

Historic Sites
TEACHER'S GUIDE

**MISSOURI
TOWN 1855**



**FORT OSAGE
NATIONAL
HISTORIC
LANDMARK**



**Jackson County
Parks + Rec**

REVISED MARCH 2018

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PLANNING YOUR VISIT TO FORT OSAGE AND MISSOURI TOWN 1855

Jackson County Parks + Rec is excited to bring historical tours and programs to students studying Missouri History. We believe "To Live History...Is to Learn History!"

Our historic tours and programs can be enjoyed by all grade levels but are targeted for 4th grade classes who are studying Missouri History.

To schedule your group tour program call our office at (816) 229-8980, Monday through Friday from 8:00 a.m. to 4:00 p.m. Tour dates are limited and must be arranged in advance. Bookings for the Fall tours begin July 1. Bookings for the Spring tours begin on December 1. When scheduling, please note that you will be expected to begin your tour/program at your designated time. Please plan to arrive 15 minutes earlier in order to check in at the Gift Shop at Missouri Town 1855 or the Education Center at Fort Osage National Historic Landmark to receive further instructions, if necessary, unload the bus and organize your group.

Payment is required two weeks prior to the tour date. Groups with more than 75 students are strongly encouraged to divide their groups into smaller numbers and visit the site in two groups. When a group is larger than 75 students it makes it difficult for the site, interpreters, and the group itself.

A confirmation will be sent after booking your date. Important information on the sites and behavior expected from the group is contained in the Teacher's Guide. Your group will be expected to follow the historic site courtesy information located in the Teacher's Guide when you visit Missouri Town 1855 or Fort Osage National Historic Landmark.

There are exhibits and a gift shop in the Fort Osage Education Center, as well as, a Trade Room located in the Fort itself. The gift shop at Missouri Town 1855 is located near the parking lot, the Mercantile is located in the village. Gift shop items include souvenirs and books, some costing less than \$5.00. The site administrators ask that teachers or adult leaders accompany students into the gift shop areas.

The minimum requirement for chaperones is one adult per ten students. The people fulfilling this requirement will be allowed into the site free of charge. Teachers and adult chaperones are responsible for keeping order during student programs.

Picnicking is allowed at the picnic tables south of the Missouri Town 1855 parking lot. The Gift Shop attendant will provide you directions. Picnicking at Fort Osage National Historic Landmark is no longer feasible for large groups due to the noise level disturbing other groups at Fort Osage National Historic Landmark. Please plan to picnic at Hayes Park in Sibley, Missouri, where a covered shelter is located.

HISTORIC CEMETERY COURTESY

A historic cemetery is located near Fort Osage and contains the graves of soldiers and civilians. A granite marker and bronze plaque, furnished by the Veterans Administration, recognizes the contribution of 49 soldiers who lost their lives, while serving their country at Fort Osage and Fort Atkinson. Their deaths are symbolic of the hardships and dedication which typify the character of a new nation, as it opened its doors to the western frontier. The earliest known interment in this cemetery is of Private John King on November 15, 1810. The oldest marker is dated 1819.

The gravestones resting at Missouri Town 1855 were moved to the site for safekeeping. New markers replaced these stones at the original burial sites. Even though the cemetery at Missouri Town 1855 is not authentic, one must still act with dignity and respect in any cemetery they may visit.

The following are some guidelines to share with your students and adult leaders when you visit the Jackson County Historic Sites:

- * Please do not run, jump or play around the gravestones.
- * Students **must be** accompanied by an adult leader in the cemetery.
- * Making gravestone rubbings is strongly discouraged as it deteriorates the older grave markers.
- * Please do not beat or chip at the markers with any object.
- * Please walk between the graves and not over them.

Thank you for your consideration.



HISTORIC SITE COURTESY

Before arriving at the historical sites, it is helpful to discuss the appropriate behavior expected during the visit. The following are some points which should be covered prior to your tour:

- * Students need to be reminded that the site is a museum, even though they are outdoors. They need to show appropriate museum behavior at all times.
- * Students need to listen and pay attention to the guide and the interpreters at the individual stations.
- * Horseplay, roughhousing and running will not be tolerated by the staff or site administrators.
- * The buildings and sites are of historic value and should be treated with the utmost respect. Visitors are asked not to touch artifacts unless given permission by the guide or interpreter.
- * Barriers on doors are designed to protect the artifacts. Please respect these and do not remove them.
- * Questions about daily life at Fort Osage or Missouri Town 1855 are encouraged and welcomed.
- * Food and drink are not permitted within the sites. Picnic areas are available outside the historic site area, other picnic facilities are available at Fleming Park and Hayes Park. The site administrator or gift shop employees will be glad to provide directions.
- * Please do not touch, chase or feed the livestock and poultry, or any wildlife at the sites.
- * Please do not climb fences, trees or buildings.
- * During the use of hiking trails, follow the instructions of staff interpreter.

Thank you for your consideration.

