

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 4-6





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AMERICAN INDIANS OF THE GREAT PLAINS

PROGRAM DESCRIPTION

This forty-five minute museum program focuses on the traditional cultures and lifestyles of American Indian tribes on the Great Plains during the nineteenth century.

As nomadic hunters, Indian tribes of the Plains relied on roving herds of buffalo for food, clothing, and shelter. Before the 1800s, thousands of buffalo roamed the Great Plains grazing on extensive tall-grass prairies. As the United States expanded Westward, buffalo populations dwindled and the traditional lifestyle of Plains Indians tribes was dramatically altered.

At Jefferson National Expansion Memorial, a 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 exhibits, such as the American Indian tipi, bison, and peace medal exhibits. Students will participate in a hands-on, cooperative activity demonstrating the affect of Westward Expansion on the traditional cultures and lifestyles of Plains Indian tribes.

To prepare your group for their museum experience, please complete PRE-VISIT ACTIVITY #3. The ranger will connect to this activity during your program. Use the suggested POST-VISIT ACTIVITIES to expand and reflect upon your visit.

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 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- Describe and compare major ideas, beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- Draw upon visual data in photographs and drawings. (ILS 25.A; MAP 1.5; NCSS IIc; NSH 2S)
- Examine issues regarding the use of land and other resources from multiple perspectives. (ILS 16.A; MAP 1.6; NCSS Id, IIIh; NSH 5A)
- Explore career opportunities in the National Park Service. (ILS 18.B; MAP 4.8; NCSS Vg)
- Interpret historical quotations. (ILS 2.B, 16.A; MAP 1.5; NCSS IIc; NSH 2, 3)
- 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 (suggested)



Did you know... described as a “sea of grass,” the Great Plains have supported large mammals and the people who hunt them since the end of the last Ice Age?



Photo courtesy Fermilab’s Visual Media Services

CONTRIBUTING TO HISTORY

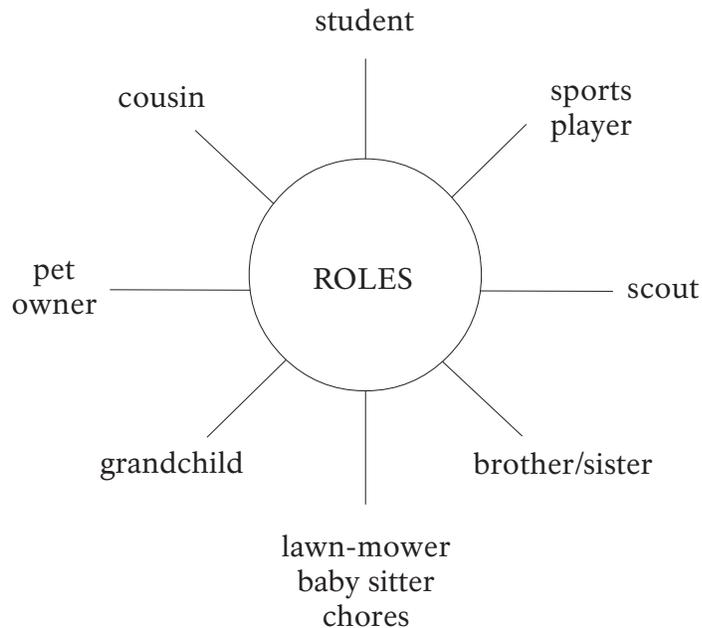
Harsh conditions made living on the Great Plains a challenge. In order to survive, members of a Plains Indian tribe contributed to their community in a number of ways.

ROLEPLAY AND COOPERATIVE LEARNING

The object of this activity is to identify the roles an individual might play in his or her family and community. Have students partner up. Using the “Oral History Log” on the page 7, have one student interview the other, then switch roles. When both partners are finished, have them join another partner group to share what they learned.

WORD WEB

As a group, discuss the many roles students play in their families and communities. Map them out using a word web.



GEOGRAPHY



Have students research the Great Plains using maps, library books, and the Internet. Have them answer the following questions: What geographic features bound the Plains to the north, south, east, and west? What major rivers flow through the Plains? What natural resources are available on the Plains? What is the weather typically like on the Plains?



<http://nationalatlas.gov>

ORAL HISTORY LOG

What is your name? Where were you born? When?

Tell me about where you live.

Tell me about the people in your family.

What do the people in your family do for work? What do they do for play and fun?

What are some things you do before or after school?

What things do you do to help in your home? In your community?

As you get older, what are some things you hope to be able to do?

Of all the things you do, which is most important to you?

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EXPLORATION AND ENRICHMENT

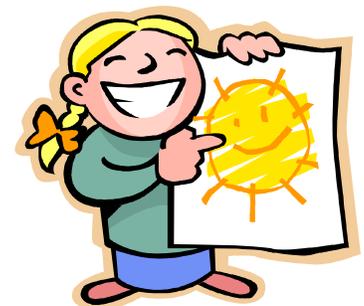
Large mammals, like the American bison, relied on the Great Plains grasslands. These once-vast prairies are now diminished and can no longer support large bison herds like those hunted by Plains Indians before the 1800s. Badlands National Park in South Dakota preserves the largest mixed-grass prairie existing in North America today, as well as a herd of American bison. See Appendix, page 26 for contact information.



