

National Park Service
U.S. Department of the Interior

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



Pioneers on the Trail

Teacher Activity Guide

Grades 4-6



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PIONEERS ON THE TRAIL

PROGRAM DESCRIPTION

This forty-five minute museum program focuses on the human experiences shared by overland pioneers who moved west in the nineteenth century. Following the Oregon, California, and Mormon Trails, over 300,000 pioneers emigrated to the West during the 1840s, 1850s, and 1860s.

Covered wagons, generally pulled by oxen, carried cargo and supplies on a 2,000 mile journey to a new land. Pioneer families organized wagon trains at trail heads and pushed forward. A successful overland journey depended upon the cooperation of everyone involved.

Upon arrival at Jefferson National Expansion Memorial, the park ranger assigned to your program will present an overview of pioneer life on the overland trails, using varied exhibits and hands-on items within the Museum of Westward Expansion. Your students should be prepared to divide into smaller groups as described in PRE-VISIT ACTIVITY #3.

Each group, representing a pioneer family, will review their list of appropriate provisions required for an overland journey. Following this group discussion, the students will roleplay members of a wagon train moving to Oregon. During this time, each group will receive a card describing a situation faced by pioneers on the trail. Each group must work cooperatively to make a decision regarding the situation.

Teachers and students are encouraged to use the POST-VISIT ACTIVITIES suggested in this guide to complete the program package.

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.

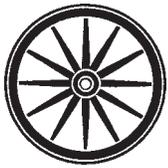
- Communicate effectively and work with others. (ILS 4; MAP 2.3, 4.6; NCSS IVh)
- Identify common characteristics and features of places and regions. (ILS 17.A; MAP 1.6; NCSS IIIe)
- Compare activities of today with those of the past. (ILS 16.A; MAP 1.9; NCSS IIb; NSH 1A)
- Locate specific places and features on maps. (ILS 17.A; MAP 1.4; NCSS IIIb; NSH 2F)
- Identify a cause of the westward expansion of the United States. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)
- Understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States, Missouri, and Illinois. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)
- Apply skills and knowledge gained in the social sciences to decision making in life situations. (ILS 16.A; MAP 1.10; NCSS IIc)
- Explore career opportunities at national parks. (ILS 18.B; MAP 4.8; NCSS Vg)

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)



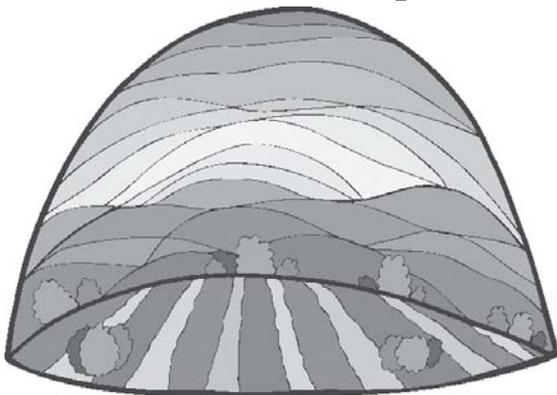
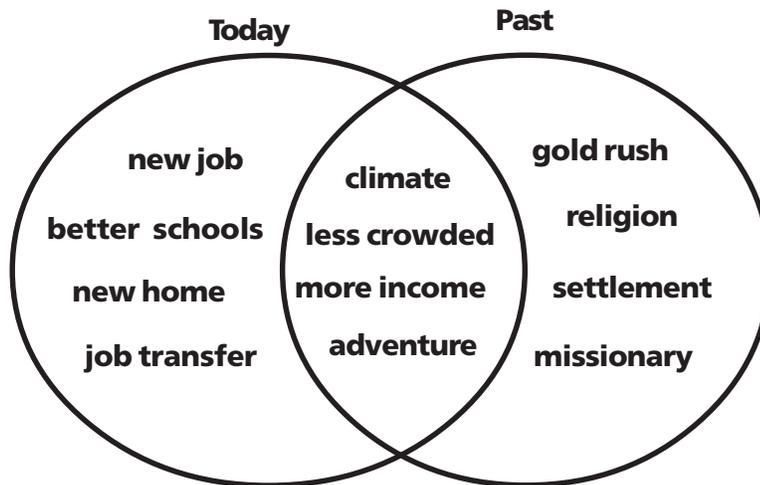
Did you know...
Before 1840 both America and Great Britain claimed the Oregon Territory? Thus began America's push to encourage settlement in this new land. Oregon became a state in 1859.

THE WAY POINTS WEST

The history of America is about moving west. Settlement pushed beyond the Appalachian Mountains and then west of the Mississippi River following the Louisiana Purchase of 1803. For the most part, people moved west to claim land for farming. Others went west in search of gold or other riches. Mormon families headed into the West because they experienced religious intolerance in the East. These various pioneers of the nineteenth century traveled in groups and followed the frontier trails westward.

VENN DIAGRAM

In the 1840s, stories were told about a "promised land" that existed about 2,000 miles away in the Northwest. This area, known as Oregon, became a popular destination for settlers. The overland route to Oregon was called the Oregon Trail. A decision regarding moving to Oregon was perhaps the most important decision a family would make. People today, like the pioneers in the past, move and settle in new locations for various reasons. Use a Venn Diagram to compare why people move today and why the pioneers moved west.



SCIENCE

Western Oregon was called the "promised land" for a variety of reasons. The climate was mild, the land fertile and the growing season long. Have students explore the agriculture, landscape and climate of Oregon and compare it to the Midwest.

ROLEPLAY AND CONFLICT RESOLUTION ACTIVITY

Divide the class into small groups. Copy and cut apart the following scenarios and present them to each group. Have each group evaluate the pros and cons of each situation and collectively decide if they should travel to Oregon based on the information presented. Give each group an opportunity to report their findings.

The year is 1847. We have thought about going to Oregon where we hear of wide open spaces and rumors of no sickness. We also hear that it is 2,000 miles away, and we must walk to get there because our wagon will be filled with the supplies we need for the six month trip.

Should we go? Why or why not?

The year is 1852. Our family has never traveled very far. We hear about a “paradise” called Oregon where farmland is plentiful and crops are bountiful. If we go to Oregon, we will have to sell our farm in Illinois and most of our personal belongings. We will say good bye to our family and friends whom we may never see again.

Should we go? Why or why not?

The year is 1855. The farm crops in Ohio have failed due to the long summer droughts. We hear about the mild climate and fertile land in Oregon. We also hear stories about the difficult overland journey to Oregon. Stories are told about American Indian attacks on the way, and bad storms encountered when crossing the mountains.

Should we go? Why or why not?