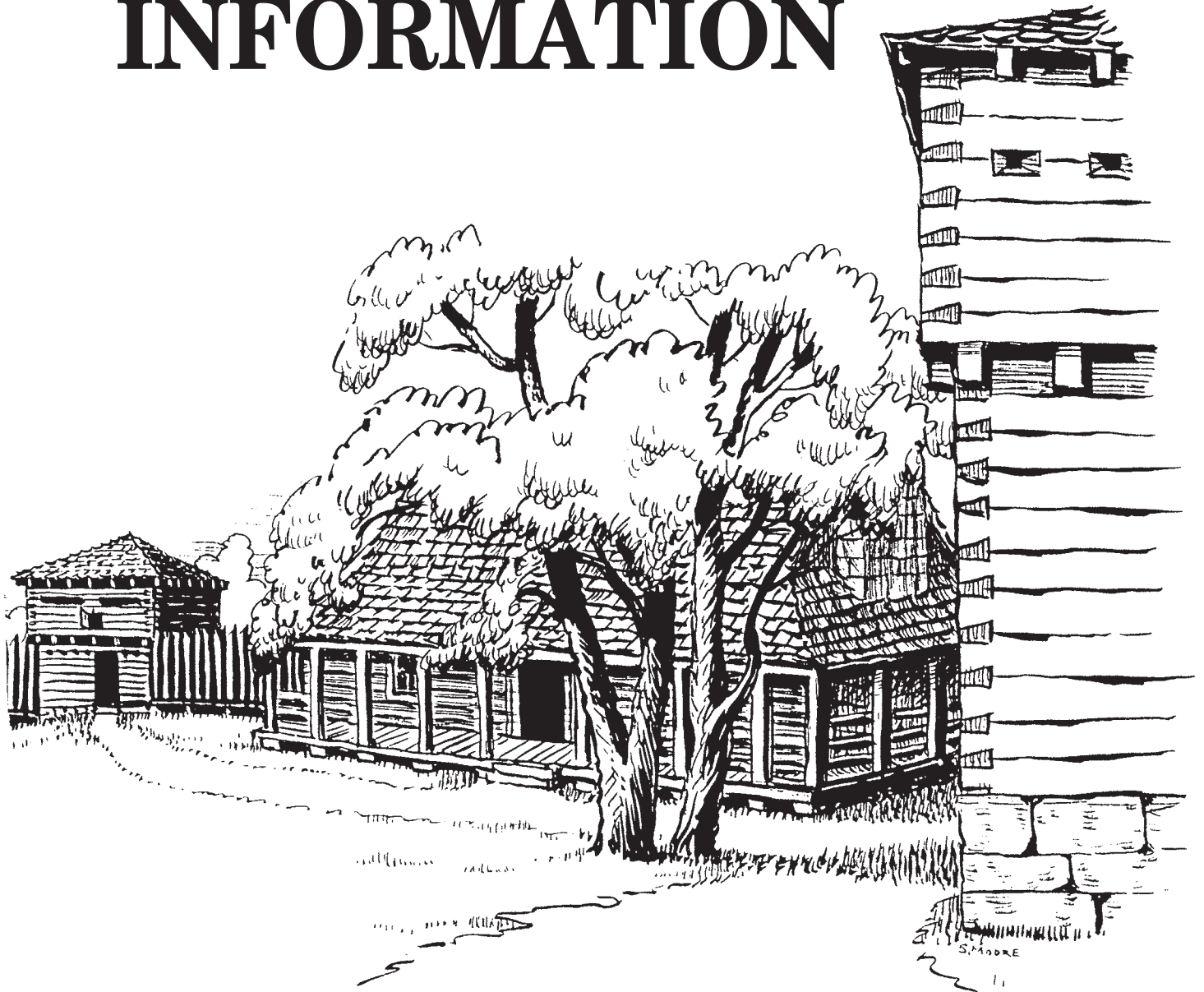


GUIDELINES FOR TEACHERS AND CHAPERONES

1. Upon arrival, the group leader should exit the bus and enter the Museum Gift Shop or Visitor's Center. The group leader should have an exact count of children and adults and any unpaid admission fees for the group. It is suggested to have one check, made out to Jackson County Park + Rec, for the amount. The students may then unload and the bus driver should park the bus in the parking lot at the entrance to the historic site. An interpreter will meet your group to give an orientation to the site and any further instructions as needed. Please remember that you were assigned a specific time slot, if your group is late for whatever reason, it will cut into your touring time at the site. **Please arrive in plenty of time to check in at the Museum Gift Shop or Education Center.**
2. As an adult supervisor you are responsible for keeping your group of ten children together at all times including restroom stops. Please remind students that they are in a museum and that appropriate museum behavior will be expected.
3. Depending on the type of program you have booked, you need to plan on spending at least one hour in the site itself. If your group comes to a building that is full, please wait outside or stop by the building later.
4. Please do not combine your groups as it could disrupt the entire program.
5. There is no smoking permitted in or around the buildings as most of them are historic structures and contain many irreplaceable artifacts.
6. The museum is an outdoor living history site. **Please be sure and dress appropriately for the weather.**
7. Plan to enjoy yourself. Our interpreters and volunteers are located at our interpretive stations and will be more than happy to tell your group about the buildings, their history and answer any questions they may have. If circumstances prompt you to cancel a visit, please courtesy call (816) 229-8980 with cancellation information.



FORT OSAGE NATIONAL HISTORIC LANDMARK INFORMATION



...a Jackson County Historic Site

FORT OSAGE FACT SHEET

DESCRIPTION:

Fort Osage National Historic Landmark education programs are developed and presented to meet the Missouri Department of Elementary and Secondary State Education Standards for all student grade levels. Our education offerings tie to class room themes and activities and greatly augment what teaching professionals offer on a daily basis.

We offer a unique outdoor experience, not easily duplicated, that as an educator you will not only find enjoyable but engaging and memorable while supporting your class room teaching expertise. In addition, hands on, interactive opportunities are provided whenever possible to further the educational on site experience.

HISTORICAL SIGNIFICANCE:

Under the direction of William Clark, joint commander of the Lewis and Clark expedition, soldiers began construction of the Fort in 1808 to serve several purposes. It functioned as one of the first Federal outposts in the newly acquired Louisiana Territory, housing soldiers to guard the new territory and to protect the trading post located there. Fort Osage also aided the American government in establishing alliances with neighboring Nations. Finally, the Fort offered western Missouri's first settlers a sanctuary from which to venture west. Fort Osage was the nation's largest factory outpost, as well as the most expensive to build and maintain. Fort Osage was also one of the few financially successful trading post of the U.S. Factory System.

YEAR FOUNDED:

Fort Osage was built in 1808 and occupied until 1827. Trading post functions were discontinued in 1822. Reconstruction of the historic site began in 1948.

ANNUAL EVENTS:

Click on <http://www.makeyourdayhere.com/calendar.aspx?CID=23> to see all our current event listings.

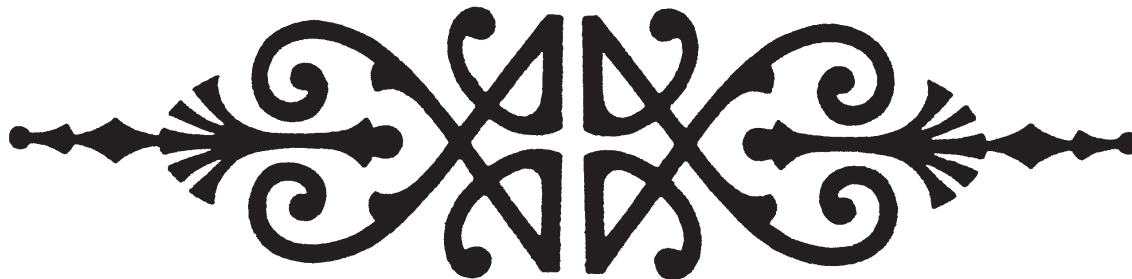
SIZE:

Including the walk to the Education Center, Fort Osage is approximately the size of five city blocks.

TOURS: Tours are self-guided and take about one hour. Group rates are available to organized groups of 20 or more people with PRE-REGISTRATION and PRE-PAYMENT.

SEASON: Year-round: Tuesday thru Sunday
9:00 a.m. to 4:30 p.m.

LOCATION: Fort Osage is located in Sibley, Missouri, on the Missouri River 14 miles northeast of Independence. Fort Osage's physical address is 107 Osage Street, Sibley, MO 64088.



FORT OSAGE HISTORY

Fort Osage was established in 1808 as a military outpost in the newly acquired Louisiana Territory by General William Clark. The Fort's purpose was to provide a military presence in the territory in order to assure Spain, France and Great Britain that the United States meant to protect its territory by military strength and to establish healthy relations with the Native American population in the territory.

Fort Osage was built on a strategic bluff overlooking the Missouri River. The height and location of the bluff provided a clear view of the river for many miles and the river current around the bluff caused the boats to slow down considerably in order to safely navigate. These conditions provided a natural defense for the Fort.

