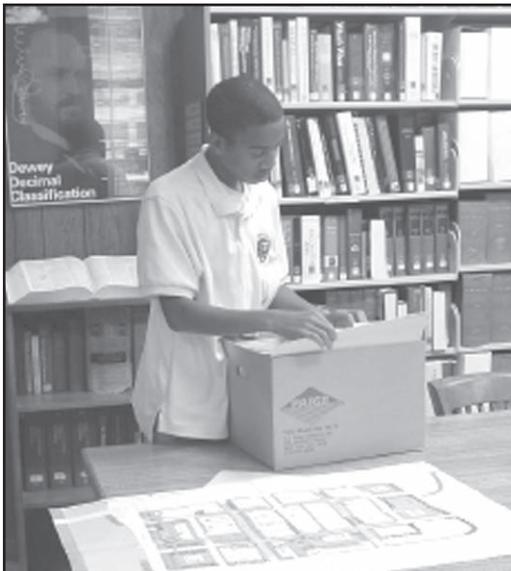


CAREERS

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

BEHIND THE SCENES

Many high school students and young adults volunteer their time during the summer or on weekends. Their service provides valuable help in the workplace and prepares them for future jobs.



NPS Photo

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. In some cases, they may work with all of the above. The park Volunteer Coordinator keeps track of their hours and the type of work they do.



CHARACTER EDUCATION

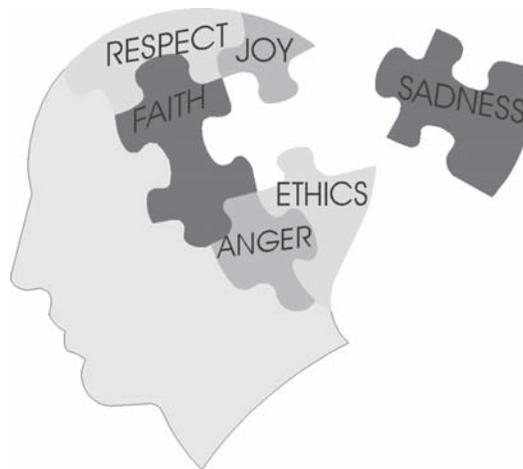
CHARACTER QUILT

Maintaining a homestead required a lot of work and effort. There was plenty of work to do and every family member contributed what he or she could. Family members had certain responsibilities they were expected to fulfill, such as sweeping the floor, feeding animals, washing dishes, or watching younger children. The chores children were responsible for contributed to the success of a homestead, just as chores today contribute to the success of a household or classroom.

What are your responsibilities at home or in the classroom?

Create a quilt representing the responsibilities students have at home or school. Have students bring in a piece of fabric approximately one foot square, or use construction paper. On his or her piece, each student will use colored markers or paints to depict the ways they contribute their skills and creativity at home or in the classroom. The assembled collage will represent how individuals contribute to the success of the whole group.

For context, have students refer to the works of artist Faith Ringgold, whose quilted pieces depict African American themes and characters. Her books include *Tar Beach* and *Aunt Harriet's Underground Railroad in the Sky*.





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.

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.



MULTIPLE INTELLIGENCES



APPENDIX

PRE-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this park, call or write:

Tallgrass Prairie National Preserve
P. O. Box 585
Cottonwood Falls, KS 66845
(316) 273-6034
Fax (316) 273-6099
www.nps.gov/tapr

PRE-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, call or write:

George Washington Carver National Monument
5646 Carver Road
Diamond, MO 64840-8314
(417) 325-4151
Fax (417) 325-4231
www.nps.gov/gwca

PRE-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this park, call or write:

Brown v. Board of Education National Historic Site
424 South Kansas Avenue
Topeka, KS 66603-3441
(785) 354-4273
Fax (785) 354-7213
www.nps.gov/brvb

THE MUSEUM EXPERIENCE

Exploration and Enrichment

For more information about this park, call or write:

Nicodemus National Historic Site
304 Washington Avenue
Bogue, KS 67625-9719
(316) 839-4233
Fax (316) 839-4325
www.nps.gov/nico



APPENDIX

POST-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this park, call or write:

