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TO THE TEACHER



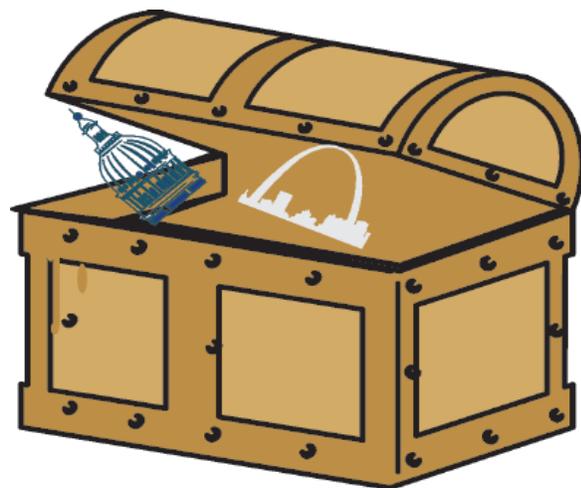
EXPERIENCEYOURAMERICA

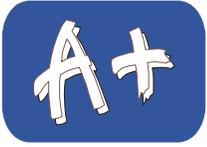
The National Park Service’s mission is to “conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” 16 U.S.C. (1)

National Parks are exciting places to explore our country’s great beauty and to learn the rich lessons of our past. When we talk about the West, many colorful images come to mind. But what about the everyday tasks that needed to be done? Where did you get your food? Where did you get your clothes? How would you prepare to move across the country, like so many nineteenth century people did? Travel back in time and find out what it was like to shop in nineteenth century St. Louis.

At Jefferson National Expansion Memorial, we are dedicated to sharing these exciting pages of America’s westward expansion movement with everyone. This traveling trunk provides a mini-museum for those who are unable to visit the Museum of Westward Expansion and the Old Courthouse. It has hands-on objects, mounted photographs, audiotapes, and books. You will also find a laminated contents sheet in your information folder. It will help you identify the artifacts in the trunk. To prepare your students, use the Pre-Trunk Activity you received with your invoice. We also suggest you use the two Post-Trunk Activities after you finish the trunk. Classroom activities in this handbook are labeled in red. You can choose those that meet your students’ needs.

The National Park Service is dedicated to protecting our national parks and our resources. Please help us by protecting the resources in this traveling trunk.

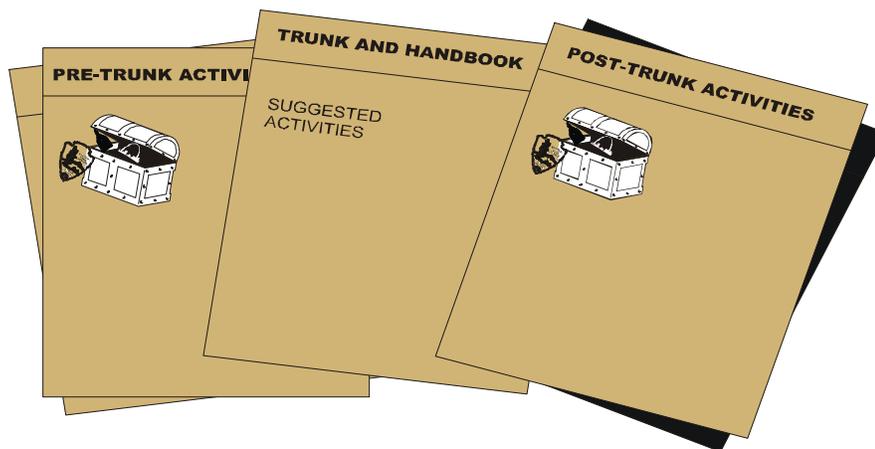




The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this trunk and guide.

- ◆ Communicate effectively and work with others. (ILS 4; MAP 2.3, 4.6; NCSS IVh)
- ◆ Compare and contrast features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- ◆ Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- ◆ Demonstrate an understanding of chronological development and interrelationships of events. (ILS 16.A, 16.B; MAP 1.6; NCSS IIb; NSH 1)
- ◆ Describe and compare major beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- ◆ Explore career opportunities. (ILS 18.B; MAP 4.8; NCSS Vg)
- ◆ Identify key individuals in the development of significant historical or political events. (ILS 16.B; NCSS IV; NSH 5A)
- ◆ Organize information to plan and make presentations. (ILS 5; MAP 1.8, 2.1)
- ◆ Read and interpret written works and quotations about the past. (ILS 2.B & 16.A; MAP 1.5; NCSS IIc; NSH 2, 3)

ILS: Illinois Learning Standards
MAP: Missouri Assessment Program
NCSS: National Council for the Social Studies
NSH: National Standards for History





A ST. LOUIS MERCANTILE



The year 1849 brought to the city of St. Louis throngs of travelers heading west to find their fortunes in the California goldfields and along Oregon's Willamette Valley. St. Louis streets were crowded with travelers making final preparations for the trip across the Great Plains and Rocky Mountains. Since the trip could take up to six months, most people bought their supplies in bulk—food, clothing, and household items. Nowhere else between the Mississippi River and Pacific Ocean carried goods to the extent that St. Louis did at the time. A smart businessman would recognize the opportunity.