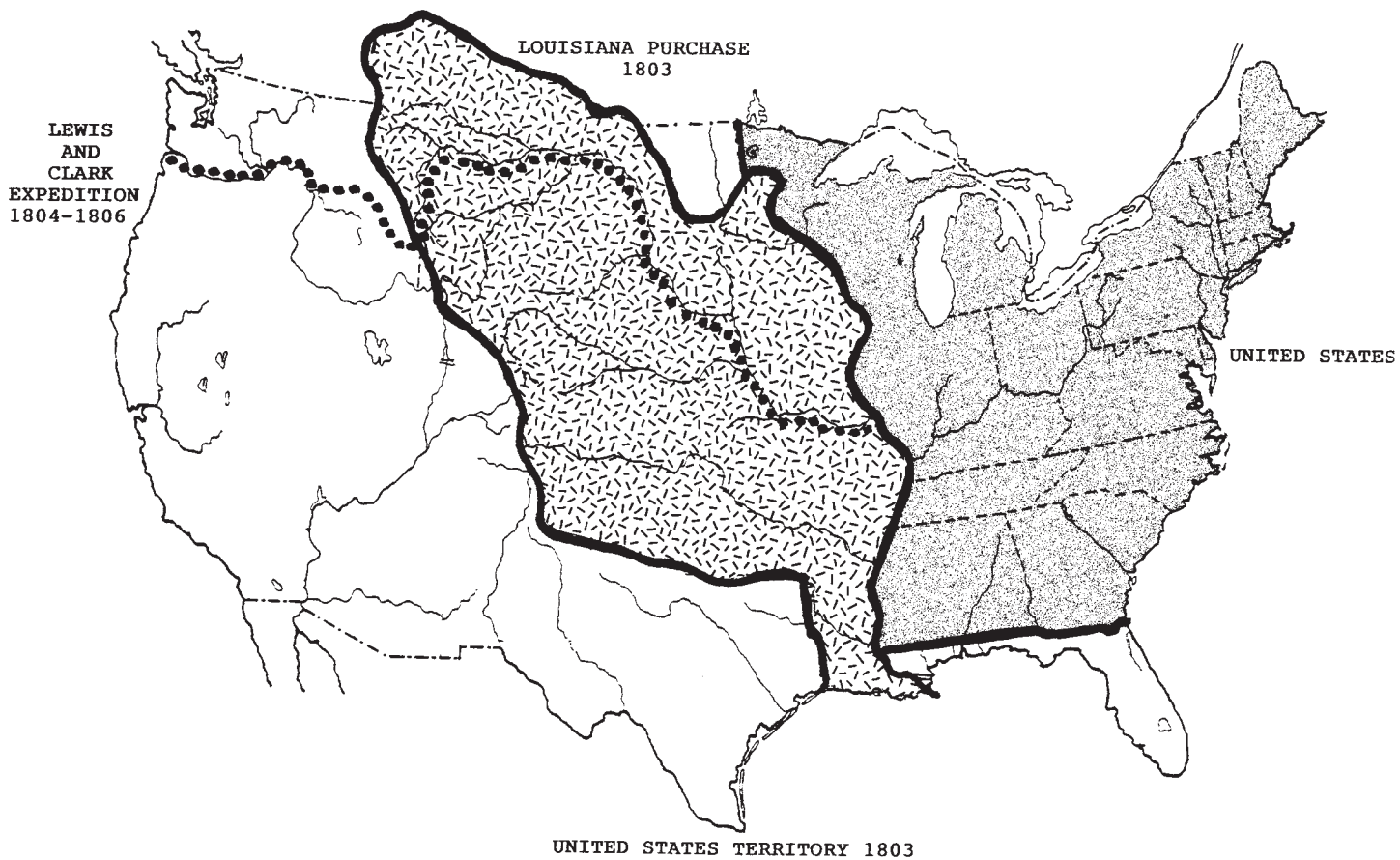
At the time of establishment, the Fort had a company of 81 officers and enlisted men under the command of Captain Eli B. Clemson. The soldiers enlisted for a minimum of five years service and were paid five dollars a month depending on service and rank. The soldiers performed military drills and duty for most of the day. Extra duty was also required of each soldier at the Fort. This extra duty was performed during their free time and they were paid ten cents a day for common labor and sixteen cents a day for skilled labor. A soldier's daily rations included: one and a quarter pounds of beef or three quarters pound of pork, eighteen ounces of bread and one gill of rum, whiskey or brandy. They were issued salt for their food, candles and vinegar.

The factory system in the United States was established in 1796 under President George Washington and expanded by President Thomas Jefferson into the Louisiana Territory. The factory system derives its meaning from the English common law definition of a factor as a person who buys and sells on behalf of his employer. The purpose of the factory was to trade quality goods at a low price with the Indian tribes in order to establish good relations with them. The system practiced by private European and American fur traders seemed to be a constant contributor to unrest in the territory. It was Jefferson's hope to undermine the private traders and gain Indian alliances for the United States.

George Sibley was the factor at Fort Osage from 1808 until 1822. His duties included book-keeping, supervising the trade room, processing furs, stocking the trade room and attending to Indian affairs. Sibley was paid an annual salary of \$800 until 1811, when he received a raise of \$300. This salary can compare in today's economy of around \$90,000 dollars a year.

The United States factory system was discontinued by Congress in 1822, due to pressures from the rival fur trade interests. The decline of the United States factory system was due to a number of reasons. The lack of factors familiar with Indian trade, government regulations and budget restrictions which hampered any effort to increase the trade, lack of incentives for the factor, successful competition of private traders who could go to the Indian villages instead of the Indians coming to them and the influences of European traders in the remote regions of the country.

The military left Fort Osage in 1813 due to the War of 1812. It then returned in 1815 to re-establish the military garrison. The military left Fort Osage again in 1827 when Fort Leavenworth was established.



LEWIS & CLARK IN THE GREATER KANSAS CITY AREA

In 1803, President Thomas Jefferson ordered Meriwether Lewis, a young army captain, to organize an expedition to explore the newly acquired Louisiana Territory. Lewis was charged with noting the plants and animals he encountered, in addition to carefully recording his efforts to form friendships with the Indians. Believing there might be a water route to the Pacific Ocean, Lewis was also required to keep accurate maps of his travels. Lewis asked a friend and fellow army officer, William Clark to serve as a co-leader. A boat well equipped for river navigation, known as a keelboat, was built for the trip. The winter of 1803-1804 saw the expedition making final preparations at Camp Dubois, opposite St. Louis.

What was now known as the Corps of Volunteers for Northwestern Discovery departed in May of 1803, with the keelboat and two smaller boats known as pirogues, on an epic journey into a largely unknown territory. The members of the Expedition had to become expert boat handlers and strained as they were challenged by numerous sand bars, islands and tricky currents as they proceeded upriver. The men had to hunt for their food and depend on each other and their leaders in order to proceed.

The Expedition entered what would later be known as the Kansas City area on June 23, 1803. On this date, with the boat crews struggling against strong winds, Lewis had the boats take shelter on a small island. William Clark, scouting ahead of the main group, had to seek shelter by himself on the river bank after sinking into the mud. He stripped bark from a tree to provide more protection for a night away from the main party. He would remember this location and the high bluff on the south side of the small island and return in 1808 to build what would be known as Fort Osage. For the next two days, they proceeded upriver and noted large amounts of wild plums, raspberries and wild apples. They also recorded seeing seams of coal in large limestone outcroppings.

A camp was established on June 26th where the Kaw (Kansas) River flowed into the Missouri. It was noted that the Kaw River was very muddy and its water tasted bad. It was decided they would stay at this camp for three days in order for one of the pirogues to be repaired. A small temporary fort was made for protection by using logs and brush. It is here that Clark noted that he had seen large flocks of Carolina Parakeets. These birds are now extinct.

On June 29th they camped just north of what is now Parkville. One of the soldiers got into trouble for drinking whiskey while on duty. He was court-martialed and sentenced to receive 100 lashes from a whip, a common form of punishment at the time. The men continued upriver for several more days with the leaders writing about the heat and large quantities of animals. The Expedition celebrated the Fourth of July just outside of what now is Atchison, Kansas. Each man received an extra "gill of whiskey." They would name the small creek by which they camped "Independence Creek."

The Expedition did eventually reach the Pacific Ocean and return safely to St. Louis. The Lewis and Clark Expedition is still regarded as one of the greatest adventures in American history.

FORT OSAGE SCHOOL TOUR TEACHER MATERIALS

SUGGESTED TEACHING STRATEGIES

What if you bring students ages 5-8? *Relate today's life to what you see on the tour.*

Compare the student's clothing to those of the interpreters'.

Visit the Trade Room in the Factory building and compare it to stores that the students are familiar with.

In the Factory Kitchen, compare and contrast what you see with the amenities in the student's kitchen at home.

Talk with the interpreters to see what the differences are between their occupations and those of the student's parents.

What if you bring students age 9 and older? *Put the past into perspective.*

Have the students ask the residents of the Fort about their experiences of living at a frontier outpost. What are their hopes and dreams for the future in the area?

While touring the facility, remind the students to think of the changes that have occurred since the early 1800s (i.e. the automobile, electric light bulb and telephones).

PRE-VISIT ACTIVITIES

Plan a day at your school set in the early 1800s. Do not use electricity or modern conveniences. Do work using slates and chalk. Have the students bring non-refrigerated lunches and play games from the period at recess. Challenge them to continue the activity at home.

Prepare a trip back in time to the early 1800s. Have the students pick five items that they would need to take with them for a journey up river. As you visit the Fort, ask the residents what they would have brought with them on the journey.