ART AND MUSIC



Keith Bear's *Echoes of the Upper Missouri* is a collection of traditional and contemporary Plains Indian music. The recordings include sounds of the Missouri River bottomlands and flute music. Listen to *Echoes* with your students. Have them draw, paint, or otherwise depict their impressions of the landscape based on what they hear.





PRE-VISIT ACTIVITY #2 (suggested)



Did you know... prehistoric Indians living on the Great Plains made special tools from flint to help them hunt large mammals?



Courtesy
www.cr.nps.gov/seac/outline/02-paleoindian

INTERPRETIVE DISCOVERY

For thousands of years, Plains Indian people responded to the challenges of their environment by making the best of its limited resources. Their tools not only helped them to live on the land, but came from the land itself.

CRITICAL THINKING

The object of this activity is to interpret what tools tell us about the way people live. Discuss with your class the types of tools needed for a household task, such as washing the family car (sponge, water bucket, hose, soap, wax, etc.). Each item may have several different uses around the house, but how is it used for this particular task?

Consider the following questions in your discussion:

- How does this particular tool help to do the job?
- Where does the tool come from?
- How did you learn to use the tool?
- Why is this the best tool for the job? Or is it?
- What other tools might be a good substitute?

COLLABORATIVE GROUP ACTIVITY

Divide students into groups. Hand each group an envelope or piece of paper labeled with one of the following tasks:

- | | |
|----------------------|------------------|
| sewing a dress | cleaning a room |
| building a bookshelf | playing a sport |
| planting a garden | caring for a pet |

Have groups discuss the steps of their task and the tools needed to complete it successfully. Have them create collages of tools needed for their task using pictures from newspapers, magazines, and catalogues.

SCIENCE



Flint is easily found in Missouri and Illinois streambeds. Collect some for your classroom. Using the “Mohs Scale of Relative Mineral Hardness,” have students compare flint’s hardness with that of other rocks, such as limestone and granite.



ROLEPLAY

Using the collages from page 8, have students imagine they are historians and archivist who have just acquired a collection of new material. Their task is to put the collection into order and interpret its meaning.

What is each tool made of?

Where might such materials be found?

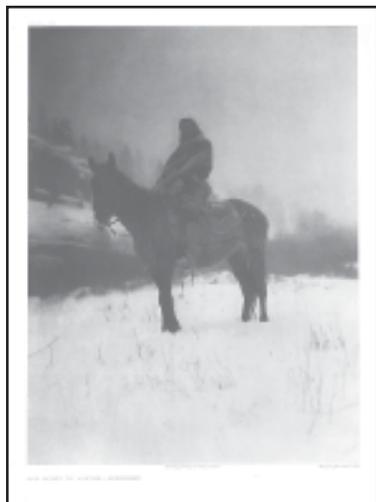
How did people acquire these tools?

What purpose might each tool be used for?

What are some ways you can categorize the tools?

Given what you know, what was daily life like for the people who used these tools?

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

EXPLORATION AND ENRICHMENT

Early toolmakers were able to chip flint into an astonishing variety of everyday tools. Archeologists have found knives, hammers, chisels, drills, axes, awls, fishhooks, buttons, hoes, and scrapers, as well as arrowheads. Alibates Flint Quarries in Texas preserves one of the important quarry sites used by prehistoric Indians of the Great Plains. See Appendix, page 26 for contact information.



MATH



At approximately 8:30 a.m., a young Hidatsa warrior was separated from his scouting party by a snow storm about 12 miles outside of his village. He did not return until 9 p.m. that evening. How many hours was he lost and what was his average rate of travel in riding home?



PRE-VISIT ACTIVITY #3 (REQUIRED)



Did you know...
there were more than twenty different Plains Indian tribes living between the Rocky Mountains and the Mississippi River during the 1800s?



Blackfoot woman with parfleche bag. Drawing courtesy Dave Sager

WHAT'S IN A NAME?

According to Royal Hassrick's book, *The Sioux*, Lakota children were named in honor of a special event in the life of their parents or grandparents. As they grew older, an individual might adopt a name from a significant event in his or her own life.

NAME ACTIVITY

In *The Sioux*, Hassrick describes a Lakota naming ceremony. After hosting a meal and giving gifts to the guests, the family would announce the child's name, "This child shall be known as Kills Buffalo in honor of his grandfather."

Hassrick interviewed Lakota people for his book. Some of their names included:

Charles Chasing Crane	Rose Running Horse
Mabel Standing Soldier	Irene Red Shirt

Ask students to think about stories told by or about their grandparents and their lives. Give them several days to collect stories by interviewing grandparents, parents, or other relatives. Using this information, have them choose a name for themselves in the manner of the Lakota. Have them design a nametag with their "new" name on it for your museum visit.