Homestead National Monument of America
8523 West State Highway 4
Beatrice, NE 68310
(402) 223-3514
Fax (402) 228-4231
www.nps.gov/home

POST-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, call or write:

Tuskegee Institute National Historic Site
P. O. Drawer 10
Tuskegee Institute, AL 36087-0100
(334) 727-3200
Fax (334) 727-4597
www.nps.gov/tuin

POST-VISIT ACTIVITY #3

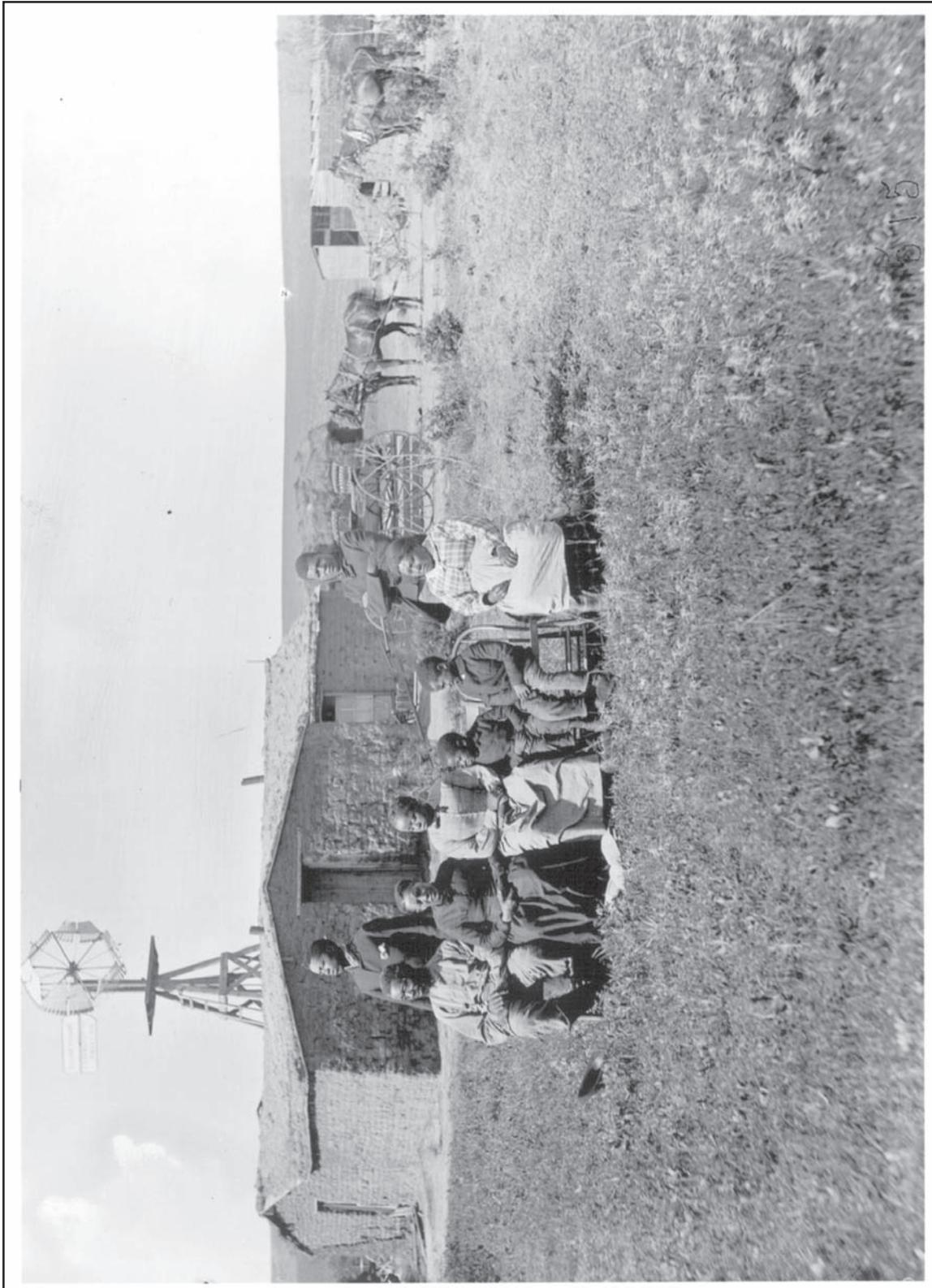
Exploration and Enrichment

For more information about this park, call or write:

