

## Teaching Guide for *Generations of Missouri*

The Language Arts and Newspaper Connections sections of this guide are divided into chapters, as the words and questions are specific to a chapter. Activities in the other disciplines may be used at any time during the story's run.

### *Chapter One – The 24<sup>th</sup> State*

#### Language Arts

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Grizzled

Pelts

Machinations

**Reading Comprehension:**

What were people celebrating? Which sentence or sentences gave you the clue to answer this question?

**Discussion Question:**

Discuss whether the Missouri Compromise seems fair, both when it happened and now.

**Writing Activity:**

The author describes Annie's house as sturdy and worthy for the family of a business manager. Write a paragraph describing how you picture her home.

**Newspaper Connections:**

Look for stories that use the word Bicentennial and create a list of these.

### *Chapter Two – Dred and Harriet Scott*

#### Language Arts

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Craning

Significant

Strident

**Reading Comprehension:**

What does the word emancipated mean and which sentence or sentences gave you the clue to answer this question?

**Discussion Question:**

The author wrote that Sarah wondered what it would feel like to be “owned” and then “freed.” Discuss how you would feel in these situations.

**Writing Activity:**

Use the description of the Scott’s as they left the courthouse and write a poem about them; how they looked, what they must be feeling, etc.

**Newspaper Connections:**

Make a list of legal words in the newspaper, like Supreme Court or decision.

***Chapter Three – An Elephant and A Bridge***

**Language Arts**

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Unstable

Cobblestones

Commissioned

**Reading Comprehension:**

Where were the older children and what kind of a place is it? Which sentence or sentences gave you the clue to answer this question?

**Discussion Question:**

Sarah’s Grandmother Annie had taught her about showing up and bearing witness to history. Do you think it’s important to do this? Why or why not?

**Writing Activity:**

Describe, in your own word, a historical event you have seen or read about in your local newspaper.

**Newspaper Connections:**

Find articles in your local newspaper about construction projects and look for words that are common to the stories.

***Chapter Four – The 1904 World’s Fair*****Language Arts**

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Exhilarated

Parlor

Exposition

**Reading Comprehension:**

What types of things did Mary and Ruth see while at the Fair? Which sentence or sentences gave you the clue to answer this question?

**Discussion Question:**

Why do you think Mary felt oddly unsettled about the people who were display?

**Writing Activity:**

Mary felt unsettled about the people on display. Write a journal entry about how you think they felt being on display.

**Newspaper Connections:**

Check in your local newspaper for fairs in your area. What kinds of exhibits and rides are there?

***Chapter Five – Suffragettes***

## Language Arts

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Suffrage

Pilgrimage

Enfranchisement

### **Reading Comprehension:**

What town were Ruth and the other women going to, and for what purpose? Which sentence or sentences gave you the clue to answer this question?

### **Discussion Questions:**

Why do you think it took 50 years for women to win the right to vote?

### **Writing Activity:**

Research the Spanish Flu Pandemic, then compare and contrast the world's response to it and its impact with the present-day pandemic.

### **Newspaper Connections:**

Search for articles about voting rights in your local newspaper. Do you feel the stories are fair and balanced? Why or why not?

## *Chapter Six – Sir Winston Churchill*

### Language Arts

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Orator

Salve

Sacrifice

### **Reading Comprehension:**

What did Churchill mean by an iron curtain? Which sentence or sentences gave you the clue to answer this question?

**Discussion Question:**

Dorothy felt that Churchill's words held a warning of uncertainty and instability for the future. In light of what you know about events after WWII, do you think she was right? Why or why not?

**Writing Activities:**

The author describes Churchill as larger than life and a bulldog. Write a journal entry that describes your mental picture of this man.

**Newspaper Connections:**

There is still instability in the world. Look for articles about strife and troubles throughout the world in your local newspaper and look for the reasons behind these.

***Chapter Seven – St. Louis Arch*****Language Arts**

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Inequality

Implementing

Sweltering

**Reading Comprehension:**

What penalties were given to the protesters who climbed the Arch? Which sentence or sentences gave you the clue to answer this question?