GEOGRAPHY



Have students use a map to locate the confluence of the Missouri and the Knife Rivers in North Dakota. Using the map's key, have them draw a circle equal to 100 miles in diameter around the confluence and then answer the following questions: What other rivers are located within the circle? What Plains Indian tribes live within the radius? What natural resources exist within the radius?

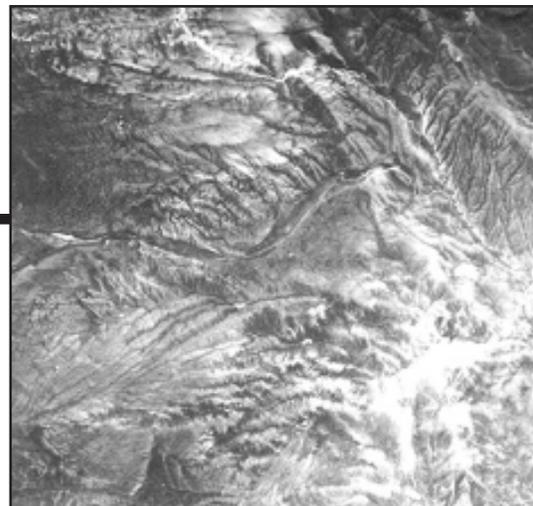


Photo Courtesy: NASA HCMM Project

“SIX TRIBES OF THE LAKOTA SIOUX”

The object of this activity is to divide your class into groups for your museum visit. The ranger will use these groups for the cooperative activity at the museum.

Historically, the Lakota Sioux were made up of six different tribes. Each tribe identified itself by a special name. After dividing your class into six groups, assign each one of the tribal names below.

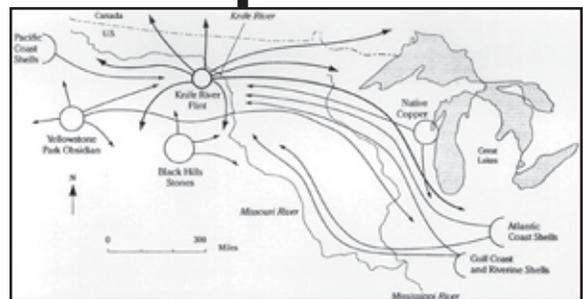
1. Oglala, meaning “Scatter One’s Own”
2. Sicangu, meaning “Burnt Thighs”
3. Miniconjous, meaning “Those Who Plant by the Stream”
4. Oohenonpas, meaning “Two Kettles”
5. Hunkpapas, meaning “Those Who Camp by the Entrance”
6. Itazipchos, meaning “Without Bows”



Assiniboin dancer c. 1890-1915
Drawing courtesy Dave Sager

EXPLORATION AND ENRICHMENT

Though they share many similarities, each Plains Indian tribe has its own identity. At the height of Plains Indian culture, tribes contributed to an economic network that reached across the North American continent. Learn more about the extensive Great Plains trade network during the 1800s by visiting the National Park Service’s *Teaching With Historic Places*. See Appendix page 26 for contact information.



Northern Plains prehistoric trading system.
Knife River NHS Image

LANGUAGE ARTS



In order to communicate with members of other tribes, Plains Indians developed a type of sign language using hand signals. Using William Tomkins’s book, *Indian Sign Language*, have students communicate short messages with hand signals: “What is your name?” “How old are you?” “Where do you live?”





THE MUSEUM EXPERIENCE



Did you know...

Plains Indian tribes considered the buffalo a sacred and special animal because it supplied them with food, clothing, and shelter?



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.

BRIEFING

By completing the required PRE-VISIT ACTIVITY #3, students will be prepared to participate in discussions and activities. Students should be organized into six groups, as explained in the activity “Six Tribes of the Lakota Sioux.”

INTERPRETIVE PROGRAM

Using educational activities and living history items, your ranger will interpret the traditional cultures and lifestyles of Plains Indian tribes.

COOPERATIVE GROUP ACTIVITY

Each tribal group will receive a canvas bag containing tools traditionally used by Plains Indian tribes. Your ranger will guide groups as they analyze, discuss, and interpret the use of the tools. After working together to identify the use of each tool, groups will present their findings to the rest of the class.



MATH



Kicking Bird gave Little Shirt fifteen flint arrow tips for one nicely tanned buffalo hide. Little Shirt then traded one-fifth of his arrow tips to American Horse for a pair of beaded moccasins. How many flint arrow tips did American Horse receive for his pair of moccasins? (Answer: 3)

VISUALS

Students will learn using the museum photomurals and artifacts, various maps, mounted photos, and living history items.

HANDS-ON OBJECTS

Your park ranger will provide objects from the museum's living history collection for your students to touch and analyze.

VOCABULARY WORDS

bison - a wild animal with a shaggy mane and curved horns. Another name for the American buffalo.

culture - the ideas, beliefs, customs, and traditions of a given people at certain time. May include food, art, religion, etc.

environment - all the conditions surrounding a person, animal, or plant in a given place. Affects its growth, actions, and character.