(copy/cut)

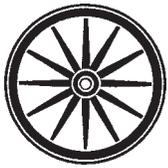
EXPLORATION AND ENRICHMENT

Somehow the “west” has always promised something more. In the very early years of our country, however, the west did not lie past the Rocky Mountains, but on the other side of the Appalachian Mountains. Cumberland Gap National Historical Park tells the story of the mountain pass developed into a main artery for settlement of the “old west.” For contact information see page 26 in the Appendix.

ART AND MUSIC/LANGUAGE ARTS

Have students bring in travel brochures from places they have visited. Study the brochures. What kind of tactics are used by advertisers to lure future customers to a particular destination?





PRE-VISIT ACTIVITY #2 (suggested)



Did you know...

Before reaching Oregon or even the Rocky Mountains, the pioneers passed through the “Great American Desert?” That was the name given to the Great Plains during the mid-nineteenth century.



PEOPLE AND PLACES

The majority of overlanders or emigrants moving west began their journey on the Oregon Trail. During the 1840s, 1850s, and 1860s, most families went to Oregon intent on establishing successful farms. People with other interests also traveled on the frontier trails. Mormon families followed the Mormon Trail to the Great Salt Lake. Gold seekers, known as the “forty-niners,” went west on the Oregon Trail and turned south to the gold fields following the California Trail. People also went west as missionaries in order to share their faiths with the American Indians.

CLUSTER DIAGRAM

Growing communities in the West promoted themselves as being excellent places to settle. Developing businesses, banks and schools provided opportunities for newcomers. Use a cluster diagram to brainstorm the employment needs of a growing town or city.



LANGUAGE ARTS



Have students use the information they have learned about Oregon and advertising to create their own travel brochure promoting the area. Remember to include descriptive text. Illustrate your brochure with drawings or clippings from magazines and newspapers.

SCIENCE



Cultural anthropology is the study of human culture. Have students investigate the many Native American cultures that existed along the Oregon Trail. Individually or in small groups, have students explore one culture and creatively present their findings to the rest of the class.

COOPERATIVE LEARNING ACTIVITY: DIFFERENT PERSPECTIVES

People with varied perspectives participated in the westward movement. The entries below reflect a variety of viewpoints. Divide your class into six groups and give each group a copy of the entries. Have each group match the entry with the appropriate group from the following list:

- ◆ Businessman
- ◆ Oregon Settler
- ◆ Missionary
- ◆ Goldminer
- ◆ Plains Indian
- ◆ Mormon Family

<p>There are great opportunities in the goldfields of California. Prospectors need picks and shovels. I can supply them.</p>	<p>The land is fertile for farming. Many farmers carried fruit seeds from the East and now we have apple and pear trees growing here.</p>
<p>People in the East do not understand our beliefs. We are going west as a group and to make our own settlement.</p>	<p>We feel a calling to come to Oregon, as did Marcus and Narcissa Whitman. It is important that we share our faith with the American Indians.</p>
<p>I left my family back in Ohio and headed for Sacramento. The work here is hard and prices are very high. If I make enough money, I will go back home to Ohio.</p>	<p>The land has been cut by a long trail. An endless stream of people are coming from the East. As more people come, the buffalo herds are disappearing.</p>

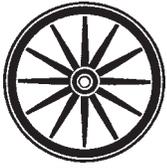
Assign each group one of the roles above. Use the questions below to stimulate the students' thinking in regard to their assigned role. In conclusion have each group choose a representative to present their viewpoint.

- How was the westward movement a positive experience for you?
- How was the westward movement a negative experience for you?
- How would you change your involvement in this historical event?
- Would you want to see it happen again?
- Was the westward movement a positive or negative experience for the country?

EXPLORATION AND ENRICHMENT

In 1836, Marcus Whitman and his wife Narcissa led a small group of missionaries to Oregon Territory. They established a mission among Oregon's Cayuse Indians to spread the teachings of Christianity. Whitman Mission National Historic Site in the state of Washington tells of their experience. For contact information see page 26 in the Appendix.





PRE-VISIT ACTIVITY #3 (REQUIRED)



Did you know...

The pioneers' staple diet consisted of bread, bacon and coffee? They supplemented it with food items like beans, rice, dried fruit, pickles, vinegar and mustard. Some travelers brought cows and chickens on the trail to provide meat and milk.



PREPARING FOR THE JOURNEY

A successful overland journey required much planning. Before heading west, a family had to sell their home or farm. Many bought guidebooks, which included lists of necessary supplies as well as alerted pioneer families to the routines and hazards of the journey.

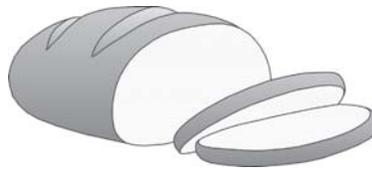
TIMELINE/CRITICAL THINKING ACTIVITY

As a class or in groups, plan an imaginary trip to some distant location. Have the students create a timeline reflecting planning details for this trip. The following questions will help guide this activity.

- ◆ How far in advance should you plan for this trip?
- ◆ When will you go on this trip and for how long?
- ◆ What special arrangements will need to be worked out for this trip?
- ◆ What will be your daily itinerary on this trip?
- ◆ What other details should be considered in advance?

COOPERATIVE LEARNING ACTIVITY

During the museum program, your students will roleplay an imaginary overland journey to Oregon in 1849. In preparation for this program, divide the class into five groups. Each group will represent a pioneer family planning to travel overland to Oregon City. Each group should determine a name for their pioneer family and also decide cooperatively what items should be carried on the long trip. Have the students use the form on the following page as a guide for this exercise and come prepared to share this information during the museum program.



SCIENCE



The pioneers were extremely limited in the types of food they could carry on their journey. Needless to say their diets were unbalanced. Meat, milk and fresh produce were rare. Have students investigate these foods and discover why they are an important part of a balanced diet. What specific nourishment do they provide for our bodies?

LANGUAGE ARTS



The decision to head west was life altering. It meant leaving behind your home, your closest friends and relatives, knowing you would probably never see them again. Have students write a good-bye letter to someone they are close to. Have them try to imagine the feelings and emotions that the pioneers felt as they were preparing to leave.

PACKING THE WAGON FOR OREGON

An average covered wagon measured four feet wide and twelve feet long. Necessary cargo must be packed inside this space for the five to six month trip to Oregon, covering approximately 2,000 miles.

Pioneer Family Name: _____

What we must take to Oregon City in 1849:

(Helpful hints - necessities, protection, survival.)

What we would like to take to Oregon City in 1849:

(Helpful hints - luxuries, comfort, memories.)

(Continue lists on a separate sheet of paper.)

(copy/cut)

EXPLORATION AND ENRICHMENT

Supplies were sometimes available on the trail. Fort Laramie National Historic Site, which was located near the base of the Rocky Mountains, was established as a fur trading post, but evolved into a place where westward bound pioneers rested and resupplied. For contact information see page 26 in the Appendix.



