



“A Town of Many Tongues”

**Missouri
History
Museum**

Correlation with Missouri State Standards

State Standard	Component	Content
Social Studies (GLEs)		
SS 3a. A, B, C, G, Z “Understand the migration of peoples from many regions to the North America” and “Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times” and “Discovery, exploration and settlement of the United States” and “Knowledge of contributions of non-Missourians” and “Missouri history as it relates to major development of United States history”	Gallery Visit: throughout	The tour focuses on St. Louis history from 1764-2000, from its founding as a French fur trading post to Spanish rule to waves of German immigration. As in any content relating to colonial history, one might consider these groups under the “contributions of non-Missourians” rubric, especially given their continued ties to people and events in Europe. However, all of these people are also Missourians in our shared history.
SS 5. A, C, D, E, H. “Reading and constructing maps” and “Understanding the concept of place” and “Relationships within places (<i>Human-Environment Interactions</i>) (Movement)” and “Understanding relationships between and among places” and “Human Systems (Describe major patterns of population distribution, demographics and migrations in the world and the impact of these patterns on cultures and community life)”	Gallery Visit: stations A, B	Students are shown maps of New France and the Louisiana Purchase, which situates St. Louis under French rule and American rule. These maps provide a visual contrast that illustrates geographical distinctions between the city under each rule. They also can be used to discuss the geographical advantages of St. Louis’ site (i.e., rivers and the fur trade).
SS 6. A, B, C, D, F, G, H, I, J, M, O. “Cultures meeting the needs of people”	Gallery Visit: station C	The wave of German immigration in the mid and late 1800s left St. Louis

and "Groups meeting the needs of individuals" and "Methods of resolving conflicts" and "Knowledge of how needs of individuals are met" and "Effects of actions, cultural, traditions and institutions" and "Effect of personal and group experiences on perceptions" and "Changing ideas, concepts and traditions" and "Methods of resolving conflicts" and "Major social institutions" and "Causes, effects and resolutions of cultural conflict"		with a strong German presence. German immigrants faced many challenges being accepted in St. Louis. They developed their own newspapers, schools, churches, and community organizations to smooth the transition from Germany to St. Louis. Students will be asked to consider German identity from an immigrant's perspective: what is it like to be between two cultures?
SS 7.A. "Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry"	Gallery Visit: stations A, B, C Classroom: throughout	Students will use a variety of reprinted primary and secondary sources. The classroom component focuses on primary source analysis.
Foreign Language (FLFs)		
Communication. "Communicate in other languages"	Gallery Visit station B; Language Passport Classroom: throughout	Bilingualism was especially important while St. Louis was under Spanish colonial rule. While most people spoke French, the government operated in Spanish. People, like Delassus and Soulard, worked to bridge the divide the French-Spanish with their bilingualism. Students learn select vocabulary words at each station.
Cultures. "Gain knowledge and understanding of other cultures"	Gallery Visit stations A, B, C	Students learn how French, Spanish, and German cultures have formed St. Louis.
Connections "Connect with other disciplines and acquire information"	Gallery Visit stations A, B, C Classroom: throughout	The tour connects foreign language with social studies. Students learn about the rich linguistic history of St. Louis and how the language influenced the people and culture.
Communication Arts		
Writing 3.A. "Write effectively in various forms and types of writing" and "Narrative and Descriptive Writing"	Classroom: throughout	In the classroom, students will fill out a worksheet based on their work with primary sources. Answers can be in English or the target language – but either way, they need to be coherent and thoughtfully written.
Listening and Speaking 1.A, B, C. "Develop and apply effective listening skills and strategies" and "Purpose for Listening" and "Listening Behavior" and "Discussion and Presentation"	Gallery Visit: throughout Classroom: throughout	Students listen to directions given by museum staff and respond appropriately. Guides will discuss the exhibit and related history with students, asking for their perspectives. Students may be asked to share their work with the group.

Please note: this document was developed in January 2010 using the Missouri State Standards at that time. Updates to follow as necessary.