Did You Know?
Levi Strauss, the inventor of the world-famous riveted denim pant, started out as a dry-goods merchant.

In that same year, a man named H.D. Cunningham paid \$58.33 to rent the first floor of a building on the corner of Third and Market Streets in downtown St. Louis. He and his partners, William Barr and James Duncan, established a dry goods store to supply the items necessary for everyday living. From its modest beginnings, H.D. Cunningham and Company evolved into a successful enterprise that would carry William Barr's name into the twenty-first century.

Today's Famous-Barr department stores began by selling blankets, hats, jackets, dresses, suits, shoes, and other necessary items to overland pioneers during the 1800s. As St. Louis grew to become America's Gateway to the West, William Barr's business expanded to meet the demands of his customers. Fashion was as important then as it is now, and customers sought the latest styles in clothing, fabric, and other goods.

Let's step into the past to visit William Barr and his dry goods store. Perhaps we can learn something about his enterprise and success as well as about nineteenth century economics. Divide your class into small groups. Assign each group one of the vignettes on the following pages. Using props from the trunk, have each group present their vignette to the rest of the class. A narrator should introduce each presentation by reading aloud the accompanying primary source document at the top of the page. Each scenario presents one or more of the following economic concepts:

- supply and demand
- needs and wants
- choices
- urban and rural markets
- how resources contribute to development
- producers and consumers
- imports and exports



Review these concepts with students before having them present their skits. Have students identify which concept is illustrated in their skit. Discuss each concept in its nineteenth and twenty-first century context. You will find a list of economic definitions on page 22 in the Appendix.

*"IMMENSE CONFLAGRATION!
FIFTEEN BLOCKS OF HOUSES INJURED OR DESTROYED BY FIRE.
TWENTY-THREE BOATS BURNED! LIVES LOST.
THREE MILLIONS OF PROPERTY DESTROYED."*

The Missouri Republican, May 22, 1849

(SCENE: A young man wearing a smock over a nice suit of clothing stands in front of a storefront. He looks over several blocks of smoldering buildings, beyond which flows the Mississippi River. Over the storefront hangs a sign reading "Cunningham & Co., Dry Goods Merchants.")

Traveler: What a tragedy.

William Barr: Indeed, it's a wonder we were spared. Every block between our storefront and the Mississippi River was burnt to a cinder. (Pauses and sighs.) This serves us, I suppose, by reducing competition.

Traveler: Always a mind for business. So you are one of the last stores standing?

William Barr: Most riverfront merchants were reduced to rubble. Cunningham and Company remains to supply the needs of St. Louis and its people. This fire also will increase the demand for household goods as people rebuild and refurnish their homes.

Traveler: Bravo! The people of St. Louis will hold their ground.

William Barr: Not only will the people of St. Louis rebuild their city, but it will become the gateway for all westward commerce. The Mississippi River brings us trade from the north and south, and increased travel to California and Oregon Territory brings a steady stream of demand for dry goods.

Traveler: I'm from Baltimore, myself. Just came in this morning aboard the *Sally Ann* out of Cincinnati. I was astonished to see boats

docked three deep along the St. Louis levee. I had to walk across the deck of two other boats before I was able to muddy my boots in Missouri soil. And the crates and barrels stacked higher than a person's head. I tell you, not even in Pittsburg did I see as much commerce.



Use this photo from the trunk.

William Barr: It is an exciting time. What brings you to St. Louis?

Traveler: My brother and I are traveling to California. We plan to open our own business selling supplies to the gold miners, but I see St. Louis has plenty to recommend itself.

William Barr: Now, my friend, I've heard California is a land of golden opportunity. I suggest you carry through with your original plan. In fact, I would be happy to supply you with any of the goods you need to help make your start.

Traveler: I will talk it over with my brother. In the meantime, I've enjoyed our little talk.

William Barr: Good luck to you and your brother. Please let me know if I can be of service to you. I am positive we can work something out to both our benefits.



All persons intending to emigrate to Oregon are requested to meet at the CourtHouse (in conjunction with the citizens friendly to the cause) on Thursday evening next, the 7th inst., at half past seven o'clock.

The Committee of Vigilance earnestly request all persons desiring to emigrate, to hand in their names previous to the above called meeting...The Committee hope that particular attention will be paid to this call, as it is absolutely necessary to know the precise strength of the party, in order that proper arrangement may be made for the comfort of every person during its march.

St. Louis Peoples' Organ
5 April 1843

(SCENE: A father and his two daughters enter the shop. They approach Mr. Barr, who is busy stocking shelves, to help fill their order.)

William Barr: Good morning, sir. Good morning, young ladies. How may I assist you?

Father: Good morning to you. My daughters and I are traveling west. Their mother sent a list of things we'll need before we go.

Daughter #1: Have you any calico and gingham?

William Barr: But of course. Calico and gingham are very popular and we make sure to keep them in stock. They are excellent for everyday wear.



Daughter #1: We will also need some linen for aprons.

Daughter #2: Don't forget the blue ribbon for trimming bonnets.

Father: Blue ribbon is common enough. We will wait until we get to Oregon to buy some.

William Barr: Oregon Territory? Well congratulations, I hear the farming is excellent; however, I would like to caution you that goods

are scarce there. It can take up to a year for a shipment to reach western markets, and popular items quickly sell out. As a result, prices are higher and you cannot count on finding what you want.