CRITICAL THINKING ACTIVITY

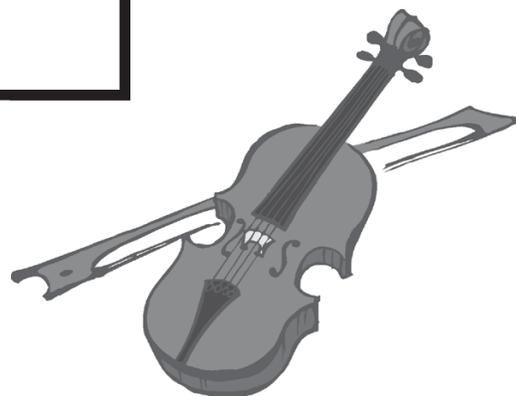
Use the following questions to stimulate a class discussion:

- ◆ With a full wagon, how would the family travel to Oregon?
- ◆ How might the wagon be packed?
- ◆ Will we be able to get the wagon and its load over the mountains?

ART AND MUSIC



Many pioneers made room in the wagon for their musical instruments. Others made music with whatever was available. Music helped the weary travelers relax and pass the time. Have students design and make an instrument using inexpensive classroom and household objects. Students may be familiar with some nineteenth century trail songs such as *Red River Valley*, *Oh Susannah*, and *Sweet Betsy From Pike*.



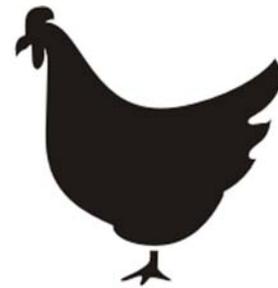


THE MUSEUM EXPERIENCE



Did you know...

Many pioneers purchased their wagons in St. Louis from the Murphy Wagon Company? They would then ferry themselves and the wagon on a steamboat up the Missouri River to Independence, Missouri, the jumping off place for the Oregon Trail.



TRAVELING ON THE OVERLAND TRAILS

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

Your students should arrive at the museum organized into their pioneer groups. As designed in PRE-VISIT ACTIVITY #3, each group should be ready to report on what supplies and provisions they would need to take on an imaginary overland trip to Oregon City.

COOPERATIVE LEARNING ACTIVITY

Throughout the museum program, the park ranger will describe various scenarios which the pioneers will encounter on their imaginary journey. Each group will receive a decision card based on a real life situation faced by overland pioneers. Through conflict resolution, the group will decide how they should handle the situation.

INTERPRETIVE PROGRAM

Using the museum exhibits, photographs and living history objects, the park ranger will present an interpretive program focusing on the possible situations facing pioneers who traveled on the Oregon Trail during the nineteenth century.

LANGUAGE ARTS



Encourage students to create a storytelling chain. Start an imaginary story about a pioneer family moving west and have the students continue the story one by one in sentences. When completed, write down the class story.

MATH



Most wagon trains traveled anywhere from five to six months. If a wagon train set out on April 15 and arrived on the west coast by September 1, how many days did they travel?

VISUALS

Mounted photographs, maps and museum photomurals will provide multisensory exploration.

HANDS-ON OBJECTS

The park ranger will provide various multisensory objects for your students to experience firsthand.

VOCABULARY

barter - to pay for goods with other goods or services instead of money; to trade

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

canvas - a strong, heavy cloth of hemp, cotton, or linen

cholera - a deadly disease that spreads quickly, especially in places with poor sanitation

Conestoga wagon - a large freight wagon used for hauling heavy loads, such as on the Santa Fe Trail

emigrant - a person who leaves one region to settle in another

ferry - a boat used to take a person or vehicle across a river or body of water

gold - a precious, yellow, metallic element; something valuable, used in coins and jewelry

Great Plains - the broad, level land that stretches eastward from the base of the Rocky Mountains for about 400 miles in the United States and Canada

hazardous - dangerous or risky

Independence, Missouri - Located near Kansas City, Missouri, it is considered the beginning of the Oregon Trail.

journal - a daily record of what happens, such as a diary

(Vocabulary words are continued on page 27 in the Appendix.)

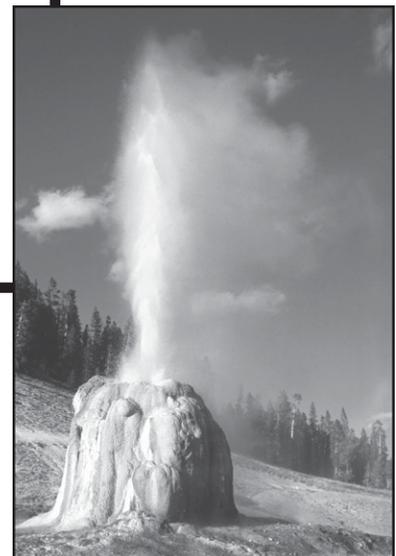
SCIENCE



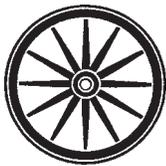
The westward trek was long and challenging, but it also offered magnificent sights. In present day Idaho and Wyoming, pioneers marveled at hot springs and geysers. Have students investigate the phenomenon of geysers and present their findings in a creative way.

EXPLORATION AND ENRICHMENT

Another important western route, used mostly to transport freight to the Southwest, was the Santa Fe Trail. Like the Oregon Trail, this historic route is preserved today as a National Historic Trail. Visit the library or contact the Santa Fe National Historic Trail, Santa Fe Trail Center to learn more about it. See page 27 in the Appendix for more information.



NPS Photo



POST-VISIT ACTIVITY #1 (suggested)



Did you know...

The pioneers knew they were on schedule if they reached Independence Rock within a week or two of July 4th? They were so happy that another leg of their journey had been completed that many carved their names into the rock, some of which can still be seen today. Independence Rock is maintained by the Wyoming state parks system.

ALONG THE WAY WEST

During your program at the Museum of Westward Expansion, your class learned about some of the challenges that faced pioneers on the Oregon Trail. Life on the trail could be challenging, grueling, and even boring while at other times it could be a beautiful adventure into a new world.

COOPERATIVE LEARNING/MAPPING ACTIVITY

Throughout the long journey to Oregon, the pioneers saw a variety of natural features along the trail as well as some human-made features. For this exercise, your students will investigate the natural and human-made features found along the historic Oregon Trail. Divide the class into five new groups or use the groups previously established for the museum program. Copy and cut the Oregon Trail map found on page 28 in the Appendix and distribute one to each group. Assign each group one of the following sections of the trail:

- ◆ Independence, MO to Fort Kearny
- ◆ Fort Kearny to Fort Laramie
- ◆ Fort Laramie to Fort Hall
- ◆ Fort Hall to Fort Boise
- ◆ Fort Boise to Fort Vancouver

Each group should explore their section of the trail by using other maps and resources for detailed information. To guide this activity, each group should complete the worksheet on the following page. Have each group present their findings to the rest of the class.