Great Plains - the level stretch of land located between the Rocky Mountains and the Mississippi River

native - having to do with the place one was born

nomads - a group of people that moves from place-to-place, making its home in different areas

rawhide - a piece of animal skin that has not been treated in any way, but dries hard and stiff

sinew - a stringy fiber connecting muscle tissues to bone. Used by American Indians for sewing, bowstrings, etc.

EXPLORATION AND ENRICHMENT

For Plains Indian people, the buffalo was more than food. Their clothing, homes, and tools were made from various parts of the buffalo. Take a virtual tour of the "Buffalo Store" at Homestead National Monument of America to learn more about how Plains Indians used the buffalo. See Appendix page 26 for contact information.



SCIENCE



Plains Indians prepared their buffalo hides for making clothing, moccasins, and tipis using a process called "brain-tanning." The fatty oils in the brain break down the fibers in the hide, making it soft. Have students research brain-tanning. Does tanning cause a physical or chemical change to a hide? What other substances can be used to tan hides?

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



POST-VISIT ACTIVITY #1 (suggested)



Did you know... many Plains Indians lived in family groups that included children, parents, grandparents, and in-laws?



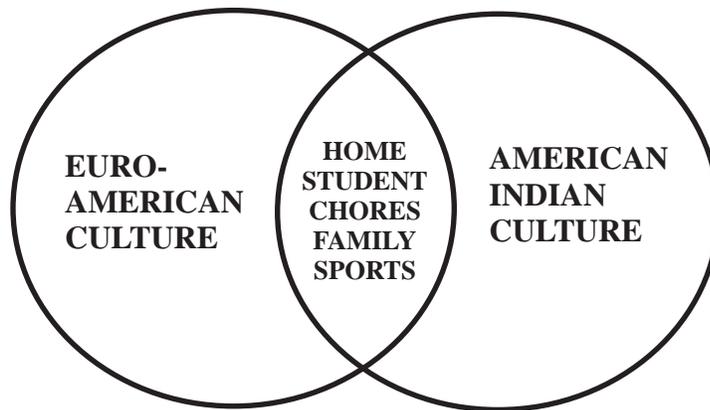
Northwestern University Library, Edward S. Curtis' "The North American Indian": the Photographic Images, 2001.

ANOTHER POINT OF VIEW

Repeat the roleplay and cooperative activity from PRE-VISIT ACTIVITY #1. This time, instruct students to take the perspective of a Plains Indian boy or girl. Given what they have learned from their museum visit, have them complete the VENN DIAGRAM below.

VENN DIAGRAM

As a group or individually, have students compare their culture to that of a traditional Plains Indian tribe.



CONFLICT RESOLUTION ACTIVITY

The year is 1872. The dwindling number of buffalo on the Great Plains is having a dramatic affect on several groups of people. In their groups, have students debate a course of action agreeable to all groups. Select one student as moderator. Assign the others one of the roles from page 15.

LANGUAGE ARTS



The story of Buffalo Bird Woman, or Waheenee, tells about traditional life in a Hidatsa Village. Have students read *Waheenee: An Indian Girl's Story Told by Herself* and identify some of the traditional roles of males and females in the village. What roles did children have?



<p>BUFFALO HUNTERS We get paid money for buffalo hides. They are very valuable back east. Sometimes the soldiers give us free ammunition.</p>	<p>SOLDIERS Killing off the buffalo will weaken rebellious American Indians. The sooner we can do this, the sooner we will have peace on the frontier.</p>
<p>SPORT HUNTERS We love to hunt, especially the buffalo. We ride out west on passenger trains and shoot them right from the train. There is no shortage of buffalo.</p>	<p>FARMERS Buffalo don't bother us much. We collect the bones to be used for fertilizer and bone china back east. Sometimes the Indians beg us for food.</p>
<p>FACTORY OWNERS We need the hides from the buffalo for the leather belts that run our machines. We will pay good money for as many hides as we can get.</p>	<p>HISTORIAN The killing must stop. Buffalo must not become extinct. Set aside Yellowstone as a place to preserve the buffalo and the wilderness for the future.</p>
<p>AMERICAN INDIANS The Buffalo supply us with food, shelter, and clothing. The dwindling herds mean we have less of what we need to meet our basic needs. These ranchers have so many cattle, couldn't we have some for food?</p>	<p>MODERATOR Assist the groups in coming to an agreeable solution. All parties must benefit, and the result must be peaceable. Record the process and results on the board.</p>

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EXPLORATION AND ENRICHMENT

The extended family continues to be an important part of Plains Indian life today. Young people learn to respect their elders for their experience, and older family members often contribute to raising children. Today, Knife River Indian Villages National Historic Site interprets the traditional aspects of Plains Indian life and culture. See Appendix page 27 for contact information.

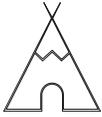


ART AND MUSIC



As students read *Waheenee*, ask them to make sketches of scenes from the book. What do they think Waheenee's house looked like? After they've made their drawings, compare them with the photos from Knife River Indian Villages NHM (Appendix page 27).