Father: I see what you mean. How much is a yard of ribbon here?

William Barr: It's a penny a foot, so a yard would cost three cents.

Daughter #2: A penny a foot? That's quite a mark up. In Connecticut, a yard of ribbon costs a penny-and-a-half.

William Barr: As I said, goods can be scarce in rural areas. In Connecticut, where mills make ribbon and cloth, these things are much cheaper because they are so abundant. That's why people come to urban areas to shop. In a city, more shops make for more choices. This creates competition, which keeps prices low. People in Oregon can pay up to fifty percent more for something like cloth or ribbon. The same things are cheaper in St. Louis because they are easy to find.

Father: I'll take your word for it. Girls, we had better outfit ourselves here.

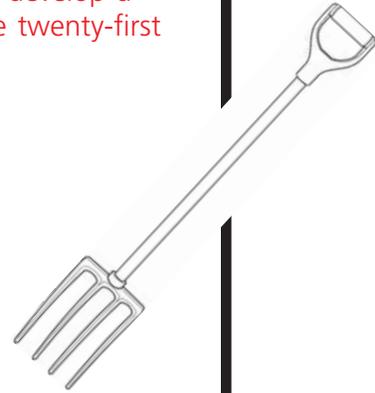
Classroom Activity #1

By 1849 St. Louis was a major trading and outfitting center as travelers passed through on their way to the gold fields of California and the lush farm ground of Oregon. It was here that pioneers bought what they needed to survive the six month journey and to start a new life in the west. However, they were extremely limited in what they could bring. Available room in the wagon was reserved for necessities. Discuss with students the difference between necessities and luxuries. Have them work in groups to develop a list of both for the nineteenth century pioneers as well as for the twenty-first century student.



Did You Know?

Historians estimate roughly 300,000 people traveled the Oregon Trail between 1840 and 1869?



(Use this photo from the trunk.)

Classroom Activity #2

The 1849 fire caused almost \$6 million dollars in damage to the city. It put thousands out of work and left hundreds homeless. Use the questions below to discuss with students how such a tragedy affects the economics of the city.

- What will the immediate effects of the fire be on the city? On the jobless and homeless? On the businesses?
- What will the long term effects be on the same groups of people?
- How could the fire turn out to be good for the city?

Classroom Activity #3

The most prominent items found in a dry goods store included items made from materials like cotton, wool, linen, and silk. Locate the bag of sample material in the trunk. Pass the samples around. Discuss with students how each piece feels. How do you think each of these different types of materials is used? What do you have at home that might be made from these fabrics?



Did You Know?

Following the Great Fire of 1849, an ordinance was set in place that ensured all future St. Louis buildings be constructed of brick, iron, and other non-flammable materials.



There is every indication that the emigration to the gold region via St. Louis and the Plains, this spring, will be immense.

St. Louis Republican
March 2, 1849

(Scene: The William Barr Dry Goods Store)

Prospector: Howdy, sir. I am off to make my fortune in the goldfields of California. What can you do about filling this list for me while I tend to business elsewhere?

William Barr: *(Takes the list and glances at it.)* Come back in half an hour. I will have it ready for you.

Prospector: Thank you, sir. *(Exits.)*

William Barr: *(Looking at the list again, he goes to gather the items.)* Let's see, "Two flannel shirts, two woolen undershirts, two pairs cotton drawers..."

Captain Fletcher: *(Entering the store.)* Good day to you, Mr. Barr.

Prospector: Well, here he is, fresh from the goldfields of California. Did you make your fortune, Captain Fletcher?

Captain Fletcher: I made my fortune and I spent it just as quickly. Four months of digging, scraping, and sifting brought me the equivalent of one year's officer salary. Then I spent nearly every penny on food and supplies. Our camp was surrounded by a makeshift village of tents where merchants sold all the necessities at exorbitant prices. A barrel of pork or a yard of cloth cost nearly one-hundred percent of what they cost in St. Louis.

William Barr: So your good fortune fed the fortune of others?

Captain Fletcher: No sooner did the gold come from the ground than it went into the

merchant's pocket. If there was any left after the merchant, then gambling houses and saloons stood ready to help lift the weight of your gold from you. It was like a city of vice sprung up in the wilderness.

William Barr: So you return rich in wisdom and experience.

Captain Fletcher: If you call sleeping elbow-to-elbow in a lean-to shack and eating salt pork three times a day an education, then I suppose I received one. I am content to resume my life here in St. Louis. I've come to see you for a suit of civilized clothes. My miner's duds are worn to rags.

William Barr: I am happy to help you. At the moment I am filling an order for a young fellow off to seek his fortune in the Golden State. Ah, here he comes now.

Prospector: *(Enters.)* I've scoured the town and not a gold pan to be found. I hope I'm not too late in going to strike my fortune. *(Noticing Captain Fletcher.)* I say, it looks like you've had a rough time of it.

Captain Fletcher: Just back from the goldfields, lad. In fact, I have a used pan I'll be happy to trade you. *(Pulls pan out of canvas bag.)* As long as we're at it, I have a bit of the glittery stuff to throw into the bargain. *(Brings out a handful of iron pyrite.)*

Prospector: Gee, real gold!

