

“The Journey West” Grades 3-8

correlation with Missouri State Standards

Missouri History Museum



Grade Level Expectations

GLE	Component	Content
Social Studies		
SS 2.B “Similarities and differences of governmental systems.”	Gallery Visit: Station D	Students learn about the different definitions of land ownership between Native Americans and The US government.
SS 3a.A and 3.aC “Understand the migrations of people from many regions to North America” and “Discovery, Exploration, and settlement of the United States.”	Gallery Visit: stations A, B, C	Students will learn the difference between push and pull factors in the settlement of the United States. Students will discuss how immigrants from different nations adjusted to living in a new country and celebrated their culture.
SS 3a.B “Knowledge of the ways Missourians have interacted, survived, and progressed from the distant past to present times.”	Gallery Visit: station B	Students discuss various disasters that occurred in St. Louis and how residents survived these disasters.
3a.F “Western Expansion and settlement in the US”	Gallery Visit: stations A, B, C, D	Students trace the historical path of Western expansion, from the first traders and settlers, to the Gold rush, through the development of government administration in

		Western territories.
SS 3.a.G. "Knowledge of contributions of non-Missourians"	Gallery Visit: Stations A, C, D	Students discuss the movement of 49ers and homesteaders into areas further west of Missouri. Students discuss the accomplishments and cultures of non-Missourians on the Western frontier.
SS 3.a.K. "Understanding the role of government."	Gallery Visit: Station D	Students will engage in a map activity while discussing the purpose of William Clark's position as federal Indian Agent.
SS 3.a. S,T,U,V, Y "Understanding the Concept of Location," and "understanding the concept of place," and "understanding relationships within places," and "understanding relationships between and among regions," and "understanding Cultural Changes"	Gallery Visit: Stations A, B, C, D	Students discuss the American West as a new location to settlers and a place well known by native Americans. They will be asked to think about how different people relate within a new place. Students will discuss push and pull factors that would cause a move from one place to another. Through a map activity, students will learn about different notions of property ownership, and the relationships between the Western territories, Indian Nations, and the rest of the United States.
SS 5.A, B, G, and SS 6.J "reading and constructing maps," and "understanding the concept of location to make predictions and solve problems" and "using geography to explain and interpret" and "methods of resolving conflicts"	Gallery Visit: Station D	Through a map activity, students read and compare maps of the united states that depict differing land claims. They predict what problems these different claims would cause and discuss William Clark's role in solving them.
SS 6.A,C, D "Cultures meeting the needs of peoples," and "methods of resolving conflicts," and "knowledge of how individual needs are met."	Gallery Visit: Station C, D	Students engage with the needs of different cultural groups adapting to life in the American West, and the conflicts that resulted.
SS 6. E,F "Group membership," and "effects of actions, cultural traditions, and institutions"	Gallery visit: Station C	Students discuss settlers' choices to assimilate or to maintain their native culture, and how some found a way to do both.
SS 6.K "Ideas and Beliefs of different cultures."	Gallery Visit: Stations A, D	Students discuss perceptions of the American west through the eyes of different cultural groups. In station D, students learn about different cultural perceptions of land ownerships.
SS 7.C, G "Understanding fact, opinion, bias, and point of view in	Gallery Visit: Station A	Students consider paintings as advertisements. They decide who

sources," and "Supporting a point of View."		the audience is and what the message is that the painter meant to portray.
Communication Arts		
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: Stations A,B,C,D	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 will be asked to work in groups or pairs and discuss their impressions.
2.A Discussion and presentation	Gallery Visit: Station A, C	Students will be asked to formulate opinions based on evidence in paintings and photographs. In groups, they will synthesize their opinions and present to their guide and other students.
Information Literacy 2.A "Media Messages"	Gallery Visit: Station A, C	Students learn that images contain symbols that convey a message to the viewer. Students learn to interpret art as media.

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.
- ✓ Students complete a compare-and-contrast exercise in the gallery using two of the paintings in the gallery, and using two photographic/painted portraits of western settlers. Interns are requested to look for at least two well formed sentences describing these images, and to prompt older students to use more sophisticated descriptions.