CRITICAL THINKING ACTIVITY

Use the following questions to stimulate a class discussion.

- ◆ How did the forts get their names?
- ◆ What was their purpose?
- ◆ Why were the forts important to the overlanders?

SCIENCE



Oxen survived by eating grass along the trail. The pioneers also supplemented their diet with plants found along the way. Learning to identify plants was an important part of surviving on the trail. Take the exercise above one step further. Have students investigate which plants found along their section of the trail were used for cooking or eating. Which ones were used for medicinal purposes? Which plants did one need to stay away from? Or have students collect and identify plants from their own surroundings.

OREGON TRAIL INVESTIGATION QUESTIONS

Section of the Oregon Trail	
What landscapes or natural features did the pioneers see?	
What was the climate like in this area?	
What kinds of animals could be found in this area?	
What kinds of plants would be seen in this area?	
What human-made features existed along this section of the trail that the pioneers would have seen?	
What can be seen today along this section of the trail, that the pioneers did not see?	

(copy/cut)

EXPLORATION AND ENRICHMENT

Forts and geological features served as milestones on the journey. The pioneers' first natural landmark was Scott's Bluff in present day Nebraska. Today Scott's Bluff National Monument is maintained by the National Park Service. For contact information see page 27 in the Appendix.



MATH

The Oregon Trail stretched 2,170 miles and took approximately six months to cross by wagon.

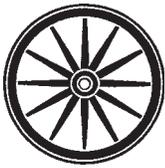
How many days/hours would it take to travel:

- by car at 65 miles per hour?
- by train at 75 miles per hour?
- by plane at 700 miles per hour?



ART AND MUSIC/SCIENCE

One thing often noted in the overlanders' diaries and journals is the magnificent scenery found along the trail, wide open prairies, majestic mountains and bubbling springs, to name just a few. Have students create a landscape mobile representative of the natural world as seen by the nineteenth century pioneers.

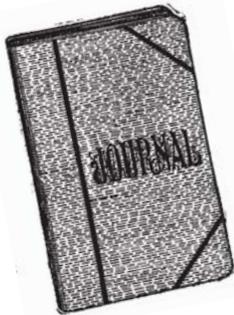


POST-VISIT ACTIVITY #2 (suggested)



Did you know...

Historians have uncovered more than 800 diaries, journals and personal accounts of pioneers who traveled the Oregon Trail?



DEAR DIARY...

How do we know about people who lived in the past? One way historians learn about events in history is to read actual accounts written by people who experienced them. Many of the pioneers kept journals or diaries as they traveled west. Because of these personal accounts, historians know about the daily routines, events and feelings associated with life on the overland trails.

COOPERATIVE LEARNING/CRITICAL THINKING ACTIVITY

For this activity, refer to the historic written accounts by pioneers on page 29 in the Appendix. In small groups, have your students read one or both passages. Use the following questions to stimulate the group discussions. For each group, choose a recorder who is responsible for writing down the responses to each question. Have a different group member present their findings to the rest of the class.

- ◆ In your own words describe what happened in each situation.
- ◆ What possible dangerous circumstances were avoided in the situation described?
- ◆ Explain how people cooperated or worked together to resolve the situation.
- ◆ How do you suppose the writer felt about this experience?
- ◆ If you had been in this situation, how would you have felt and reacted? Why?



LANGUAGE ARTS



Another way to document historic information is through oral history interviews. Have students conduct an interview with a parent or grandparent about their family histories. As a class, brainstorm a list of interesting questions everyone can use.

SCIENCE



Diaries also told of the despair that many experienced at the death of a family member. Disease was the leading cause of death on the trail. Cholera, dysentery and measles claimed the most lives. Have students learn about these diseases and determine why they would have been common along the trail.

"MY TRIP ON THE OREGON TRAIL" - DIARY ACTIVITY

This exercise will allow students to creatively express the knowledge gained throughout this program. In groups, have students prepare a three-part diary entry, imagining they are overland pioneers. Copy and cut the card below and distribute one to each group. Have them write a paragraph or several paragraphs pertaining to each section. Have each group share their entries with the rest of the class.

PART 1:

Your family is preparing to leave the East to go to Oregon in the year 1849. Write about how it feels to say good-bye and how you will prepare for your 2,000-mile overland journey.

PART 2:

You have been traveling for three months on the Oregon Trail. Write about a daily routine or event that may occur on your trip.

PART 3:

Your family survived the long, hard trip to Oregon. What will you do in this new land of opportunity? Write a final passage in your diary to describe how you will begin your settlement in this new land.

(copy/cut)

EXPLORATION AND ENRICHMENT

Authors are an important part of our nation's cultural history. You can learn more about a variety of American authors by visiting the following national park service sites on the Web.

- ◆ Carl Sandburg Home National Historic Site, North Carolina
- ◆ Edgar Allen Poe National Historic Site, Pennsylvania
- ◆ Eugene O'Neill National Historic Site, California

For more information on how to contact these sites see page 31 in the Appendix.

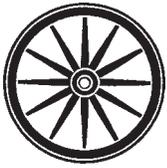
ART AND MUSIC



Because the art of photography was still new, most images of the overlander experience come to us as sketches or paintings. Scenes recorded in this manner may or may not reflect what actually happened, due to the artists' bias or memory. Find the image of a pioneer family on page 30 in the Appendix. Based on what students have learned about the overlanders, discuss and draw some conclusions about the accuracy of the image.



Carl Sandburg Home NHS
NPS Photo



POST-VISIT ACTIVITY #3 (suggested)



Did you know...

Some overlanders gave up on the trip west and headed back east? They were given the name “gobacks” and teased that they had “seen the elephant.” Elephants were considered strange and mysterious creatures and became a symbol for those unable to meet the challenges of this new and strange land.

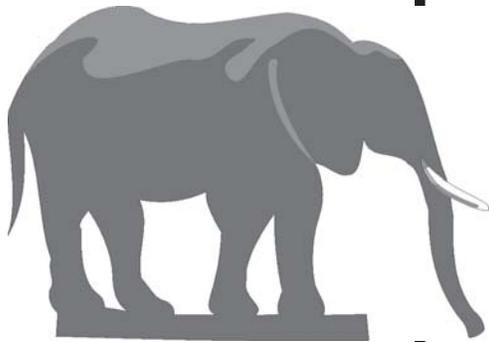
PREPARING FOR THE FUTURE

It is estimated that over 300,000 people used the Oregon Trail during its heyday in the nineteenth century. With the coming of the transcontinental railroads, America’s western frontier disappeared quickly. In time, roads were built, often along old trail routes. Other remnants of the overland trails were overcome by nature and progress. Near the turn of the century, some of the surviving overland settlers in Oregon began efforts to preserve the Oregon Trail route. Today, the Oregon National Historic Trail is preserved for future generations.