Have the students pretend that they will be establishing a settlement near the Fort. Consider location, where you will get food and water, what supplies will be needed, how labor will be divided, etc.

Have the students make a list of the foods that they eat for two days. They should keep track of the packaging, preparation and tastes. Compare these lists with foods from the 1800s. Make a few recipes from the early 1800s.

POST-VISIT ACTIVITIES

Have the students write an article for the school newspaper or publish a newsletter about their field trip experiences. Encourage the students to interview each other.

Imagine that you are a traveler coming up the river and you have stayed at the Fort for a few days. Write a letter to your family back east about your experiences.

For each of the five senses, list a memory of the trip to Fort Osage.

Create a bulletin board with pictures or words associated with your trip for every letter of the alphabet.

Have students choose five objects from their lives that they would include in a museum to represent life today.

VOCABULARY

Apprentice - A person that works for a skilled craftsman in order to learn the trade.

Bellows - A tool made of wood and leather having a metal nozzle that is used by a blacksmith to force air into a forge. The increased air flow created by this device makes the fire hotter and allows metals to be heated for shaping or even melted for casting into intricate shapes.

Butter Churn - A container used to turn cream into butter. The wooden tool used to beat or “dash” the cream is called a DASHER.

Blockhouse - A basic military defensive structure used in the construction of fortifications. These two storied structures were thick walled wooden buildings with gun and cannon ports, internal benches for shooting and floorboards on the second story overhangs that could be removed to allow defense of the structures base area. See Blockhouse #1 on site.

Cypher - To do arithmetic.

Daycap - A head covering used by young girls and ladies to keep their hair clean and out of the way while working.

Factor - An 18th century term referring to an agent such as George C. Sibley, the “Trade Factor” at Fort Osage.

Factory - An 18th century term referring to the building where an agent or “Factor” did business. Fort Osage has a “Trade Factory” in the civilian compound.

Fleshing Beam - A wooden tool used to remove the flesh and membrane from animal hides during processing. It is constructed from a half-round long with two legs on one end.

Hearth - The brick or stone area in front of the fireplace. The floor of the fireplace.

Interpreter - A staff person that teaches history through historic roles.

1st Person Interpretation - A type of communication that involves the interpreter's complete character portrayal of a historic person.

3rd Person Interpretation - A type of communication that requires the interpreter to dress in historic attire and allows him/her to react to guests in present day terms. A costumed tour guide.

Pelt - The undressed (tanned or treated) skin and fur of an animal.

Pioneer - A person who first settles in an area.

Poke - A bag used to carry things in, just as a backpack or purse is used today.

Settler - A person who comes to live in an area.

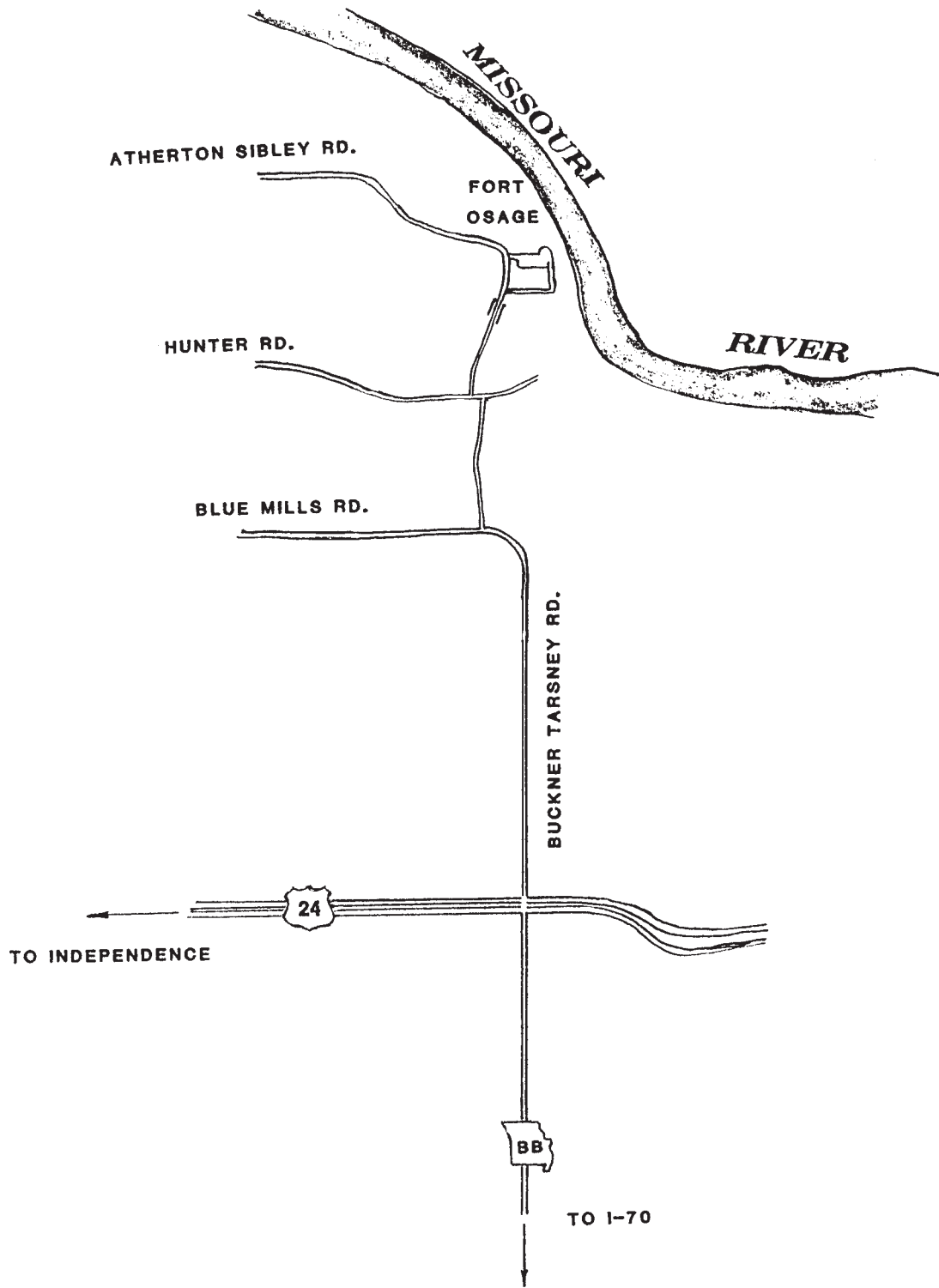
Shako - The tall, black, felt hat worn by soldiers at Fort Osage.

Spider Pan - A metal cooking pan that rests on legs. The legs give the pan its name and raise it up from the hearth.

Stockade - The enclosing wall of a fort that is made of wooden posts driven into the ground.