**Discussion Question:**

The protesters used passive resistance when they came down from the Arch. Do you think doing this to make the police carry them supports or undermines their protests? Why or why not?

**Writing Activity:**

The day of the protest is described as sweltering. Write a descriptive short story about the two men who climbed construction ladders and were high above the ground, in wind and heat.

## **Newspaper Connections:**

Search your newspaper for words related to economics, jobs, worker pay and create a crossword puzzle to share with others.

## ***Chapter Eight – Floods***

### **Language Arts**

**Vocabulary:** Use context clues or a dictionary to find the meaning of these words:

Breaching

Buttressing

Bungalow

### **Reading Comprehension:**

What caused Lauren to ask her mom if they could sandbag again? Which sentence or sentences gave you the clue to answer this question?

### **Discussion Question:**

After reading this chapter, will you volunteer for activities to help others? Why or why not?

### **Writing Activity:**

Imagine that you spent a day sandbagging. Write a descriptive paragraph or two on how you would feel the next day, both physically and emotionally.

## **Newspaper Connections:**

Use the facts in all of the chapters to write a newspaper-style story, with a strong lead sentence and include the 5 Ws and 1 H; who, what, where, when, why and how.

## **STEAM – Science Technology Engineering Arts Mathematics**

**Learning Objectives:** Students will

1. find the height of the Arch
2. identify the five types of bridges
3. demonstrate compression and tension

4. explain why knowledge about various loads or forces is important in bridge design
5. describe the process that an engineer uses to design a bridge, including determining loads, calculating the highest load and calculating the amount of material to resist the loads
6. display knowledge of several types of calculations
7. create public displays

**Activity: Percentage Math Practice**

**Materials Needed:** calculators, pencils, paper, devices

**Directions:** Calculate the percentage of slaves to the total population of St. Louis mentioned in Chapter 1.

**Extension Activity:**

Research census data from different years for your hometown. Calculate percentages for each demographics if these are listed.

**Activity: Crackers and Marshmallow Cream Bridge Building**

**Materials Needed:** Crackers, marshmallow cream, cardboard or cafeteria trays, writing paper, pencils

**Directions:**

Students should choose a bridge type from the 5 listed in the Vocabulary, seen below. The crackers represent building blocks while the marshmallow cream represents construction adhesive like concrete or mortar.

Students should have a design and plans before beginning to build, with the construction materials on the cardboard or cafeteria trays. Bridges must be able to stand and support weight.

Students should record the arch building process including any appropriate vocabulary words. Guide them on using the terms properly.

**Vocabulary Words:**

Arch bridge - A bridge with abutments at each end shaped as a curved arch

Beam bridge - A bridge supported by an abutment or pier at each end

Cable-stayed bridge - A bridge that has one or more towers (or pylons), from which cables are attached to support the bridge deck

Cantilever bridge - A bridge built using cantilevers, structures that project horizontally into space, supported on only one end

Truss bridge - A bridge with a solid deck and a lattice of pin-jointed girders on each side

Compression - Force that tends to shorten or squeeze something, decreasing its volume

Deck - Portion of a bridge that acts as the roadway in the support of vehicular or pedestrian traffic

Force - An exertion of pressure either focused toward or pulling away from an object

Load - A weight or mass that is supported

Tension - Force transmitted through a rope, string, cable or similar object

Thrust - A push in a specific direction

### **Activity Set: Arch or Other Monument Height Calculation**

*This activity set is for students to do on their own.*

You may know the height of the Gateway Arch or other monument but for these activities we will calculate, measure and estimate for ourselves. We will use a variety of methods.

**Activity:** Estimating

**Materials Needed:**

None

Estimate the height just by looking at the Arch or other monument from a distance and comparing it with surrounding structures whose height is known. This may be difficult for the Arch because there are no nearby buildings. You may need to use a tree or other building for this estimation activity.