COOPERATIVE LEARNING ACTIVITY: PRESERVING THE PAST FOR THE FUTURE

The Oregon National Historic Trail is preserved because of the cooperative efforts of private individuals, local communities, and various state and federal agencies, including the National Park Service. For this exercise, organize students into the same groups as formed in POST-VISIT ACTIVITY #1. Assign each group to one of the sites listed below. For location, refer to the Oregon Trail map on page 28 in the Appendix. For addresses and phone numbers, see pages 31 & 32 in the Appendix.

Fort Kearny, NE
Chimney Rock, NE
Fort Bridger, WY
Soda Springs, ID
Barlow Road, OR



Have each group consider the following questions:

- ◆ Who maintains the site?
- ◆ How did the organization acquire the site?
- ◆ Was it in good condition or did it need a lot of work?
- ◆ What facilities are available for visitors to see today?
- ◆ If there are structures on the site, are they reproductions or originals?

LANGUAGE ARTS



Have your students imagine they are part of a planning team. This team will propose the design for a historic site, park or trail commemorating your school. The following questions should be decided:

- ◆ What should be preserved?
- ◆ How will it be preserved?
- ◆ What information about the school will be interpreted for the public?
- ◆ What visitor facilities will be offered?

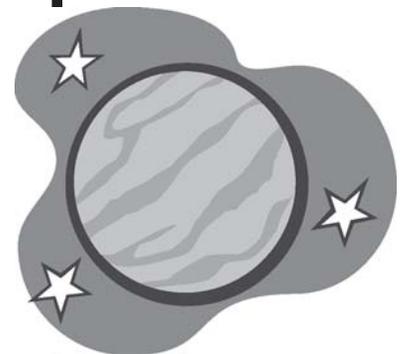
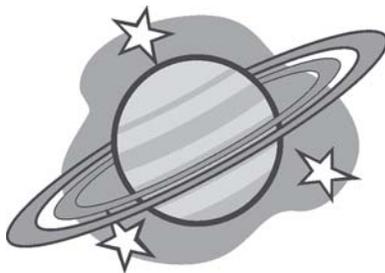
COLLABORATIVE GROUP ACTIVITY: WHAT IF? PIONEERS OF THE FUTURE

Space is often referred to as the final frontier. In this activity, students will imagine they have been selected to travel by spaceship to a new settlement on a far off planet. As space pioneers, they will be asked to document this experience for future historians. Divide the class into three work groups. Copy and cut the cards on page 33 in the Appendix and assign one to each group. Allow time for group discussion and decision making in regards to their assigned situation. Have each group present their ideas to the class in a creative way, such as a play, video program, or a piece of artwork.

CRITICAL THINKING

The term pioneer does not refer just to those who settle in a new place. A pioneer is anyone who goes before opening up the way for others. Use the following questions to stimulate a class discussion concerning modern day pioneers:

- ◆ Give some examples of modern pioneers who work in various fields.
- ◆ What pioneering efforts have led to major achievements in our world?
- ◆ In what ways can today's pioneers prepare for their tasks?
- ◆ Pioneers do not need to be famous; can you name someone who you view as a pioneer and why?



EXPLORATION AND ENRICHMENT

After the rush to Oregon and California, the next frontier to be conquered was the Great Plains. The Homestead Act of 1862 encouraged people to settle this region of the country. Homestead National Monument of America interprets this part of our history. For contact information see page 32 in the Appendix.

ART AND MUSIC

Create a classroom bulletin board or exhibit on the pioneering spirit. Have students explore local and national newspapers for articles and photographs relating to the theme and include them in your display.

SCIENCE

Have students research the solar system. What planets are suitable or not suitable for human existence? Why or why not? Discuss with students whether or not they would want to become a space pioneer.



CAREERS

Historian - one who studies and interprets events of the past as well as records the present happenings for future generations.

ON THE TRAIL

The reason we know so much about the overland experience is because of the countless diaries and journals kept by the pioneers. Those who documented daily events and emotions as they traveled west were playing the role of historians.



NATIONAL PARK CAREERS

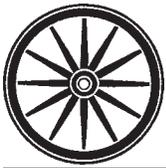
The National Park Service historian plays a key role in communicating and maintaining the historical integrity of the park. Historians research, write books and articles, chronicle events and presents programs interpreting the story and history of the park.

NPS Photo



AT JEFFERSON NATIONAL EXPANSION MEMORIAL

In 1993, our park historian updated a written history of the park. As a part of this project, he completed oral interviews with some of the people who were involved in the actual planning and construction of the Gateway Arch and reviewed and sequenced a chronology of events, similar to a timeline. These interviews and the written history are available in our library, located at the Old Courthouse. The library is open to the public for any research needs.

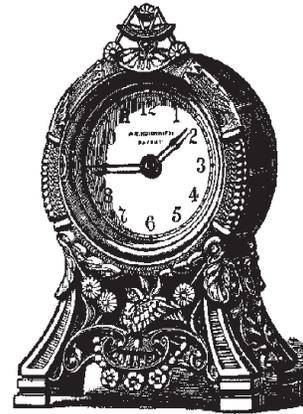


CAREERS

Museum curator – a person who is in charge of a museum collection and responsible for its display, storage, and proper care.

ON THE TRAIL

Even though wagon space was limited, almost everyone felt the need to take along a personal item, which reminded them of the home they left behind. In many cases these items were fragile or delicate, such as a piece of fancy dishware or a decorative knick-knack. The utmost care was given to keeping these items safe. If they survived the bumpy ride, these items often received a place of prominence in a settler's new home.



NPS Photo

NATIONAL PARK CAREERS

Curators and their assistants maintain a museum's collection. They work behind the scenes making sure all artifacts are properly preserved. Very old or delicate items must be cleaned, stored and displayed in a manner that ensures their protection. The museum curator catalogues items in a collection and decides how to appropriately display them in a museum exhibit in order to help explain a park's story.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

At Jefferson National Expansion Memorial, many historic objects are on display to help people understand what it was like to travel and settle in the Old West. Every year the museum curator conducts an inventory of all the historic objects at the park and makes sure all are accounted for. When an object is damaged or begins to wear with age, it is the curators job to remove it, conserve it (repair it) and decide when or if it should be put back on display. The museum curator is also responsible for ensuring that all objects are displayed and handled according to National Park Service guidelines.



CAREERS

Landscape architect – a person who creates landscape plans for areas around buildings, homes, communities and park areas.