POST-VISIT ACTIVITY #2 (suggested)



Did you know...
tips were owned by the women in most Plains Indian families, and they did most of the work in making them?



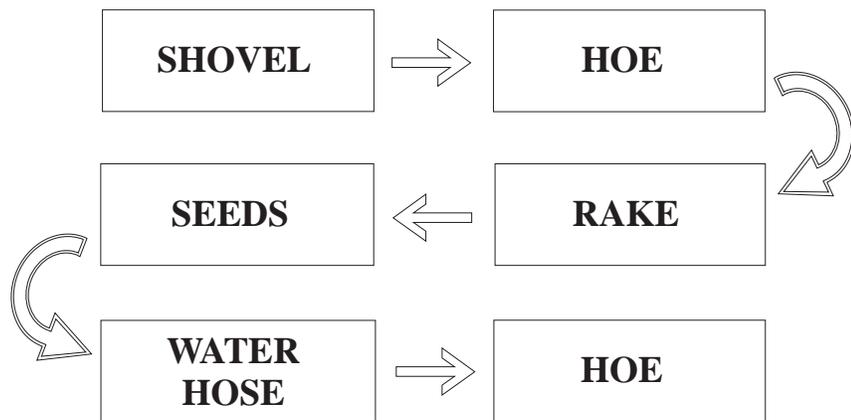
Figure A.

Northwestern University Library, Edward S. Curtis' *"The North American Indian": the Photographic Images*, 2001. (Figures A, B, and C)

ARTIFACT RECOVERY TO MUSEUM DISCOVERY

The object of this activity is for students to put events into logical order. Looking back at PRE-VISIT ACTIVITY #2, have groups reexamine their collection of tools. Have them develop a Sequence Chain to organize the tools into the order in which they are used for a task. Have them write a description of each item, when it was made, and how it is used.

SEQUENCE CHAIN



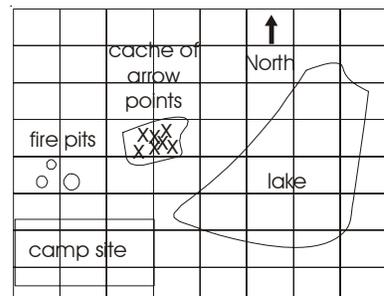
COOPERATIVE LEARNING

The object of this activity is to debate the pros and cons of a proposed idea. Imagine that some wealthy benefactors have offered to contribute two million dollars toward a museum for your community. Your community is divided into people who are for the museum and others who are against it. Divide your class into groups. Assign each group one of the roles from page 17 and have them read and discuss their position. Next, have each group present its position to the class before allowing a debate on the best course of action for the community.

SCIENCE



Create an archaeological site with your students. Bury "artifacts" in a given area for students to excavate. Teams of students work together to uncover items, document them with words or drawings, and note their relationship to one another. What story do the artifacts tell?



<p>HISTORIANS This collection of tools has historical significance. They were used to help build this community. A museum will give the public a chance to appreciate their value and to learn about their history.</p>	<p>CURATORS Exhibiting this collection in a museum will expose it to the harmful effects of light and temperature. Unless certain conditions are maintained, we fear the tools may deteriorate.</p>
<p>ARCHIVISTS Documents relating to this collection will be safe in our archives. We can help you to maintain any photographs or records you collect about this collection.</p>	<p>INTERPRETERS These tools tell a story about this community. The public will benefit from seeing and learning about them through exhibits and hands-on education programs.</p>
<p>COMMUNITY (FOR) Museums are important for a community. They provide jobs and educational opportunities. People will come from all over to visit, and that means tourist dollars.</p>	<p>COMMUNITY (AGAINST) We don't care about people coming from all over to look at some old tools. Tourists are noisy and they cause traffic problems. Save us the headache—get rid of the tools.</p>
<p>WEALTHY BENEFACTORS Museums create strong communities. We'd like to give your community two million dollars to build a state-of-the-art facility. If you cannot agree on what you like, we can go elsewhere.</p>	<p>MODERATOR Assist the groups in coming to an agreeable solution. All parties must benefit, and the result must be peaceable. Record the process and results on the board.</p>

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EXPLORATION AND ENRICHMENT

Nearly every part of a traditional tipi is made from buffalo, and sewing a tipi involves many steps. Traditional tipi-making suffered with the extermination of buffalo during the 1800s; but today, some people still make traditional hide tipis. The tipi on exhibit at Jefferson National Expansion Memorial is an authentic replica of a buffalo hide tipi used by some Plains Indian tribes during the 1800s. See Appendix page 27 for contact information.



Figure B.

Figure C.



MATH



Have students use graph paper to map their excavation site. Before digging, string a grid over the site to help create coordinates. Have students create a scale, then draw simple maps showing where objects are found as they dig. Maps should show both top and side views.



POST-VISIT ACTIVITY #3 (suggested)



Did you know...

Up until the 1800s, the history of most Plains Indian tribes was passed on through stories and songs?