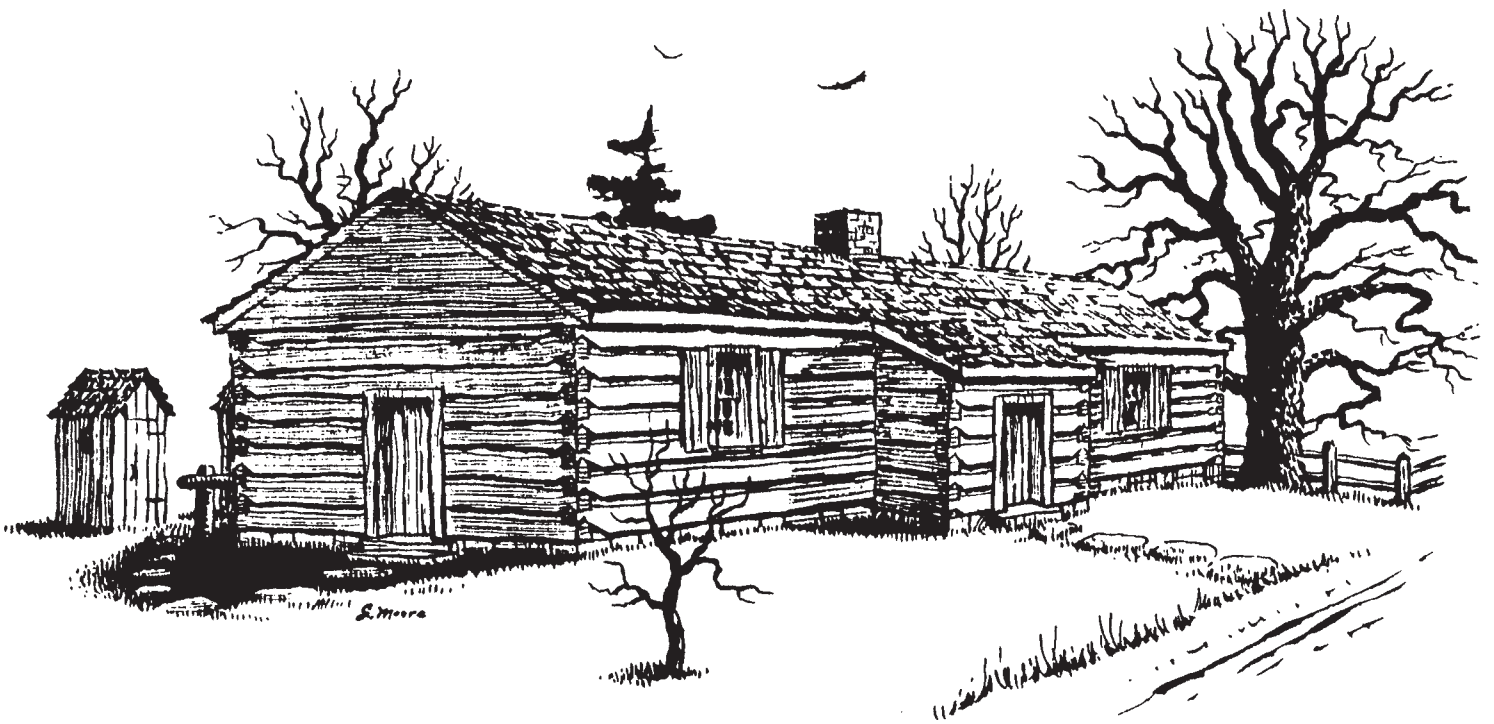
Tick - The mattress of a bed. Usually filled with feathers or straw. Can be placed on a bed frame or on the floor.





MAP TO FORT OSAGE NATIONAL HISTORIC LANDMARK

MISSOURI TOWN 1855 INFORMATION



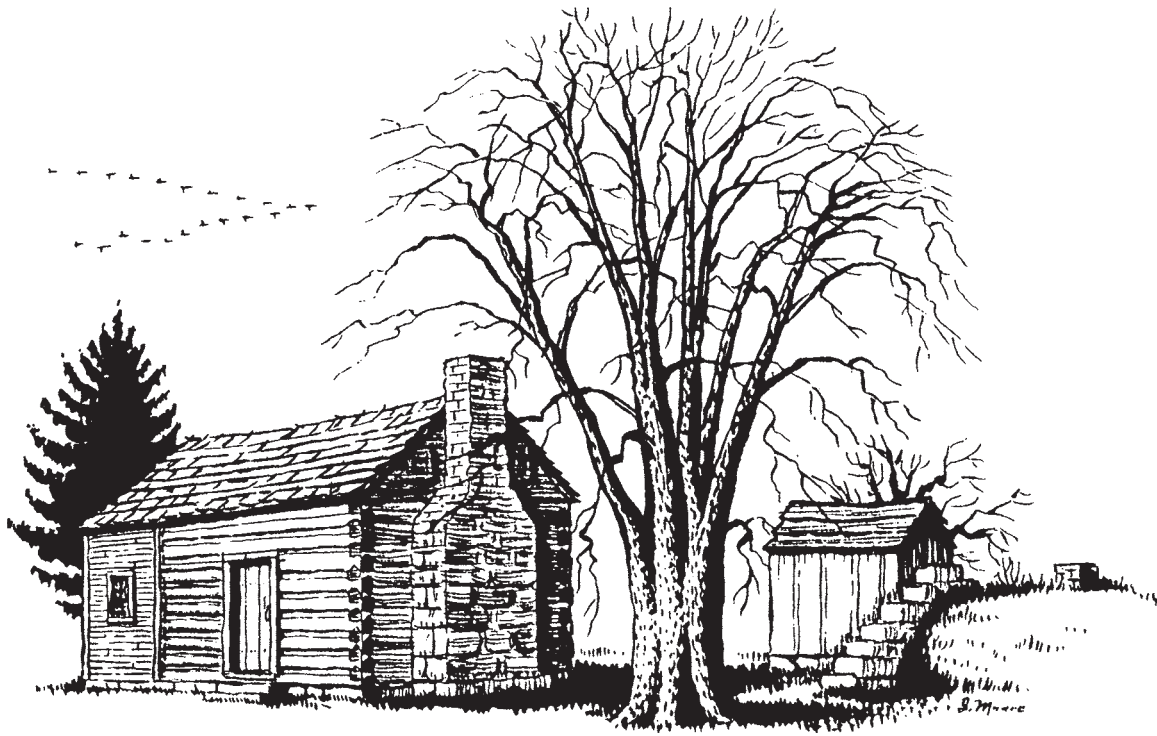
...a Jackson County Historic Site

MISSOURI TOWN 1855 FACT SHEET

DESCRIPTION:	Missouri Town 1855 is a collection of original mid-19th century structures carefully relocated from seven western Missouri counties to one site. Over twenty-five period buildings including houses with barns and outbuildings, a one-room schoolhouse, church, tavern, lawyer's office, blacksmith shop and a livery stable depict a typical antebellum farming community. Living history interpreters, in 19th century attire, bring the site to life by portraying the daily routines of village residents.
HISTORICAL SIGNIFICANCE:	The buildings at Missouri Town 1855 present a variety of architectural styles popular in the mid-19th century and, as an assembled unit, portray a typical 1855 Missouri farming community.
YEAR FOUNDED:	The first building was erected in 1963. Principal buildings and features were in place by 1970. Additions in the village continue based on a Master Plan and as funding becomes available.
ANNUAL EVENTS:	Click on http://www.makeyourdayhere.com/calendar.aspx?CID=23 to see all our current event listings.
SIZE:	Approximately the size of six city blocks.
TOURS:	A self-guided tour takes about one hour. Group rates are available to organized groups of 20 or more people with PRE-REGISTRATION and PRE-PAYMENT.
SEASON:	March 1 to November 15: Tuesday through Sunday 9:00 a.m. to 4:30 p.m. November 15 to March 1: Weekends only, 9:00 a.m. to 4:30 p.m.

LOCATION:

Missouri Town 1855 is located on the east side of Lake Jacomo in Fleming Park, Blue Springs, Missouri. Missouri Town 1855's physical address is 8010 E. Park Road, Lee's Summit, MO, 64064.



SYNOPSIS OF MISSOURI TOWN 1855

Missouri Town 1855 was never a real village in which real people lived and worked. Instead it is a reconstruction of what a person may have found at a Missouri crossroads during the mid-nineteenth century. The buildings in the village were moved to Missouri Town 1855 from other locations in seven different western Missouri counties. These are actual buildings from the mid-nineteenth century. The year 1855 was chosen as the year to interpret because it was the last year before the Kansas border fighting began to disrupt the area. By 1856, shootings, lynchings and violence had polarized pro-slavery and anti-slavery adherents into open conflict.

A typical village in western Missouri would look much like Missouri Town 1855. There would be a school house, blacksmith's shop, tavern, church and mercantile store. The houses represent the many social classes living in the village. The Colonel's House, Squire's House and their various outbuildings represent the upper class. The middle and lower classes are represented by the Tradesman's House, Blacksmith's House and the Settler's House. Social activities in the town would probably have taken place at the non-denominational church or in private homes.