ON THE TRAIL

Just like landscape architects, identifying plants was something that many overlanders learned to do. Because their food supplies were so limited, it was a special treat to find a patch of edible berries. On the other hand, they had to familiarize themselves with plants that could cause harm such as poison ivy or poison oak.



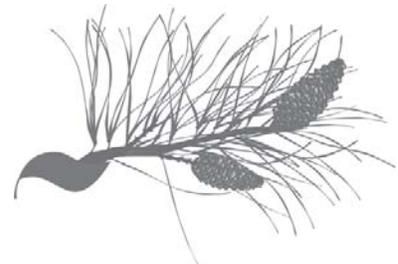
NPS Photo

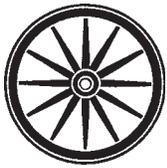
NATIONAL PARK CAREERS

One of the many careers available with the National Park Service is a landscape architect. This person is artistic, good with maps, and knowledgeable in botany (the study of plants), so they can recommend suitable plants for different types of landscapes. A career as a National Park Service landscape architect is challenging work for those who like planning, details, art, plants and mapping.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Dan Kiley was the landscape architect for the original design of the Arch grounds, complementing the work of Eero Saarinen. The landscape has trees to represent the forests of the west and open spaces representing the prairies. In the 1990s, a landscape architect researched the history of the landscape of the park, provided direction for future needs, and cooperated with our grounds maintenance crew.





CAREERS

National park superintendent - the person who manages and directs the operation of a national park.



ON THE TRAIL

At the start of the trip, the pioneers elected a leader. The leader or captain rode ahead of all others and scouted out the trail. The captain was also responsible for waking everyone up in the morning and deciding when to stop for lunch and when to end the day.

NATIONAL PARK CAREERS

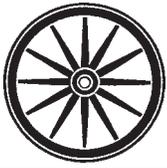
A national park superintendent is the chief administrative officer and the person who makes the decisions concerning the park's future. As the manager, he or she determines policies that affect the park's operations.



NPS Photo

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The superintendent supervises a large staff of employees with many varied duties and responsibilities. He/she must also work with city leaders and various professionals in order to achieve goals that will benefit the park operation and the local community. For example, the superintendent works with many people to plan "Fair St. Louis" which takes place each year on the Gateway Arch grounds.



CHARACTER EDUCATION

CHARACTER COUNTS

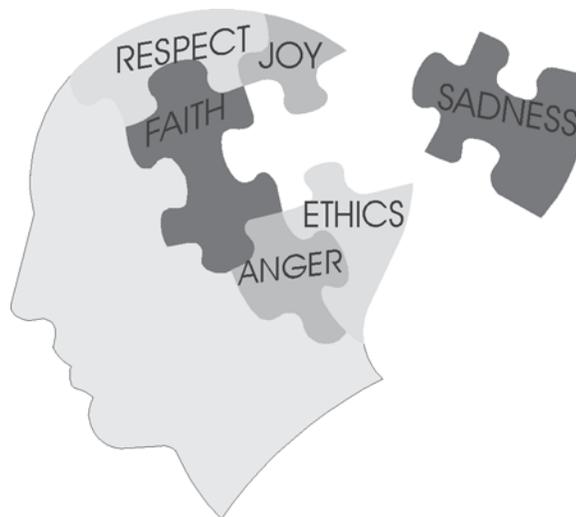
A wagon train had people of all different backgrounds and cultures forming a community. These people dealt with issues that few others before them had. The challenges came from learning about a new frontier and learning to live with and depend on one another in order to successfully and safely reach their destination.

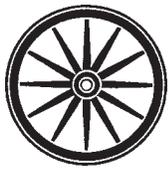
Developing a community—such as the members of a wagon train did—required many different traits such as courage, cooperation and respect among individuals. There is also a classroom community, one that requires connections between its members.

Using the nineteenth century pioneers as an example, have students list five (5) different traits that were important for an individual to possess and five (5) that were important in developing a community spirit within the wagon train.

Have the five previously formed groups meet to choose seven (7) of these traits from all responses for the individual pioneer and seven (7) for building a community spirit. The groups may choose to vote on the traits or to decide by discussion which to include. Once the groups have finished, have the class meet as a whole and choose ten (10) total for each category, again choosing by democratic vote or discussion.

Identify some possible situations along the trail in which these traits would be important. Then have students list which of their classmates have some of these traits and how they can benefit from the classroom community.





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.



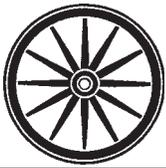
Interpersonal Intelligence

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:

Cumberland Gap National Historical Park
P.O. Box 1848
Middlesboro, KY 40965-1848
(606) 248-2817
Fax (606) 248-7276
www.nps.gov/cuga

PRE-VISIT ACTIVITY #2 Exploration and Enrichment

For more information on this park, contact:

Whitman Mission National Historic Site
328 Whitman Mission Rd.
Walla Walla, WA 99362
(509) 522-6360
Fax (509) 522-6355
www.nps.gov/whmi

PRE-VISIT ACTIVITY #3 Exploration and Enrichment

For more information on this park, contact:

Fort Laramie National Historic Site
HC 72, Box 389
Fort Laramie, WY 82212-0086
(307) 837-2221
Fax (307) 837-2120
www.nps.gov/fofa



APPENDIX

MUSEUM EXPERIENCE

Vocabulary (continued)

pioneer - a person who goes before, opening up the way for others to follow; as an early settler or a scientist doing original work

prairie - a large area of level or rolling grassy land with a few trees

prairie schooner - name given to covered wagons used by overland pioneer emigrants on the trails West

provisions - supplies or materials that are needed

settler - a person who makes a permanent home in a new place

territory - a large division of a country that does not have the full rights of a state; any large stretch of land

MUSEUM EXPERIENCE

Exploration and Enrichment

For more information on this park, contact:

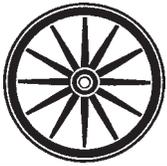
Santa Fe National Historic Trail
Long Distance Trails Group
P.O. Box 728
Santa Fe, NM 87504
(505) 988-6888
Fax (505) 986-5214
www.nps.gov/safe