Captain Fletcher: Ah beware lad, what you hold is iron pyrite, better known as fools gold and the mountains are full of it.



Classroom Activity #4

The year 1849 looked promising for the growing city of St. Louis. Many had grown rich from the fur trade, commerce on the rivers, and the outfitting of westward travelers. With discovery of gold in California, the city's population swelled as eastern hopefuls readied themselves for the trip West. Unfortunately the great numbers of people were more than the city was able to accommodate. As a result, a deadly cholera epidemic took the lives of at least 5,000 people. Have students research cholera and address the following questions.

- What is cholera?
- How is it spread?
- What measures need to be taken to avoid the spread of cholera?
- Is cholera still a concern today? Why? Where?
- How does an epidemic affect the economics of the city?



Did You Know?

At least 90,000 people headed west in 1849 for the gold fields, but only around 40,000 reached the Sierra Nevada. Many turned back. Many died of cholera and other diseases. Some died simply from the hardship of the journey.



Did You Know?

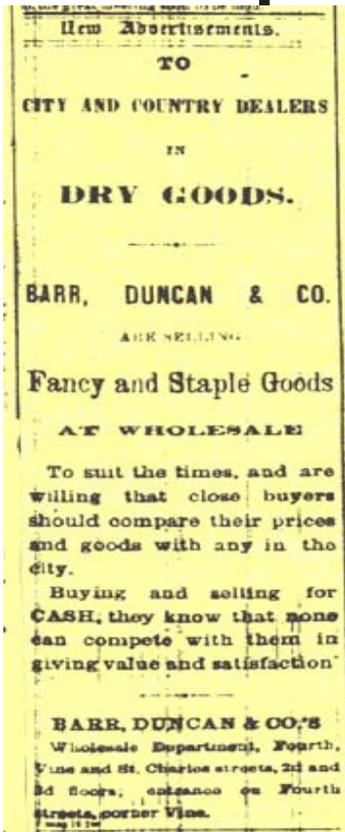
You can follow the overland route of the forty-niners. The trail still exists today and 1,100 miles of ruts and traces can still be seen. To learn more, visit California National Historic Trail at www.nps.gov/cnht.

Classroom Activity #5

By 1849, St. Louis was swelling with people. Not just with pioneers who were passing through, but with a large number of Irish and German immigrants who chose to make the city their home. The Irish left their homes to escape the potato famine of 1848, while the Germans came to escape the bloody revolutions of the same year. Both groups arrived in the United States and St. Louis in the hopes of finding a better life for themselves and their families. Use the following topics to stimulate a discussion on the issues of immigration:

- How were the immigrants an economic boost to the city?
- How might they be an economic burden?
- In general, how does a country benefit from its immigrants?
- Encourage students to discover their own heritage and report back to the class.





St. Louis Dispatch, August 1866

(Scene: This overheard at Cheatum's Grocery, a few doors down from Barr's Dry Goods Store. Two household managers are shopping together for their families.)

Eunice: Oh Betty, look! This sack of coffee costs only 87 cents. It's stamped two pounds. What a bargain, don't you think?



Betty: Put it on the scale behind those boxes.

Mr. Cheatum: Good morning ladies. Here, let me help you with that. (Takes the bag and sets it on the scale. He holds his hand lightly on the bag.) Ah, yes. Two pounds even.

Betty: Thank you, sir. So eighty-seven cents divided by two pounds comes to about forty three cents per pound.

Mr. Cheatum: That is correct. (He takes his hand from the scale.)

Betty: (Noticing the scale drops one quarter of a pound.) Better make that one pound and twelve ounces.

Mr. Cheatum: Why, I've never been so insulted. (Quickly walks away.)

Betty: So much for a bargain. Eunice, I believe I saw coffee for twenty-five cents a pound at Humphrey's on Second.

Eunice: Let's go to Barr's store. I would like to look at a new pair of lace gloves. My daughter is approaching that age where she must have a pair. (They turn and walk "down" the street to Barr's)

William Barr: Good morning, ladies. How may I help you?

Eunice: I'm looking for some lace gloves.

William Barr: Of course. (He walks across the room and returns with a pair of gloves.) Straight from Europe, we have these beautiful gloves of handmade lace; expertly sewn by the finest craftsmen. A mere \$1.50.



Eunice: Oh, I'm afraid that's more than my budget allows or more than my young daughter needs for her first pair of gloves.

William Barr: Ah! For a young lady. It is important to educate them early. We carry several types of gloves. All of them are of good quality and the range in prices means that customers can choose what is most affordable for them.

Eunice: How much are those gloves next to the European pair?

William Barr: Straight from the mills of Massachusetts. A perfectly serviceable pair of gloves; and they are only 97¢ a pair.

Eunice: So I can get one pair for my daughter, one for Aunt Esther, and still have \$2.50 in my pocket.

William Barr: Now you're thinking! I'll call for Mr. Wainwright to assist you.