The animals at Missouri Town 1855 represent the various breeds and animal types that were common in the mid-nineteenth century. Whenever possible, breeds typical to 1855 are bought and raised for interpretive purposes at Missouri Town 1855.

Life in 1855 seems very hard to people who live in the modern world --- there was no electricity, running water, cars, television or microwaves. People at this time, however, spoke proudly of recent inventions such as the telegraph and the sewing machine, as well as improvements in transportation represented by steamboats and the expanding railroad network.

The average family in western Missouri lived on a farm which was mostly self-sufficient and provided the family with an income. The following is a list of items found on a farm and what they provided for a family:

Garden.....	Fresh vegetables for seasonal consumption and preservation.
Poultry.....	Eggs, meat and feathers.
Sheep.....	Meat, wool for clothing.
Hogs.....	Meat and lard.
Cattle.....	Dairy products, meat and leather.
Mules and Horses....	Riding and driving.
Grains.....	Wheat for flour and income; corn provided income and cornmeal for the family plus feed for animals; whiskey.

Rural families often bartered the goods they produced with their neighbors. Also, as Missouri Town would have been only one day's ride from a riverboat landing, a wide variety of consumer goods was available at the mercantile store. These goods would have included small luxury items such as Chinese tea, in addition to necessities such as cloth from the textile mills in the East.

During the summer the whole family worked hard in order to insure a good harvest. The men and boys of the family would work in the fields and tend to the animals, while the women and girls would work in the garden and house and continue with the usual chores of cooking, cleaning, sewing and milking. Throughout the growing season, community work projects such as corn shuckings, barn raisings and quilting bees formed a major part of the social life of a small rural town.

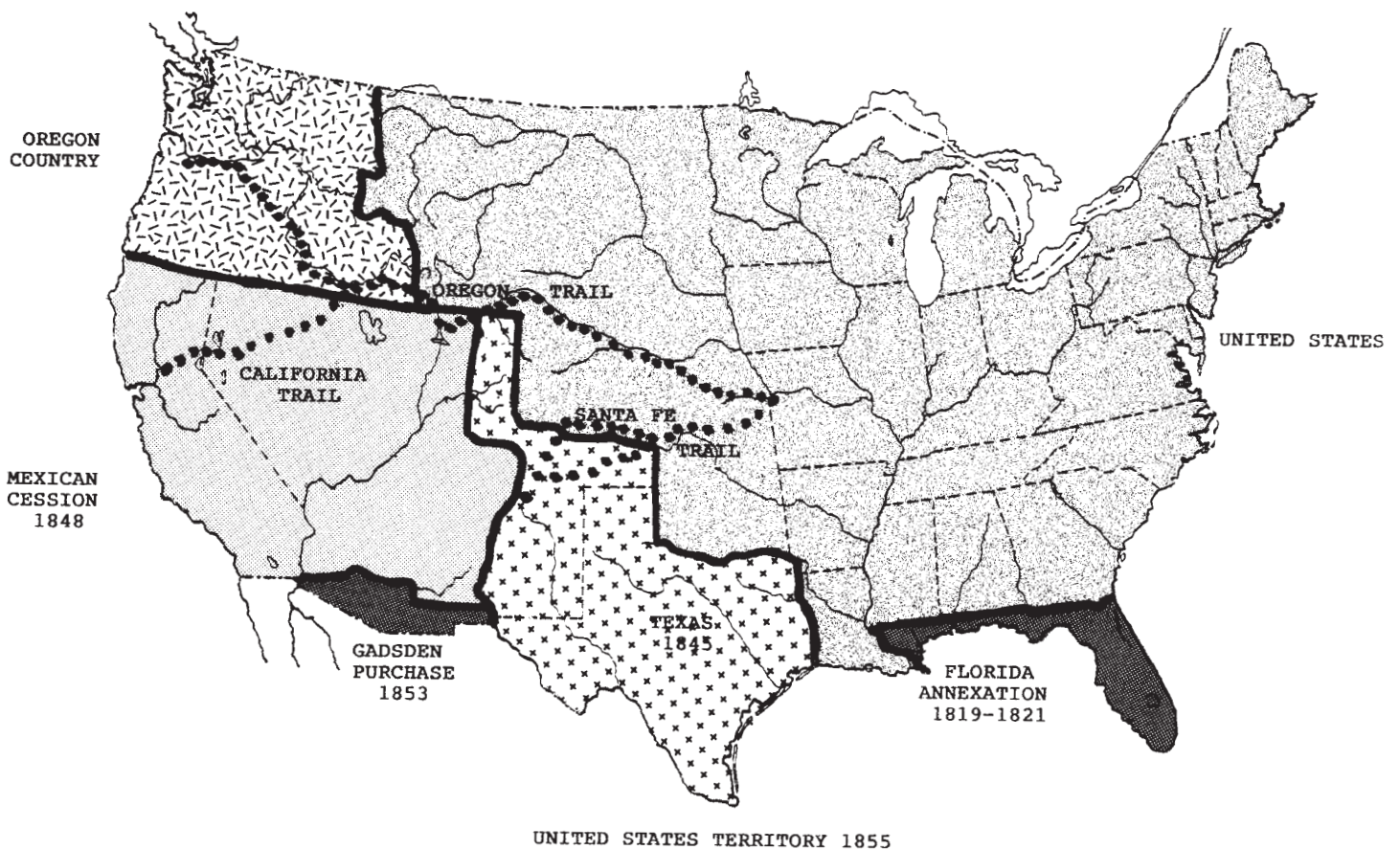
During the summer and harvest seasons there was very little free time left to children because everyone had chores to do. When they had free time, a trip to the mercantile or to the city might result in stick candy, a bag of marbles or a doll. Games such as "buz", "blind man's buff", "hide and go seek" and "French and English" (which we know as "tug of war") were also popular.

Agriculture is not the only trade represented at Missouri Town 1855--the blacksmith, merchant, lawyer and tavern owner were an important part of community life. The blacksmith repaired tools and other implements needed by consumers in the village or by farmers in the area. The merchant owned the store, or mercantile, in the village. Some items found in the mercantile include cloth, books, salt, sugar, hardware, candy and coffee. The lawyer, who stopped on his "circuit" once or twice a month, would have taken care of any legal problems such as deeds, wills and property boundaries. The tavern was probably the busiest place in the village since it was the stop for travelers and the village mail was delivered here. The tavern was also the location for news and information in the village.

The school at Missouri Town 1855 is typical of most rural schools in the region during this time period. The school would have been held in a one room school house built by the Colonel, who also hired the school marm or master to instruct his children. Children of other families would be allowed to attend the school if their parents could pay the eight dollars per school year per child. Attendance at the school was not regular; if a child was needed at home or the parents could not afford to send them to school that term, then they did not attend. Usually the class varied from one student to twelve students at one time. Students went to school from sunup to sundown during the winter. School did not start until after harvest in October and lasted until spring planting in April. School was held everyday but Sunday during the school term.

The church at Missouri Town 1855 represents a non-denominational church found in most rural areas in the mid-nineteenth century. Different denominations had traveling preachers who went to different towns each Sunday to deliver a sermon. The Baptists may have had a preacher on one Sunday while the Methodists or Presbyterians might have a preacher on the next Sunday. Sermons were long, some lasting as much as three hours and no one was allowed to nap during the service. Small children, however, were allowed to go outside for brief periods.

Politics was becoming a heated topic in western Missouri in 1855. The United States was divided by sectional interests in the Northern industrial states and the Southern agricultural states. Slavery was a topic of heated debate in western Missouri, where many people came from a southern background. In 1854, the Kansas-Nebraska Act introduced slavery in the new territories to the west of Missouri. "Bleeding Kansas", abolitionists and states' rights were topics of discussion. The relative contentment of rural life was soon to give way to the hardships of war, and another chapter in American history was begun.