POST-VISIT ACTIVITY #1

Exploration and Enrichment

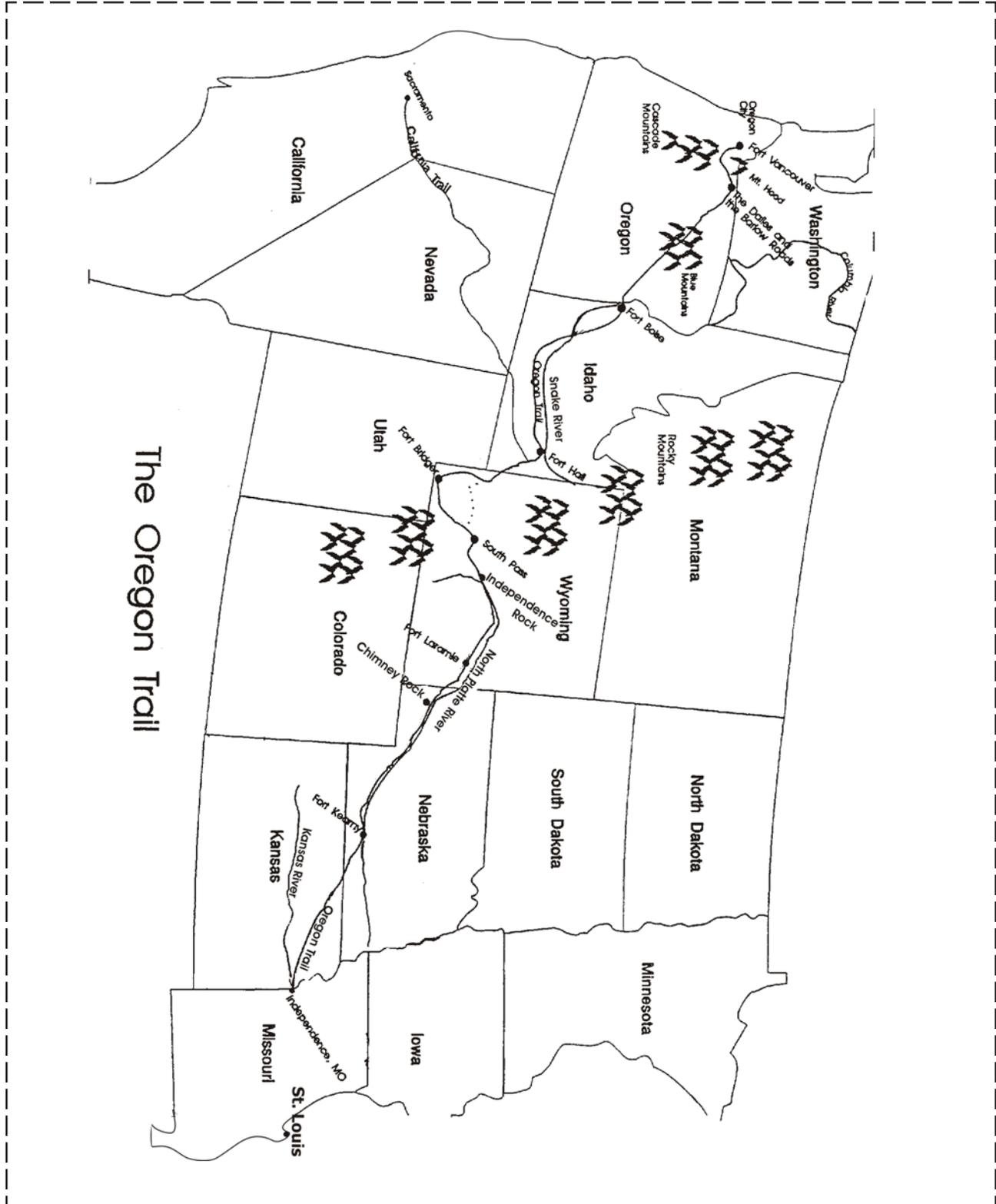
For more information on this park, contact:

Scott's Bluff National Monument
P.O. Box 27
Gering, NE 69341-0027
(308) 436-4340
Fax (308) 436-7611
www.nps.gov/scbl



APPENDIX

POST-VISIT ACTIVITY #1 Mapping Activity



(copy/cut)



APPENDIX

POST-VISIT ACTIVITY #2 Critical Thinking Activity

*“July 2. Passed Independence Rock. This rock is covered with names. With great difficulty I found a place to cut mine. Twelve miles from this is Devil’s Gate. It’s an opening in the mountain through which the Sweetwater River flows. Several of us climbed this mountain—somewhat perilous for youngsters not over fourteen. We made our way to the very edge of the cliff and looked down. We could hear the water dashing, splashing and roaring as if angry at the small space through which it was forced to pass. We were gone so long that the train was stopped and men sent out in search of us. We made all sorts of promises to remain in sight in the future.”**

Sallie Hester, age 14 - 1849

*“When we reached the first crossing of the stream, all stood aghast. It seemed impossible that any wagon could cross over the rocks, but what could we do? We just had to cross over, so the men mustered up courage and made the attempt. I watched one wagon cross. As many men could get hold of the wagon went into the stream and literally carried the wagon over the rocks. The poor oxen fell down time and again before they reached the other side. Each wagon went through the same trial until all had crossed. It took us the whole day to go four miles.”**

Mary E. Ackley, 1852

(copy/cut)

* *Pioneer Children on the Journey West* by Emmy E. Werner



APPENDIX

POST-VISIT ACTIVITY #2 Art and Music Extension



(copy/cut)

Illustration taken from: *The American West in the Nineteenth Century* by John Grafton



APPENDIX

POST-VISIT ACTIVITY #2

Exploration and Enrichment, continued

Carl Sandburg Home National Historic Site
1928 Little River Road
Flat Rock, CA 28731-9766
(828) 693-4178
Fax (828) 693-4179
www.nps.gov/carl

Edgar Allen Poe National Historic Site
532 North 7th Street
Philadelphia, PA 19123-3502
(215) 597-8780
Fax (215) 597-1416
www.nps.gov/edal

Eugene O'Neill National Historic Site
P.O. Box 280
Danville, CA 94526-0280
(925) 838-0249
Fax (925) 838-9471
www.nps.gov/euon

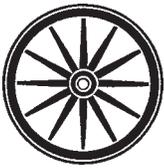
POST-VISIT ACTIVITY #3

Preserving the Past for the Future

For more information on these sites, contact:

Fort Kearny State Historical Park
R.R. 4, Box 59
Kearny, NE 68847
(308) 865-5305
Fax (308) 865-5306
www.ngpc.state.ne.us

Chimney Rock National Historic Site
c/o Scott's Bluff National Monument
P.O. Box 27
Gering, NE 69341
(308) 436-4340
Fax (308) 436-7611
www.nps.gov/chro



APPENDIX

POST-VISIT ACTIVITY #3

Preserving the Past for the Future

For more information on these parks, contact:

Fort Bridger State Historic Site
P.O. Box 35
Fort Bridger, WY 82933
(307) 782-3842
Fax (307) 782-7181
<http://spacr.state.wy.us/sphs/bridger.htm>

Soda Springs Chamber of Commerce
9 West 2nd South
Soda Springs, ID 83276
(208) 547-4964
Fax (208) 547-2601
www.sodachamber.com

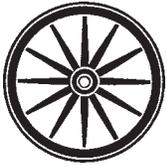
Mt. Hood National Forest
Barlow District
Mt. Hood National Forest Headquarters
16400 Champion Way
Sandy, OR 97055
(503) 668-1700
www.fs.fed.us/r6/mthood

POST - VISIT ACTIVITY #3

Exploration and Enrichment

For more information on this park, contact:

Homestead National Monument of America
R.R. 3, Box 47
Beatrice, NE 68310
(402) 223-3514
Fax (402) 228-4231
www.nps.gov/home



APPENDIX

POST-VISIT ACTIVITY #3

What If? - Pioneers of the Future

What If?...We Were Space Pioneers

ISSUE #1

Imagine it is the year 2090. As space pioneers, you will be traveling millions of miles to a distant planet to settle. As a group, how will you prepare for this trip? What kinds of things will you take on this journey? If only one personal item is allowed per person, what one item will you carry with you and why?