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

WHAT'S (OR WHO'S) IN A PLACE

The various Plains Indian tribes adapted to their region and the resources available. Tribes in other parts of the United States also adapted to the conditions and resources available in their region. Because each region is different, American Indian culture varies across the continent.

MAPPING ACTIVITY

The object of this activity is to look at a region's affects on the culture and lifestyle of a group of people. In small groups, or as a class, look at the map on Appendix page 28. Each region is characterized by certain climatic conditions and natural resources that affect how groups of people live there. With your class, discuss the following points:

- What is the weather like?
- What is the landscape like? Are there any defining features?
- What types of building material would you use for a home?
- What would you use to make clothing?
- What is available to eat? What could you grow/raise?
- What types of work would there be for people to do?
- What would you do for fun?



LANGUAGE ARTS



Most Plains Indian tribes have stories about how the earth was created and where their people came from. Have students read and compare creation stories from several Plains Indian tribes. What are the similarities? What are the differences?

TIMELINE ACTIVITY

Through the study of history, we can often learn important lessons and realize the far-reaching effects of our actions. For a basic understanding of a historical period, it is helpful to develop timelines. A timeline lets one look at the events which led up to a certain situation and the effects of it.

Have students research the following groups of Euro-Americans who settled in the American West. Encourage students to create a sequence chain or timeline by connecting the group with the appropriate time period.

MOUNTAIN MEN	1820-1840
OVERLANDERS	1840-1860
GOLDMINERS	1849-1860
FARMERS	1865-1890
COWBOYS	1870-1890

CONFLICT RESOLUTION

As you can probably deduce from the mapping activity and timeline activity you just completed, the land the pioneer settlers claimed was already occupied by Plains Indians. Think about the way the settlers used the land versus the way the Plains Indian tribes used the land. Hold a class debate between the two points of view and determine alternative ways of settling the West.

EXPLORATION AND ENRICHMENT

Much of what we know about Plains Indian history comes from stories and songs passed on during the 1800 and 1900s. Before then, the history of Plains Indian people is pieced together from archeological evidence. The National Park Service Archeology and Ethnography Program works to preserve and document sites that tell the story of America's first people. See Appendix, page 27 for contact information.

Plains Grass Dancer,
c. late 1800s
Drawing courtesy
Dave Sager



ART AND MUSIC

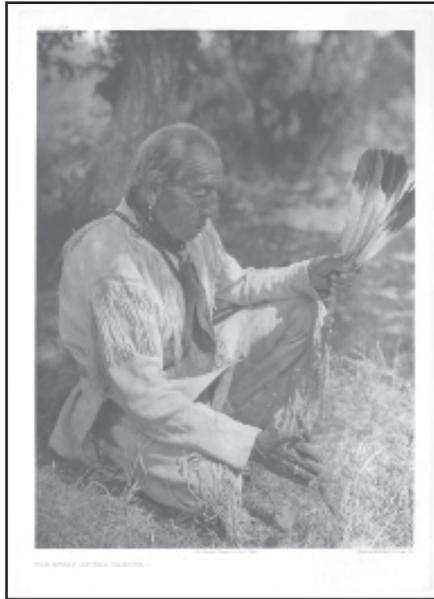


Music and dance are an important part of Plains Indian life. The video *Fancy Dance: Native American Dance* shows the historical significance and development of contemporary American Indian fancy dancing. Have students watch *Fancy Dance* and try to replicate some of the steps. Create a fancy dance costume for your classroom.



CAREERS

Historian – a person who studies the people, places, and events of the past



IN THE WEST

Tribal history is typically passed on through stories, songs, and pictographic records, such as the winter count. Most Plains Indian tribes have an historian who remembers, records, and passes on significant events in tribal history.

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

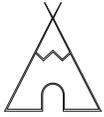
NATIONAL PARK CAREERS

National Park Service historians use primary sources, such as interviews and court records, to learn about the history of national parks and historic sites. They go to school to learn how to conduct research, interviews, and writing about their subject. NPS historians publish their work in professional journals and books.



AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The historian at JEFF researches and documents the history of Westward Expansion and St. Louis' role as Gateway to the West. His articles about the Lewis and Clark expedition are published in magazines, journals, and books. Movie and documentary producers consult the JEFF historian to ensure the historical accuracy of their work. The JEFF historian also recorded park history by interviewing architects and construction workers on the Arch.



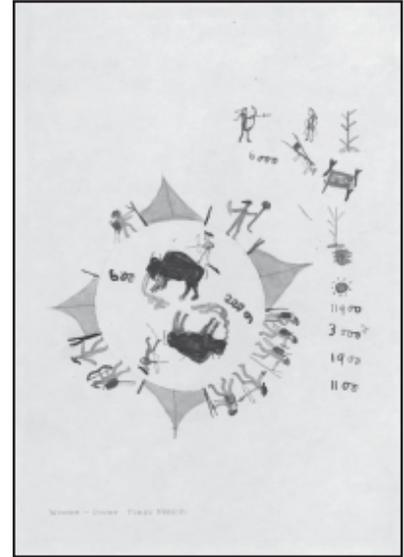
CAREERS

Archivist– a person who preserves and protects unpublished documents, such as maps, blueprints, and court records

IN THE WEST

A tribe’s winter count is a documented history passed down from one generation to the next. The keeper of the winter count is charged with the responsibility to protect and maintain the record for future generations.