Classroom Activity #6

Discuss with students why the gloves from Europe cost more than the gloves from Massachusetts. Why is it better that Eunice buy the less expensive gloves? What might happen if she spends the extra money and buys the European gloves? To bring the same issue into contemporary terms, conduct the following activity with your class. Bring in an assortment of candy bars. Poll the class to see who wants what and record your findings on the board. Then use the following questions to stimulate a discussion:

- Which candy bar was most in demand?
- Which candy bar was in least demand?
- Which candy bar is worth more and why?
- What are the different options available for distributing the candy bars?

Classroom Activity #7

To learn more about the social and moral education of nineteenth century children, locate the book, *The Education of a Daughter*, in the trunk. Divide your class into groups and give each a chapter. Have them read it and report on it. Compare the expectations of the past with today's expectations for young people.



Classroom Activity #8

An import is a product brought into a country to sell. An export is a product you send to another country for sale. Countries all over the world are constantly buying and selling each other's products. Have students work in small groups to create a list of items they believe to be imports. Return students to the larger group and compare their lists. Research the origin of any of the goods in question.



Did You Know?

According to a survey taken by the United States Metric Association, the only other countries in the world besides the United States that have not *officially* adopted the metric system are Liberia (in western Africa) and Myanmar (also known as Burma, in southeast Asia). These two countries did not have an official policy of converting to metric, at least at the time of the survey. For more information about the United States Metric Association visit www.lamar.colostate.edu/hillger/.

Classroom Activity #9

Today, when we want to know how much we weigh, we step on a scale and it registers. If we ask the butcher for a pound of sandwich meat, chances are he will pile up the slices on a scale until the digital numbers read 16 ounces or 1 pound. Before the invention of digital scales, merchants would weigh goods on a balance scale using fixed weights. You and your students can make your own balance scale to measure things around the classroom. Take a wire coat hanger and hang it over a doorknob. Tie the pound bag of coffee found in the trunk to one side. Then find items in the class to tie to the other side and compare their weight to that of the fixed weight on the other side.





Wm. Barr & Co. Retail Dry Goods and Notions, Ladies' Shoes, and Millinery Goods

As Fourth Street is the most fashionable promenade, and the block that is "Barr's" a spot where feminine feet love to tread, this is the more thronged of the two main entrances. The stock on the first floor there, to the uncultivated eye, is simply a mass of dry goods. Suit and shawl rooms are on the second floor of the Third Street end. The general offices, where the book-keeping is done, are also here. The fourth floor of the same building is occupied as a work-room of the suit and cloak department. The principal departments of the second floor, on the Fourth Street end, are shoes, black goods, underwear, upholstery goods, quilts, and millinery goods. On the third floor...are the work-rooms of the millinery and upholstery departments; also, a printing office, where much of the printing of the house is done."

Pictorial St. Louis by Camille Dry, 1875

(SCENE: Mr. Barr and his partner, Mr. Duncan, sit at desks in their office. Mr. Duncan is looking through a ledger book.)

Mr. Duncan: I was looking at the ledger, Mr. Barr. I see September's profits were our highest ever.

William Barr: True, Mr. Duncan. September's profit of \$1,567.81 was six-and-a-half percent greater than September of last year.

Mr. Duncan: Astounding. How do you keep those figures in your head?

William Barr: A head for numbers is the key to managing a business. Where do you see our biggest expenditures?

Mr. Duncan: Well, rent, of course. After that, it looks like advertising was our biggest cost.

William Barr: Our new in-house printing office will reduce those costs. How do you like the new advertising handbill?

Mr. Duncan: It is exceptional. No cost is too large to spread the word about William Barr Dry Goods Merchants!

William Barr: Now, now Mr. Duncan. That's talk from the heart. Let's use our heads. If one thousand handbills printed on our press costs

one-third of printing them at the printshop next door, doesn't it make sense to pursue such a course?

Mr. Duncan: But the press itself cost almost \$800. That's quite an expense.

William Barr: It cost exactly \$789.95, plus \$25.00 shipping. That's \$150.03 more than one year's worth of printing done at the shop next door. If you spread the cost out over the year, you see that we spend only \$12.50 more per month. We pay the press off in a year's time and thereafter save \$443.28 in printing per year.

Mr. Duncan: Remarkable. By the way, our new shipment of Christmas toys arrived this morning. It looks as if St. Nick himself visited us last night.

William Barr: You've inventoried it and all is well?

Mr. Duncan: All is well. Another shipment of quality merchandise. *(Takes out a Jacob's Ladder and a cast iron toy and sits them on the desk for Mr. Barr to see and handle.)*



Classroom Activity #10

Advertising dates back to ancient times. It is not uncommon for archaeologists investigating Ancient Rome to uncover a part of a building with a painted advertisement. In the Middle Ages, merchants hired town criers to sing the praises of their merchandise. After the invention of the printing press in 1445, businessmen would print and circulate little flyers advertising their products. This form of advertising continued for a very long time. Advertising as we know it did not come about until the nineteenth century. Locate in the trunk the 1874 advertisement shown below and discuss it with students. Have a contemporary newspaper or magazine ad available ask students to compare and contrast them.



(Use this image from the trunk.)

Classroom Activity #11

Marketing or advertising is an extremely competitive business. As most know people companies pay hundreds of thousands or even millions of dollars for one commercial to appear during the World Series or Superbowl. On a more regular basis, advertising appears in magazines and newspapers. Companies who print magazines and newspapers sell space to advertisers to help cover the cost of printing their media as well as make a profit. To understand the important role advertising plays have students complete the following activity. Have each student choose the magazine of their choice. Count the number of pages with advertisements. Then determine the total number of pages. Calculate what percentage of the magazine is advertising.