What If?...We Were Space Pioneers

ISSUE #2

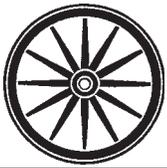
Imagine it is now the year 2091. Your travel to a new settlement in outer space will take five months by spaceship. How will the members of your space party spend time during the trip? What will the trip be like? What dangers might you face along the way?

What If?...We Were Space Pioneers

ISSUE #3

Imagine it is the year 2096. Your party arrived at your destination on Planet Oregonian. Now you will establish a settlement. What will life be like in your new home? What tasks will need to be completed? Will you ever try to return to Earth? Why or why not?

(copy/cut)



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

For Students:

Cobblestone Magazine - The History Magazine for Young People. *The Oregon Trail*. December 1981, Volume 2, Number 12.

Kalman, Bobbie. *Wagon Train*. New York: Crabtree Publishing Company, 1999.

Levine, Ellen. *If You Traveled West in a Covered Wagon*. New York: Scholastic Inc., 1992.

Morrow, Honore. *On to Oregon*. New York: Beech Tree Books, 1991.

Stevens, Carla. *Trouble for Lucy*. New York: Clarion Books, 1979.

For Teachers:

Franzwa, Gregory. *The Oregon Trail Revisited*. St. Louis, MO: Patrice Press, 1972.

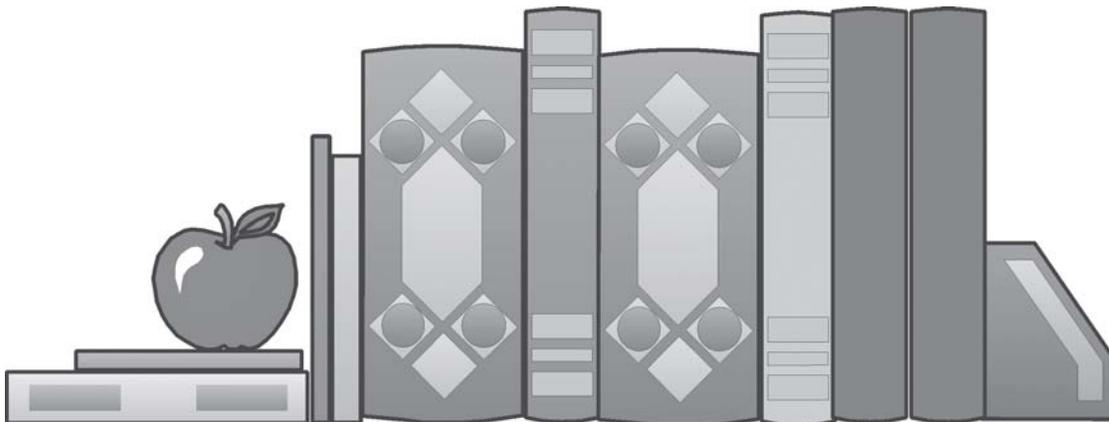
Holmes, Kenneth, ed. *Covered Wagon Women - Diaries and Letters from the Western Trails, Volumes I - XI*. Glendale, CA and Spokane, WA: 1983-1993.

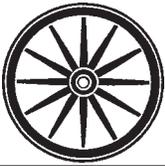
Hunsaker, Joyce Badgley. *National Historic Oregon Trail Center - The Story Behind the Scenery*. Las Vegas, NV: KC Publications, 1995.

Marcy, Randolph. *The Prairie Traveler*. Bedford, MA: Applewood Books, 1993 Reprint, originally published in 1859.

Murphy, Dan. *Oregon Trail - Voyage of Discovery - The Story Behind the Scenery*. Las Vegas, NV: KC Publications, 1992.

Unruh, John David. *The Plains Across*. Chicago, IL: University of Illinois Press, 1979.





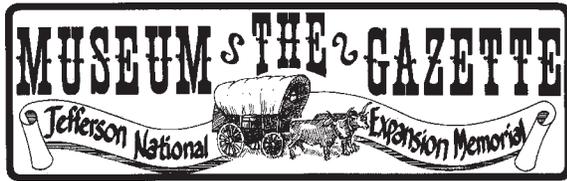
ADDITIONAL RESOURCES

Traveling Trunk



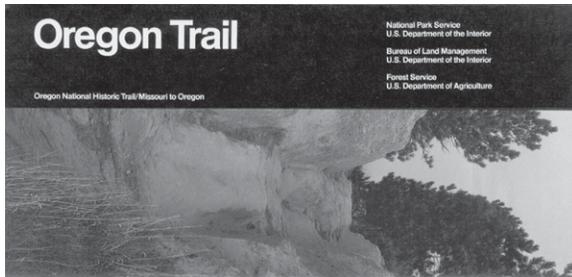
Overlanders
 Jefferson National Expansion Memorial
 11 North Fourth Street
 St. Louis, MO 63102-1810
 (314) 655-1635

Museum Gazettes



“Animals in the West: The Ox and the Mule”
 “Decades of Westward Expansion: The 1850s”
 “Mormons and the Mormon Trail”
 “How Grand Was the Scene: Landmarks Along the Oregon Trail”
 “Outfitting for the Oregon Trail”
 “Oh Oregon, You Must Be A Lovely Country: Women’s Diaries of the Overland Trail”
 “Soldiers on the Oregon Trail”
 “Wheels in the West: The Overland Wagon”
 Jefferson National Expansion Memorial
 11 North Fourth Street
 St. Louis, MO 63102
 (314) 655-1600

NPS Brochure



“Oregon Trail”
 Oregon National Historic Trail
 Long Distance Trails Office
 324 South State St., Room 250
 P.O. Box 45155
 Salt Lake City, UT 84145-0155
 (801) 539-4093
www.nps.gov.oreg

Internet



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

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