Mary McLeod Bethune Council House National Historic Site
1318 Vermont Avenue NW
Washington, D.C. 20005
(202) 673-2402
Fax (202) 673-2414
www.nps.gov/mabe



APPENDIX



Photograph by Solomon D. Butcher, 1887.
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READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

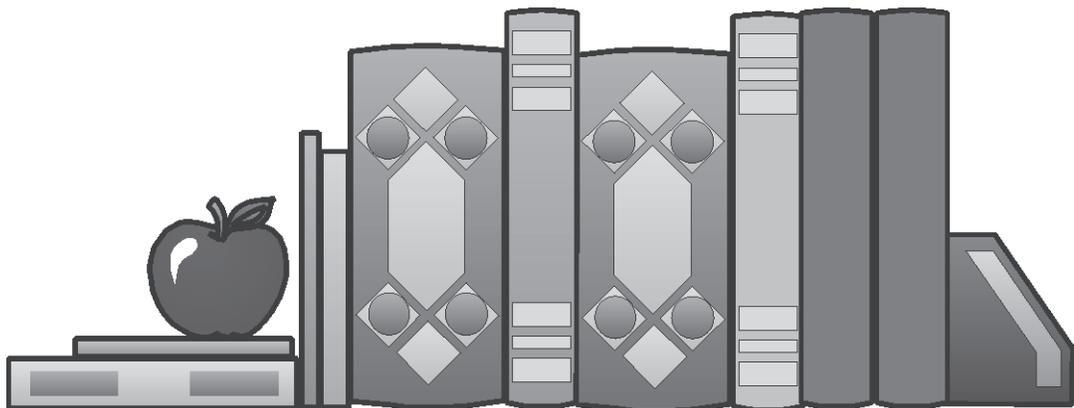
For Students:

- Brennen, Barbara. *Wagon Wheels (I Can Read Books)*. Glenview, IL: Scott Foresman, 1993.
- Katz, William Loren. *Black Women of the Old West*. Hong Kong: Ethrac Publications & Atheneum Books for Young Readers, 1995.
- McGowen, Tom. *African-Americans in the Old West*. New York, NY: Childrens Press, 1998.
- Morris, Neil and Ting. *Tales of the American West: Home on the Prairie*. New York, NY: Derrydale Books, 1988.
- Morris, Neil and Ting. *Tales of the American West: Wagon Wheels Roll West*. New York, NY: Derrydale Books, 1988.
- Myers, Walter Dean. *Brown Angels: An Album of Pictures and Verse*. New York, NY: HarperCollins Publisher, 1993.
- Pelz, Ruth. *Black Heroes of the Wild West*. Seattle, WA: Open Hand Publishing, 1990.
- Rounds, Glen. *The Treeless Plains*. New York, NY: Holiday House, 1967.
- Wood, Frances. *Panoramic Plains: The Great Plains States*. Chicago, IL: Childrens Press, 1962.

For Teachers:

- Hausherr, Rosmarie. *Celebrating Families*. New York, NY: Scholastic, 1997.
- Katz, William Loren. *The Black West*. Seattle, WA: Open Hand Publishing Inc., 1987.
- Leckie, William H. *The Buffalo Soldiers*. Norman, OK: University of Oklahoma Press, 1967.
- Micheaux, Oscar. *The Conquest: The Story of a Negro Pioneer*. Lincoln, NE: University of Nebraska, 1994.
- Woodtor, Dee Parmer. *Big Meeting*. New York, NY: Atheneum, 1996.

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



African Americans of the West
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Museum Gazettes



“Blacks in the West”
“Buffalo Soldiers: The African American
Contribution to Guarding the Frontier”
“The Moses Speese Family: New Years,
New Lives”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

Internet



Our address on the World Wide Web is:
www.nps.gov/jeff
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

For more information on the National Park
Service, visit their home page at:
www.nps.gov



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