Northwestern University Library, Edward S. Curtis’ “*The North American Indian*”: the *Photographic Images*, 2001.



NPS Photo

NATIONAL PARK CAREERS

National Park Service archivists care for collections of resources that tell the story of parks and historical sites. They go to school to learn how to clean, catalogue, and store old documents and other materials.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The archivist at JEFF is responsible for a collection of photographs, letters, and other materials about Westward Expansion and St. Louis’ role as Gateway to the West. She helps students, historians, and genealogists to use the collection for their research. When the JEFF archivist acquires new photos or documents, she must put them into order and protect them from the deteriorating effects of heat, light, and moisture.



NPS Photo



CAREERS

Curator – a person who documents, preserves, and maintains the collection of objects in a museum's possession



IN THE WEST

A tribe's sacred medicine bundle contains a collection of special items handed down from one generation to the next. The keeper of a tribe's medicine bundle is trusted to take care of the items and to tell the stories of each item's power and importance to the people.

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

NATIONAL PARK CAREERS

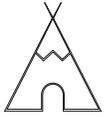
National Park Service curators care for collections of artwork and artifacts in national parks and historic sites. They keep track of an NPS collection by giving each item a number and writing a description of it in a special catalog. NPS curators are trained to preserve collections against the effects of light, humidity, and temperature. They also help to develop exhibits that reflect their site's theme.



NPS Photo

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The curator at JEFF maintains a collection of more than 600,000 items relating to Westward Expansion and St. Louis history. This collection includes artwork, artifacts, and documents by and about American Indians of the Great Plains. Some of these items are on display in the Museum of Westward Expansion and the Old Courthouse, but many items are preserved in special places to protect them from damage.



CAREERS

Interpretive Park Ranger – a park ranger who “tells the story” of an NPS site to help visitors understand and appreciate its significance



NPS Photo

IN THE WEST

Stories are an important part of Plains Indian culture. Winter is the traditional time for elders to pass on the stories about a tribe’s origins, history, and place in the world.

NATIONAL PARK CAREERS

Interpretive rangers are the voice of an NPS site. They “tell the story” of their site’s natural and cultural significance. An interpretive ranger may portray an historic character or present a slide show about a subject related to a park’s theme. Interpretive rangers receive special training to help them research and develop programs to present to the public.



AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

Interpretive park rangers at JEFF tell the story of Westward expansion during the 1800s and St. Louis’ role in the growth of our nation. The ranger you meet for your Museum Education Program will be an interpretive park ranger. He or she will use photographs, museum exhibits, and items from JEFF’s living history collection to help you learn about American Indians of the Great Plains.

NPS Photo





CHARACTER EDUCATION

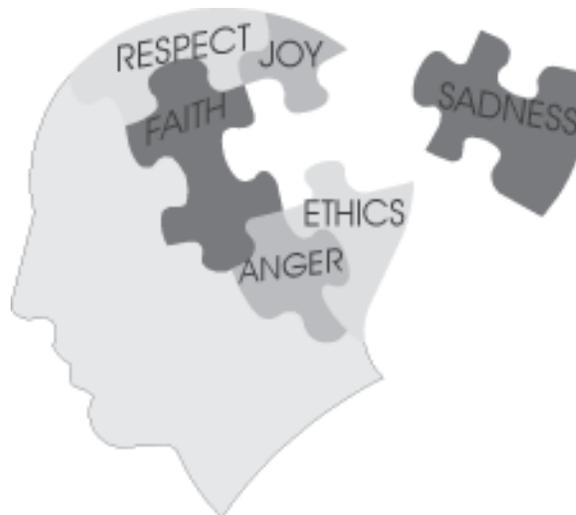
INTEGRITY

Integrity is similar to honesty. It also means a completeness or wholeness of character. Acting with integrity means doing your best in a job even if there is no one there to watch you. For example, if you were given the job of cleaning your bedroom, you would clean it as thoroughly on your own as if one of your parents were watching you work.

Have your students read the chapter “Learning to Work” in Gilbert Wilson’s book *Waheenee: An Indian Girl’s Story*. Have students identify some of the jobs Waheenee learns to do. Use the following questions to examine and discuss the degree of integrity in each character.

- What does Waheenee like about doing her work?
- What does Waheenee not like about doing her work?
- How helpful does Waheenee describe herself as being?
- How helpful would you describe her as being? Explain your answer.
- Do you think Waheenee was acting with integrity? Why or why not?
- What would you say to Waheenee if you working were with her or with someone like her?

After discussing the above questions, have students divide into four groups. Each group will develop a role play to act out a scene from the chapter demonstrating how Waheenee worked with integrity. Have two roleplays demonstrate acting with integrity, and two roleplays demonstrating a lack of integrity. Students may present their roleplays to the rest of the class.