Did You Know?

The last thirty years of the nineteenth century was known as the "Gilded Age." It was a time of great progress. William Barr was not the only person to take advantage of the changes. Some other names that emerged during this time were John D. Rockefeller, Cornelius Vanderbilt, Charles Pillsbury, and Richard Sears.



Did You Know?

During the nineteenth century St. Louis was the premier ironwork city. After the great fire, many of its buildings were made using iron framework topped off by beautiful iron ornamentation. Much of the ironwork used in New Orleans was manufactured in St. Louis iron foundries.



Upon the completion of the bridge it occurred to the gentlemen who had designed and who were instrumental in its construction, that they were called upon for a formal dedication of it to the interests that suggested it. The city and the enterprise demanded a display of a nature commensurate with the importance of the structure, and it was finally determined upon that the Fourth day of July would be appropriate and that the opening and its concomitants should be thoroughly in keeping with the day, and of such a nature that the citizens of St. Louis would derive pleasure and of which they would have every reason to be proud.

The St. Louis Daily Globe
July 5, 1874

(SCENE: William Barr Dry Goods Store)

Young person: What do you think of Mr. Eads' new bridge, Mr. Barr?

William Barr: Finally, we have a direct route of commerce between east and west. This will speed business a great deal. No more steamboat trips up the Mississippi River by way of New Orleans. No more unloading trains on the Illinois-side to ferry goods across the river. And goods manufactured in St. Louis will have a speedier trip to eastern markets, as well.

Young person: Do you think it is safe? I mean, I don't know if I trust such a spidery-looking thing, though I know it's made of steel.

William Barr: It did not quiver beneath a parade of elephants just weeks ago. Mr. Eads' design is solid indeed. New ways of doing things may have their drawbacks, but we benefit from them in the long run. Look at how people pooh-poohed the steam engine. Now travel by river and rail are as common as walking to the corner store.

Young person: Mother and I are leaving for Boston tomorrow. I've never traveled by train before. What is it like?

William Barr: What is train travel like? Coach cars can be crowded. Passengers spend days in close quarters; making dinner, sleeping, socializing. Needless to say, prolonged contact with a group of people exposes one to less-than-pleasant aspects of the human condition. A bit of lavender on a handkerchief goes a long way toward protecting the timid from offensive vapors.

Young person: You mean it can smell funny.

William Barr: Precisely. However, a trip that used to take months can be completed in a matter of days. Railroads will make this a great country, connecting east with west, and St. Louis stands to benefit a great deal from being at the center. What takes you to Boston?

Young person: Mother and I are visiting Aunt Ester. In fact, I came here to look for a present for her. What types of scents have you got that she might enjoy?

William Barr: Well, right this way. *(He heads to the perfume counter and pulls out a bottle for the young person to smell. He then reaches in the case and pulls out a handkerchief)* Maybe a nice handkerchief to go along with it?



Classroom Activity #12

The use of fragrances and scents to treat physical and emotional needs is known as aromatherapy. Aromatherapy was used by the most ancient civilizations and is believed to be at least 6,000 years old. It is widely thought to have begun in Europe. It was also in use among the native inhabitants of North America as many as 3,000 years ago. Recently, many have rediscovered its benefits. There are 90 essential oils used from which all treatments are derived. It is believed that certain oils and scents have different effects on different aspects of the physical and emotional psyche. Listed below are several of the most widely used and familiar names. Have students discover their possible uses.

Chamomile
Geranium
Lavender
Ginger
Cinnamon

Eucalyptus
Jasmine
Peppermint
Sandalwood
Rose

Frankincense
Tea Tree



Did You Know?

James B. Eads, the designer of the Eads Bridge, had no formal training. He was a self-taught engineer and architect.

Classroom Activity #13

Locate the image of the Eads Bridge construction in the trunk. Discuss with students how the completion of the bridge would bring change to the city of St. Louis.

As we've been discussing throughout the trunk, the nineteenth century brought massive change to the entire country. Power driven machinery, factories and mass production characterized the nineteenth century industrial revolution. While many people benefited from it, there was also a dark side. Discuss with students how the whole of American society changed for the better and the worse. Plan to have a classroom debate on the issue.



(Use this photo from the trunk.)



Did You Know?

Golden Spike National Historic Site, (Utah), celebrates completion of the world's first transcontinental railroad where the Central Pacific and Union Pacific Railroads met on May 10, 1869. You may visit them on the Internet at www.nps.gov/gosp.



PARKS: PAST, PRESENT, & FUTURE



Did You Know?

On August 25, 1916, President Woodrow Wilson approved legislation creating the National Park Service to preserve and protect natural and cultural sites. When students are older, they can volunteer in national parks and help take care of these special places.

Classroom Activity #14

Service learning provides experiential context for social studies. It also helps prepare students to become active responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways they can help park rangers make a difference in their community. Also, copy the careers in National Parks and the Career Search on page 17. In groups or individually, have your students complete the Career Search looking for the job titles.

