

“Community and Conflict” Grades 3-8

correlation with Missouri State Standards

Missouri History Museum




Grade Level Expectations

GLE	Component	Content
Social Studies		
SS 3a. A, B, C, G, I, 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 “Understanding the causes and consequences of the Civil War” and “Missouri history as it relates to major development of United States history”	Gallery Visit: Stations A, B, C, D	The tour focuses on St. Louis history from 1764-2000. Europeans founded St. Louis, and St. Louis was home to many immigrant groups and African Americans. All of these people would eventually become Missourians—formally through statehood and informally through fusion of culture, ideas, and shared identity. Before Europeans arrived, Native Americans developed an advanced society and lived in the region. St. Louis and Missouri were important places during the Civil War. Missourians fought in the Civil War to decide whether the United States would remain one nation or if Southern states would become their own nation.
SS 5. A, B, C, D, E, F, G, H, I, J. “Reading and constructing maps” and “Understanding the concept of	Gallery Visit: Stations A, D	In Station A, students will view a physical map of St. Louis and make hypotheses about whether

<p>location to make predictions and solve problems” and “Understanding the concept of place” and “Relationships within places (<i>Human-Environment Interactions</i>) (Movement)” and “Understanding relationships between and among places” and “Understanding relationships between and among regions” 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)”</p>		<p>the St. Louis region is a good place to settle and justify their answers. Students draw connections between the environment and humans. During the 19th century, St. Louis experienced many natural disasters. St. Louisans looked past their differences to find solutions to their shared problems. Local, state, and federal governments provided support to St. Louisans in need.</p>
<p>SS 6. A, B, C, D, F, G, H, I, J, M, O. “Cultures meeting the needs of people” 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 laws and events on relationships” 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”</p>	<p>Gallery Visit: Stations B, C, D</p>	<p>People, government, and community are three themes on which the tour is based. As groups of people moved to St. Louis, they came in contact with different people and different cultures. Some laws that were in effect during the 19th century placed strain on individual and group relationships among St. Louisans. All St. Louisans did not share the same lifestyle. Some were rich and some were poor. Their experiences shaped their view of St. Louis. Community organizations and charitable organizations assisted St. Louisans who were in need, through providing shelter, food, job assistance, etc. One way to resolve a conflict is through war. Missourians fought in the Civil War over conflicting ideas about states' rights.</p>
<p>SS 7.A. “Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry”</p>	<p>Gallery Visit: Stations A, B, C, D</p>	<p>The artifacts found in the exhibits are primary sources. Students will engage in close looking and elaboration based on these artifacts.</p>
<p>Communication Arts</p>		
<p>Writing 3.A. “Write effectively in various forms and types of writing” and “Narrative and Descriptive Writing”</p>	<p>Scavenger Hunt</p>	<p>The scavenger hunt combines questions with short answers (“What year did X happen?”) with questions that require more critical thinking (“How did Saint Louis' boundaries change during urban expansion? What factors contributed to this change?”).</p>

<p>Writing 2.A, F. "Compose well-developed text using standard English conventions" and "Handwriting" and "Sentence Construction"</p>	<p>Scavenger Hunt</p>	<p>In the scavenger hunt, students are asked to identify a person who contributed to the spirit of Saint Louis and write a poem explaining that person's contribution.</p>
<p>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"</p>	<p>(throughout visit)</p>	<p>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.</p>

MAP Testing Tie-Ins

- ✓ Interns are requested to use the twelve questions words that appear in MAP testing: *Analyze, Infer, Predict, Support, Identify, Explain, Trace (as in a timeline), Paraphrase, Evaluate, Formulate, Justify, Define, Describe, Compare, Contrast.* The scenario demonstrates ways to integrate these "power words" into the interpretation of this gallery.