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

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



MULTIPLE INTELLIGENCES

Visual/Spatial Intelligence

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



Body/Kinesthetic Intelligence

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



Musical/Rhythmic Intelligence

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



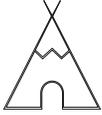
Interpersonal Intelligence

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



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 on this park, contact:

Badlands National Park
P.O. Box 6
Interior, SD 57750
(605) 433-5361
Fax (605) 433-5248
www.nps.gov/badl

PRE-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on this park, contact:

Alibates Flint Quarries National Monument
P.O. Box 1460
Fritch, TX 79036
(806) 857-3151
Fax (806) 857-2319
www.nps.gov/alfl

PRE-VISIT ACTIVITY #3 Exploration and Enrichment

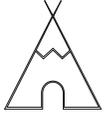
For more information on this program, contact:

Teaching with Historic Places
<http://www.cr.nps.gov/nr/twhp/nov99.htm>

MUSEUM EXPERIENCE Exploration and Enrichment

For more information on this park, contact:

Homestead National Monument of America
8523 W. State Highway 4
Beatrice, NE 68310
(402) 223-3514
Fax (402) 228-4231



APPENDIX

POST-VISIT ACTIVITY #1 Exploration and Enrichment

For more information on 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

POST-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on this park, contact:

Jefferson National Expansion Memorial
11 North 4th Street
St. Louis, MO 63102
(314) 644-1600
Fax (314) 644-1642
www.nps.gov/jeff

POST-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on this program, contact:

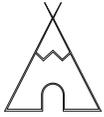
National Park Service Archeology and Ethnography Program
<http://www.cr.nps.gov/aad/INDEX.HTM>



APPENDIX

POST-VISIT ACTIVITY #3 Mapping Activity





READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

For Students:

Bruchac, Joseph. *A Boy Called Slow; The True Story of Sitting Bull*. New York, NY: Philomel, 1996.

Bruchac, Joseph and London, Jonathan. *Thirteen Moons On Turtle's Back: A Native American Year of Moons*. New York, NY: Putnam and Grossett Publishing, 1992.

Goble, Paul. *Iktomi and the Buzzard; A Plains Indian Story*. New York, NY: Orchard Books, 1994.

Terry, Michael. *Daily Life in a Plains Indian Village, 1868*. New York, NY: Houghton Mifflin Company, 1999.

For Teachers:

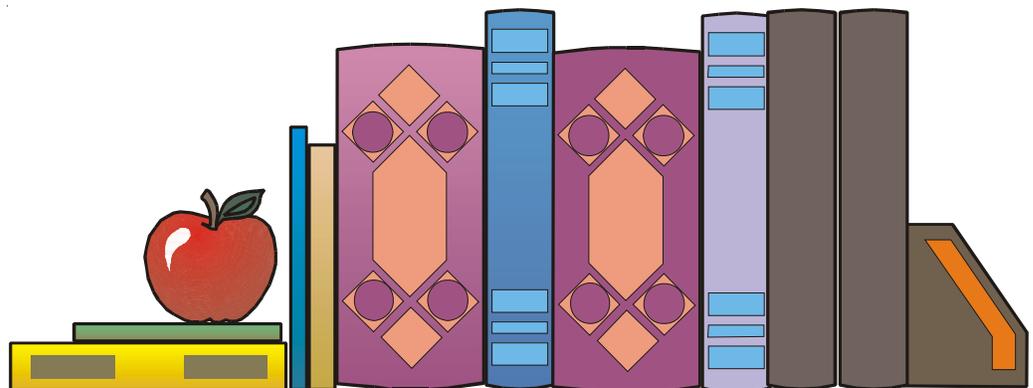
Linderman, Frank D. *Pretty Shield: Medicine Woman of the Crows*. Lincoln, NE: University of Nebraska Press, 2003.

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.

Tomkins, William. *Indian Sign Language*. New York, NY: Dover Publications, Inc., 1969.

Van Laan, Nancy. *In a Circle Long Ago: A Treasury of Native Lore from North America*. New York, NY: Knopf Publishing, 1993.

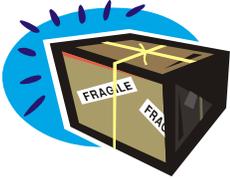
Wilson, Gilbert. *Waheenee: An Indian Girl's Story Told by Herself*. Lincoln, NE: Bison Books, 1981.





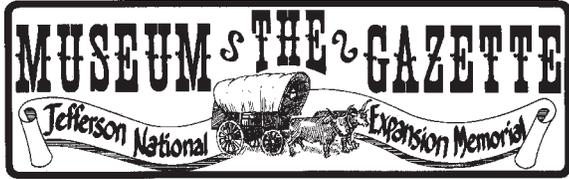
ADDITIONAL RESOURCES

Traveling Trunk



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

Museum Gazettes



“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:
www.nps.gov/jeff
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

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



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