Fort Union Trading Post National Historic Site was built by the American Fur Company in 1828 near the junction of the Missouri and Yellowstone Rivers in North Dakota. It became the headquarters for trading buffalo hides and other furs with a variety of Northwestern Indian tribes.
www.nps.gov/fous

Bent's Old Fort National Historic Site, located in Colorado, was built by William and Charles Bent and Ceran St. Vrain to trade with Plains Indians and trappers. For much of its 16-year history the fort was the only major permanent non-Indian settlement on the Santa Fe Trail between Missouri and the Mexican settlements.
www.nps.gov/beol

Hubbell Trading Post National Historic Site is the oldest continuously operating trading post on the Navajo Nation (Arizona). Purchased by the Hubbell Family in 1878, it supplied the Navajos with items they had grown accustomed to during their exile at Fort Sumner, New Mexico. www.nps.gov/hutr

To learn more about the importance of national parks, view *Conviction of the Heart* and *The Challenge of Yellowstone* video found in the trunk.

Visit these national parks on the Internet at: www.nps.gov and use them as resources to teach about nineteenth century economics and commerce.



CHARACTER COUNTS

Honest Economics

Often we turn on the news only to hear about another corporate scandal. We turn on our favorite detective show and watch as the plot revolves around some undermining entrepreneur who will stop at nothing to make another million. Although the media often paints a less than flattering picture of today's business people, surviving and thriving in a free market society depends on cooperation, trust and a high level of honesty. Present scenarios one and two to your class. Then use the questions below to stimulate a class discussion. You may want to have students present the scenarios in skit form.

#1. You read about a great sale on athletic shoes at **Happy Feet**. You decide to go check it out because your running shoes are worn out. You drive to the **Happy Feet** store and enter. A young man approaches you and asks if he can be of assistance. You tell him you are interested in finding a size 8 wide running shoe and he happily says, "let me see what I have." He is gone a long time before he comes out carrying two shoe boxes. He sits down and says, "we don't have any eight wides left, but the *Performance* brand shoe runs wide and is a very popular." You try it on. It feels a bit tight but he says, "oh don't worry these shoes always stretch out, plus it's such a good deal." He sounds very informed so you decide to buy the shoes.

Two weeks later: You cut your daily jog short again because you can't feel your toes. You can't wait to go home, change your clothes and go shopping for a different pair of running shoes.

#2. You notice your running shoes are worn out. You have a free afternoon and decide to drive to the mall to do a little shopping. You stop at the **Sole Mate** store. You walk around the store for a few minutes before a middle-aged woman finishes with another customer and asks if she can help you. You tell her you need a new pair of *Performance* running shoes in an 8 wide. She says, "let me see what I have." When she returns she is not carrying anything. She says, "I just sold my last 8 wide earlier today. I'd be happy to call one of our other stores and see if they have it for you." "That would be great." She comes back and says, "Our store at the Riverside Mall has a pair. Should I have the store send them or would you like to pick them up?" "Oh I'll pick them up," you tell her.

The next day: You decide to run an extra mile today because your feet and legs feel so good.

Discussion Questions

- What were the intentions of the clerk in Scenario #1? In Scenario #2?
- How could the actions of the first clerk cause harm to his store's business?
- How could the actions of the second clerk help her store's business?
- How would you describe the first clerk? The second clerk?
- Which store would you prefer to shop at?
- Do you think people have an easy time finding businesses they can trust?
- Discuss with students times they have been satisfied or dissatisfied with goods or services they received.



ADDITIONAL RESOURCES

Now that your students have had a taste of nineteenth century commerce, use the following resources to learn more about St. Louis history, Westward Expansion, and national parks.

INTERNET

Jefferson National Expansion Memorial

<http://www.nps.gov/jeff>

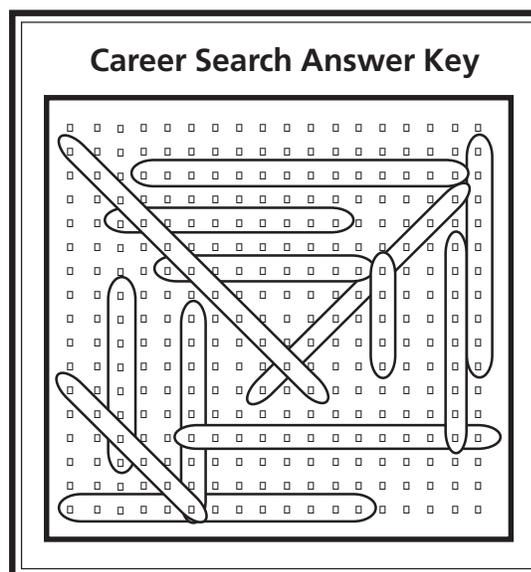
National Park Service

<http://www.nps.gov>

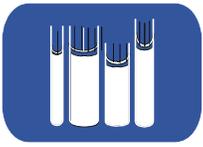
VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700.