MISSOURI TOWN 1855

SCHOOL TOUR TEACHER MATERIALS

SUGGESTED TEACHING STRATEGIES

What if you bring students ages 5-8? *Relate today's life to what you see on the tour.*

Compare the student's clothing to those of the interpreters'.

Visit J. T. Blackwell's Mercantile Store and compare it to stores that the students are familiar with.

At the Tavern, compare and contrast what you see with the amenities of a hotel.

Stop in at the Blacksmith's Shop for a look at his daily activities. Find out the differences between this person's occupation and those of the student's parents.

Talk with the interpreters working with the livestock. Discuss the similarities and differences between 1850s agriculture and today's practices.

What if you bring students age 9 and older? *Put the past into perspective.*

Have the students ask the townspeople about their experiences in moving to the Missouri region (or have they always lived here) and what are their hopes and dreams for the future?

While touring the facility, remind the students to think of the changes that have occurred since the 1850s (i.e. the automobile, electric light bulb and telephone)

PRE-VISIT ACTIVITIES

Plan a day at your school set in the early 1850s. Do not use electricity or modern conveniences. Do work using slates and chalk. Have the students bring non-refrigerated lunches and play games from the period at recess. Challenge them to continue the activity at home.

Prepare a trip back in time to the 1850s. Have the students pick five items that they would need to take with them. As you visit the village, ask the residents what they would have brought with them to Missouri Town 1855.

Organize a settlement in 1850s Missouri. Consider location, where you will get food and water, what supplies are needed, how labor will be divided, etc.

Plan exercises utilizing the Missouri Town 1855 map. Note where different social and economic boundaries are in the village. Circle the buildings where residents would find food, lodging, animals, etc.

Have the students make a list of the foods that they eat for two days. They should keep track of the packaging, preparation and tastes. Compare these lists with foods from the 1850s. Make a few recipes from the 1850s.

POST-VISIT ACTIVITIES

Have the students write an article for the school newspaper or publish a newsletter about their field trip experiences. Encourage the students to interview each other.

Imagine that you are a traveler going through Missouri in the 1850s and stayed at Missouri Town 1855 for a few days. Write a letter to your family back east about your experiences.

For each of the five senses, list a memory of the trip to Missouri Town 1855.

Create a bulletin board with pictures or words associated with your trip for every letter of the alphabet.

Have students choose five objects from their lives that they would include in a museum to represent life today.

VOCABULARY

Apprentice - A person that works for a skilled craftsman in order to learn the trade.

Butter Churn - A container used to turn cream into butter. The wooden tool used to beat or “dash” the cream is called a DASHER.

Cypher - To do arithmetic.

Conestoga Wagon - A covered wagon drawn by horses or oxen used to move freight or household goods.

Copybook - A notebook in which school lessons are written.

Daycap - A head covering used by young girls and ladies to keep their hair clean and out of the way while working.

Hearth - The brick or stone area in front of the fireplace. The floor of the fireplace.

Interpreter - A staff person that teaches history through historic roles.

1st Person Interpretation - A type of communication that involves the interpreter's complete character portrayal of a historic person.

3rd Person Interpretation - A type of communication that requires the interpreter to dress in historic attire and allows him/her to react to guests in present day terms. A costumed tour guide.

Mechanic - A craftsperson such as the blacksmith who makes goods.

Pioneer - A person who first settles in an area.

Plow - An implement used to cut, lift and turn the soil so that seed can be planted.

Poke - A bag used to carry things in, just as a backpack or purse is used today.

Scholar - A student.

Settler - A person who comes to live in an area.

Spider Pan - A metal cooking pan that rests on legs. The legs give the pan its name and raise it up from the hearth.

Tick - The mattress of a bed. Usually filled with feathers or straw. Can be placed on a bed frame or on the floor.

Trundle Bed - A bed built low enough to slide under a regular bed frame.

Yoke - A wooden frame worn over the shoulders of a person to carry two water buckets. The term "yoke" also refers to the wooden frame placed on the necks or oxen when these animals are pulling loads such as a plow or wagon.



MISSOURI TOWN 1855 ANIMAL GUIDE

Missouri Town's programming offers the visitor a glimpse at rural life and animal breeds that would have been found in Western Missouri in the 1850s. Horses, mules and oxen provided the power necessary to do the heavy farm work. Oxen can be any breed of cattle that has been trained to work. They are typically steers and are worked in pairs. They were favored by many over horses because of their lower cost and less demanding dietary needs. Horses and mules were used for farm work as well. Horses were used for pulling wagons, carriages and for riding. Missouri Town's livestock, as was often the case, includes both pure breeds and crosses. Among those represented are:

OXEN

SHORTHORN STEERS:

- developed in England about 1600
- first imported to Virginia in 1783
- popular with early settlers. A valued breed for meat and milk
- found to be willing power for the wagon and plow

HORSES

STANDARD BRED:

- the breeds' origin dates from a Thoroughbred imported from England in 1788

MORGAN:

- a truly American horse breed with roots dating back to the late 1700s
- Morgans are known for their speed, stamina, willingness to work and intelligence

SHEEP

BORDER LEICESTER CROSS SHEEP:

- a popular breed in the U.S. in the mid-nineteenth century
- known for its fine fleece and good temperament
- Missouri Town 1855 has Border Leicester crosses

POULTRY

Missouri Town 1855 has a wide variety of poultry that would have been commonly seen on most farms in rural Western Missouri in the 1850s.

CHICKENS

Missouri Town 1855 has a variety of Chicken breeds represented in the village:

COCHIN:

- buff and partridge colored
- their feathered legs are their most distinguishable feature

POLISH:

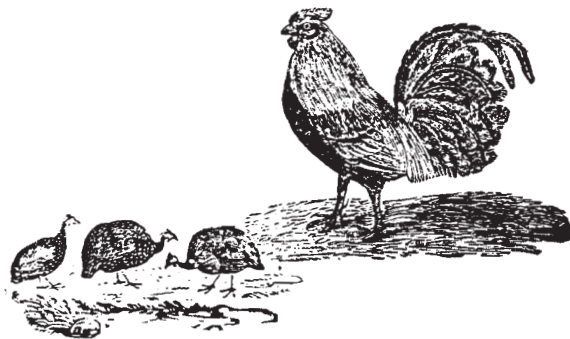
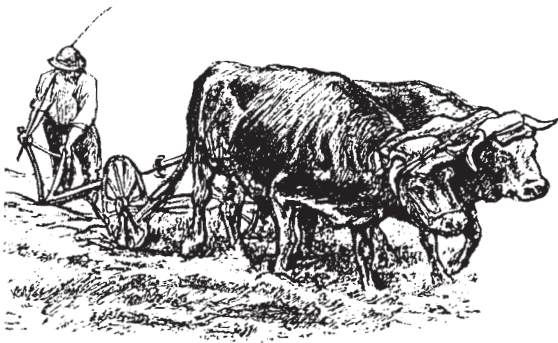
- there are several varieties
- their unique top-knot on their head is their most distinguishable feature

DOMINIQUE:

- good all-around chicken breed
- were known to be good layers, setters and care givers to their young

GAME FOWL:

- the “Arabian horses” of poultry
- very colorful, not as domesticated as many other breeds