**Activity:** Trigonometry or Logger's Method

**Materials Needed:**

A stick as long as your arm

Hold your arm out straight and *parallel with the ground*. *Point the stick straight up, so that it makes a 90° to your arm*. Walk forward or backward until the tip of the stick coincides with



the top of the Arch or other monument. You are now at approximately the same distance from the Arch or other monument as it is tall. Measure the distance along the ground from the Arch or other monument to you. This is roughly equal to the Arch's or other monument's height.

**Activity:** Ratio stick

**Materials Needed:**

A piece of cardboard 30 cm long and 3 to 4 cm wide; this is the ratio stick

A partner

Three cm from the bottom draw a line or arrow across the width of the ratio stick.

Have your partner stand near the Arch or other monument, while you back away from it. Hold the ratio stick at arm's length in front of your eyes until the top of the ratio stick just covers the top of the Arch or other monument and the bottom is in parallel to ground. Have your partner place his/her hand on the leg of the Arch and move it up and down until it is in line with the 3cm mark on the ratio stick. Go back to the Arch or other monument and measure the distance from your partner's hand on the leg to the ground.

The 3cm line drawn on the ratio stick is a tenth of 30 cm. Since your partner's hand was  $1/10$  along the ratio stick, the Arch or other monument height must be  $10 \times$  the distance measured between the ground and the hand. Multiply that distance by 10 and that is the height of the Arch or other monument.

**Activity:** Shadow

**Materials Needed:**

A ruler or tape measure

A sunny day

**Directions:**

Measure your shadow.

Measure yourself.

Measure the Arch's or other monument's shadow.

Plug the values into this equation

$(\text{Arch's or other monument's shadow} * \text{your height}) / \text{your shadow} = \text{Arch's or other monument's height}.$

This method works best with relatively flat ground.

### **Activity: Design Competition**

**Materials needed:** Paper, colored pencils

#### **Directions:**

Have the student research their community with the idea of creating a monument, which highlights a unique feature or person of the area.

Students should do several sketches of their vision for the monument and then choose the one that they feel best represents the area.

Student should then create a poster sized drawing of the new monument and give a short presentation that addresses these topics:

1. why they chose that person or feature to honor
2. how their monument accomplishes that
3. the nature of the new monument, with size and material suggestions.

## **Social Studies**

**Learning Objectives:** Students will know

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
2. how to analyze the spatial organization of people, places, and environments on Earth's surface
3. how to apply geography to interpret the past
4. conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

### **Activity: Trading for Furs on the Missouri River**

**Materials Needed:** Internet access, maps, such as topographical, road and landforms, research resources, different colored markers, large posters

**Directions:**

Have students research tribes that lived and traded along the Missouri River in the early 1800s.

Choose one section of the river, draw a map of that section, including tribes' locations, rivers and streams, and important or interesting landforms or details, such as a bluff or herd of buffalo.

The maps should each have a title, legend, scale and direction indicator or rosette.

**Extension Activity:**

Use a free mapping app, such as Esri Arc GIS, to create a digital map, with the above instructions.

**Activity: Dred and Harriet Scott Timeline**

**Materials Needed:** Research materials, internet access, markers, paper

**Directions:** Research Dred and Harriet Scott's lives and create a timeline of events.

**Activity: Map Study of the Iron Curtain**

**Materials needed:** Google Earth or Maps, Internet access, road maps, historical maps

**Directions:**

Locate the specific locations mentioned in Churchill's speech and mark them on a map. Consider whether he was correct or not in terming the division of Europe as an Iron Curtain.

**Extension Activity:**

Research Cold War events, on both sides of the Iron Curtain, and create a timeline of these.

**Activity: Historical Events in Your Area**

**Materials needed:** Archival newspapers, Google Earth or Maps, Internet access, road maps, historical maps

**Directions:**

Research eight events in your area that occurred since the founding of your town, county or state and write short stories about the events and their impact on the area.

*Thank you for using the Teaching Guide for the 2022 serial story, Generations of Missouri. Please let your local newspaper know that you use and appreciate these stories and the guides.*

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