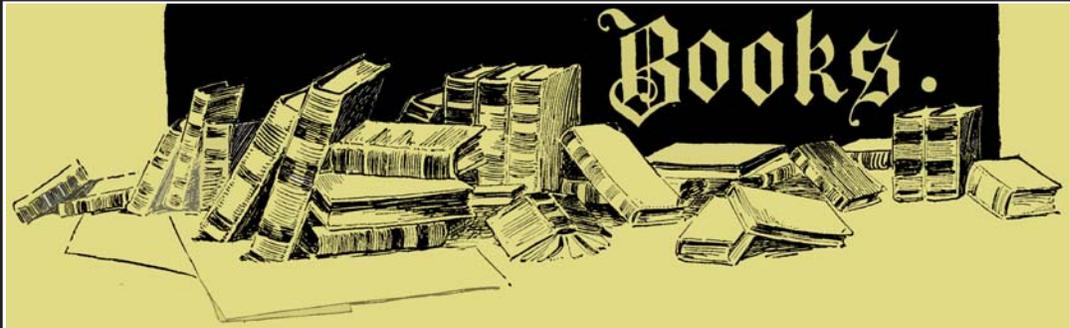
- *Charles Russell – An American Artist* (grades 4-12)
- *Conviction of the Heart/The Challenge of Yellowstone* (grades K-12)
- *The Gateway Arch and The Old Courthouse* (grades K-4)
- *Gateway to the West* (grades 4-12)
- *Lewis and Clark: Great Journey West* (grades K-12)
- *Lost But Found Safe and Sound* (grades K-3)
- *The Louisiana Purchase Story - Jefferson, Napoleon and the Letter that Bought a Continent*
- *Monument to the Dream* (grades 3-12)
- *A Monumental Story: The Gateway Arch & The Old Courthouse* (grades K-4)
- *Touring the Gateway Arch* (grades 5-12)



(copy)



READING LIST



Grades K-3

- Chambers, E. Catherine. *California Gold Rush: Search for Treasure*. Mahwah, NJ: Troll Associates, 1984.
- Copeland, Peter. *Story of the California Gold Rush Coloring Book*. Mineola, NY: Dover Publishings, Inc., 1988.
- Gillon, V. Edmond. *Cut and Assemble A Western Frontier Town*. Mineola, NY: Dover Publishings, Inc., 1979.
- Harness, Cheryl. *Mark Twain and the Queens of the Mississippi*. New York, NY: Simon and Schuster Books for Young Readers, 1998.
- Petrucchio, J. Steven. *Wild West Sticker Picture*. Mineola, NY: Dover Publishings, Inc., 1998.
- Mansir, A. Richard. *Stagecoach: The Ride of a Century*. Watertown, MA: Charlesbridge Publishing, 1999.

Grades 4-6

- Cobblestone Magazine: *Chinese Americans*. Peterborough, New Hampshire: Cobblestone Publishing, March 1991.
- Copeland, Peter. *Story of the California Gold Rush Coloring Book*. Mineola, NY: Dover Publishings, Inc., 1988.
- Cox, Clinton. *Mark Twain*. New York, NY: Scholastic Inc., 1998.
- Drew, Bonnie and Noel. *Fast Cash For Kids*. Franklin Lakes, NJ: Career Press, 1995.
- Durham, Kathryn. *Mom, Can You Buy This?* Garland, Texas: Pen and Paper, 2000.
- Kalman, Bobbie. *Wagon Train*. New York: Crabtree Publishing Company, 1999.
- Schwartz, David. *If You Made a Million*. New York: Harper Trophy, 1994.
- Stewart, R. George. *The Pioneers Go West*. New York: Random House, Inc., 1982.
- Stewart, R. George. *The California Trail: An Epic with Many Heroes*. Lincoln, NE: University of Nebraska Press, 1983.
- Steber, Rick. *Miners*. Prineville, OR: Bonanza Publishing, 1990.



Grades 7-12

Berg, Adrian and Arthur Bochner. *The Totally Awesome Money Book for Kids*. New York: New Market Press, 2002.

Clappe, Louise Amelia Knapp Smith. *Shirley Letters*. Santa Barbara, CA: Peregrine Publishers, 1970.

Cobblestone Magazine: *Chinese Americans*.

Peterborough, New Hampshire: Cobblestone Publishing, March 1991.

Cobblestone Magazine: *California: A State History*.

Peterborough, New Hampshire: Cobblestone Publishing, May 1982.

Cox, Clinton. *Mark Twain*. New York, NY: Scholastic Inc., 1998.

Milner, Clyde. *The Oxford History of the American West*. New York: Oxford Press, 1996.





APPENDIX

Vocabulary Words

The following terms are found in this book:

choice - the act of choosing or selecting; the power to choose or select; a large enough quantity of items from which to choose or select

consumer - a person who buys or uses goods or services

demand - an expressed desire to own or use something

develop - to bring out the possibilities of; to make more available or useable

export - to send or carry abroad, especially for sale in foreign countries; an item sent or carried abroad

import - to bring into a country for sale or use; an item brought into a country for sale or use

market - a store where goods are sold to the public; a region in which something can be sold

need - something necessary; to have an urgent or essential use for something

producer - one who makes or manufactures something

resource - a useable stock or supply of something

rural - of or relating to country people, life, or agriculture

scarcity - the condition of being scarce or hard to find

supply - to provide or make available

supply and demand - That which supplies a want; sufficiency of things for use or want.

urban - of or relating to city life, people, or business

wants - to desire, wish, or long for something

Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk about your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, ask them to create a traveling trunk about their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!