SAMPLE MERCANTILE ITEMS AND PRICES

Soap - 6 1/2¢ per pound

Salt - 2¢ per pound

Coffee - 12¢ per pound

Sugar - 6 1/2¢ per pound

Bottle ink - 15¢

Domestic cloth - 10¢ per yard

Needles - 10¢ a pack

Ribbon - 7 1/2¢ a yard

Singing book - \$1.00

Blank book - 15¢

Slate - 30¢

Slate pencil - 5¢

Candy - 30¢ per pound

Pocket knife - 75¢

Fine comb - 65¢

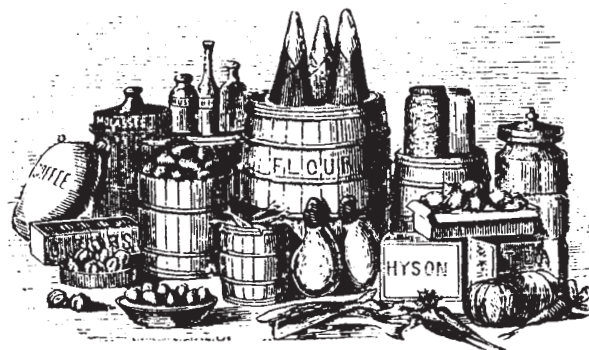
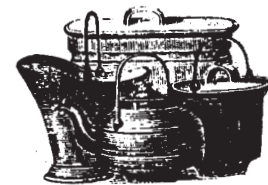
Tea - 80¢ per pound

Primer - 5¢

Ax - \$1.40

Ream of Letter Paper - \$2.50

Information is taken from:
Garrison-Childe's Ledger.
 Sibley, MO
 November 1854 - February 1855

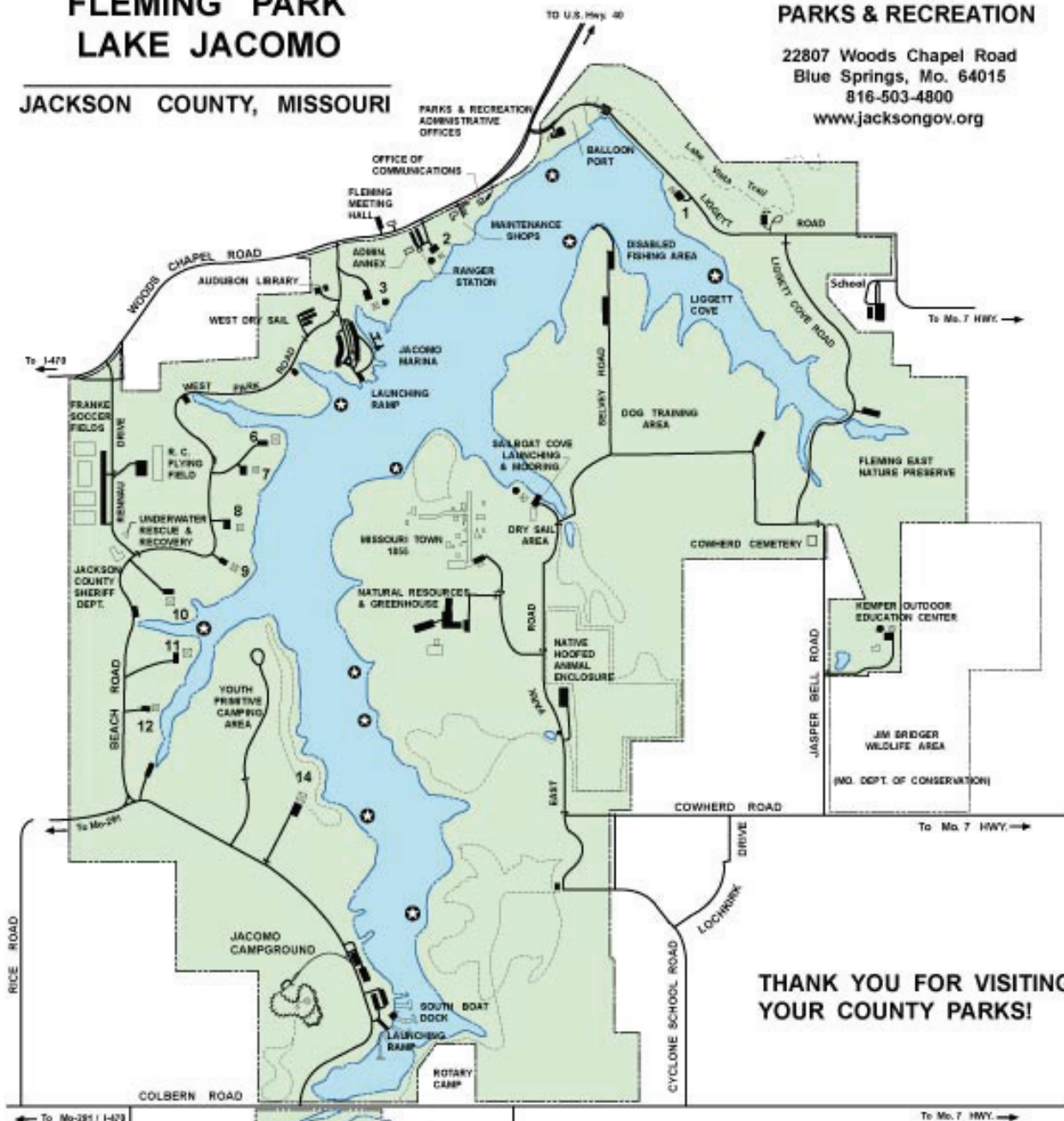


FLEMING PARK LAKE JACOMO

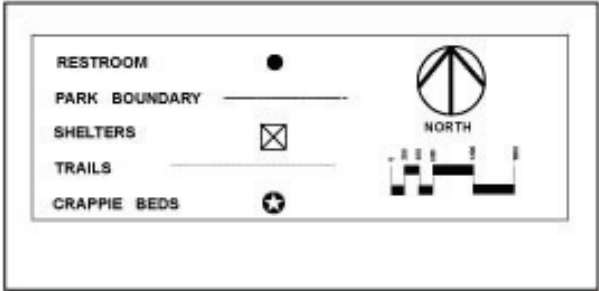
JACKSON COUNTY, MISSOURI

JACKSON COUNTY PARKS & RECREATION

22807 Woods Chapel Road
Blue Springs, Mo. 64015
816-503-4800
www.jacksongov.org



THANK YOU FOR VISITING
YOUR COUNTY PARKS!



OTHER EDUCATIONAL OPPORTUNITIES

Other programs and services available to
schools and educators:

Speaker Services

Workshops

Please contact our office at

(816) 229-8980



**Jackson County
Parks + Rec**

PROGRAM EVALUATION FORM

Jackson County Parks + Rec would like to know your impression of the program in which your group participated. We are interested in your comments and suggestions in order to improve our sites and programs. Please take a few minutes to complete this evaluation and return it to our office at the address listed at the end of this form.

Name of your group: _____ Date of visit: _____

Site your group visited: Missouri Town 1855 Fort Osage National Historic Landmark

Overall Impression

Was the length of the visit appropriate for your group? Yes Too Short Too Long

Comments _____

Was the tour fee reasonable? Yes No

Comments _____

Was the staff professional and courteous to your group? Yes No

Comments _____

Describe the cleanliness of the site:

 Excellent Very Good Good Fair Poor

Comments _____

Program

Describe the organization of the program:

 Excellent Very Good Good Fair Poor

Comments _____

Would you recommend this program to another group/teacher? Yes No

Comments _____

What areas of the program did your group like best?

Do you have any suggestions for alternative activities, if so what would they be?

What was the level of interest your students had for the information presented?

Very High High Average Low Very Low

Comments _____

Was the information presented appropriate for the age level of your students? Yes No

Comments _____

Interpreters

Did the interpreters present information that your students did not know before? Yes No

Comments _____

How would you describe the knowledge and presentation of the interpreters?

Excellent Very Good Good Fair Poor

Comments _____

Teacher's Guide

Was the Teacher's Guide helpful in preparing the students prior to their visit? Yes No

Comments _____

What additional information, if any, would you suggest be included in the Teacher's Guide?

What would be your overall rating of our School Tour Program?

Excellent Very Good Good Fair Poor

Comments _____

Thank you for taking part in our programs and providing us with this important information.

**JACKSON COUNTY PARKS + REC
Historic Sites Division
22807 Woods Chapel Road
Blue Springs, MO 64015
(816) 229-8980**