

Old Courthouse

History Mystery Game

Teacher Activity Guide (Grades 3 - 8)



Any questions or comments on this Teacher Activity Guide are welcome. Contact the Director of Education at:

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Produced by the Division of Museum Services and Interpretation



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In the Teacher

Program Description

Old objects, clothing and photographs are clues to the past. By unraveling these clues, we can learn about the many changes in lifestyles (jobs, transportation, communication, and technology) that are important aspects of St. Louis history. This 45-minute program uses a fun, experiential game format to learn St. Louis history. Students will role-play "history" detectives and be employed by one of three detective agencies. Like real life detectives, students will work on "cases", "run down clues", "follow leads", and "examine the evidence" found in museum exhibits, clothing, and artifacts. For each clue successfully solved, detectives will receive payment in "fun money" and the detective agency earning the most money wins the game.

User Friendly Format

To prepare your students, use the two Pre-Visit Activities in this guide before you visit the Old Courthouse. We also suggest you use the two Post-Visit Activities after your visit.



Curriculum Objectives

The following National Standards and tested objectives for the states of Missouri and Illinois are addressed in this program and the activities in this guide:

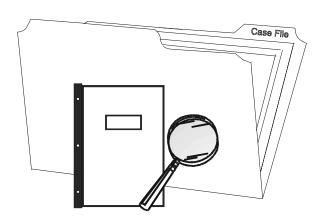
- Communicate effectively. (ILS 1.A, 3.A, 3.B, 4.A, 4.B, 5.A;
 MAP 2.1, 2.3, 2.4; NCSS Ic)
- Gather, analyze, and apply information and ideas. (ILS 16.A, 16.D, 16.E; MAP 1.2, 1.5, 1.8, 1.9; NCSS IId, IIIe, VIIIa; NSH 1A, 1F,1G, 2A, 2E, 2F, 2G, 2H, 3A, 4D)
- Make decisions and act as responsible members of society.
 (ILS 18.A, 18.B; MAP 4.3, 4.6, 4.7; NCSS IVf, IVh, VIIe, VIIg, VIIId, Xi; NSH 4D, 5F)
- Recognize and solve problems. (ILS 6.A, 11.A, 12.B, 13.B; MAP 3.3, 3.5; NCSS II.f, III.h, III.i, VIg; NSH 5A)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for Social Studies

NSH: National Standards for History





Heistung, Mysteries & Detectives

(REQUIRED)

Studying history involves detective work. Historians search for and discover information, piecing together the past by examining clues, such as old letters, diaries, books, news reports, artifacts, pictures, and clothing.

Detectives and detective stories date back to the Nineteenth Century, beginning in 1841 with Edgar Allan Poe's story, "The Murders in the Rue Morgue". Believe it or not, before Poe's story, there had never been a detective novel or short story. Detective fiction became very popular in the Nineteenth Century, especially with Poe's detective hero, C. Auguste Dupin. The Sherlock Holmes novels of Sir Arthur Conan Doyle took Europe by storm. Even Mark Twain, who was living in Europe at the time, wrote two detective stories, "Pudd'nhead Wilson" and "Tom Sawyer, Detective". Detectives weren't only found in fiction, however. A real life detective, Allan Pinkerton, founded one of the first detective agencies in 1850—and it still exists today.

Organize students into three teams and assign each team to

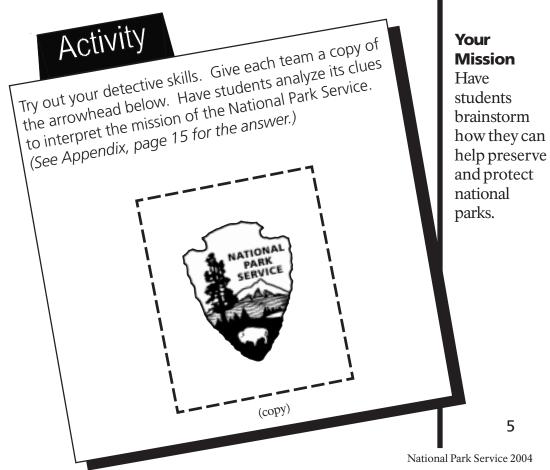
one of the following detective agencies:

- a Edgar Allan Poe Private Eyes Pinkerton's National Detective Agency

 - Have each team elect a "Chief Detective" and distribute the Agency Mission Card (found in the Appendix, page 14) to each team. Have the Chief Detective from each group read the card aloud to the class.

Every agency, company and organization has a mission and clues can often be found in their motto, logo, and advertising. Pinkerton's National Detective Agency uses a "We never sleep" motto and "The Unblinking Eye" logo. See www.pinkertons.com for more information on the Pinkerton's National Detective Agency. Have students discuss what this tells them about their mission.

When you visit the Old Courthouse, you will be in a national park. Clues to the mission of the National Park Service are found in its emblem.





Mystery on the School Bus Express

A mission of the National Park Service at the Old Courthouse is to preserve and tell the history of St. Louis as the Gateway to the West. During your visit to the Old Courthouse, your students will analyze objects, photos, and clothing used in daily living. These are clues from the past and help to tell the history of St. Louis. Clues can also be found on your bus ride to the Old Courthouse.

Pass out one History Mystery Clue Card, found on the next page, to each pair of rass our one mistory ivipsiery clue card, round on the next page, to each pair (students observe the landscape for students sitting together in a bus seat. As students observe the landscape for the students sitting together in a bus seat. As students observe the landscape for students sitting together in a bus seat. As students observe the landscape for the students observe the landscape for studen Silvenis Silving logerner in a bus seal. As sivuents observe the lanuscape for these clues, mark them with an "X". Have students play until they identify five these clues, mark them with an "X". across, diagonally, or up and down, or until the entire card is filled. Discuss how across, unagonally, or up and upwill, or until the entile call is timed. When you arrive at these clues tell the story of St. Louis, both past and present.

The forces National Expansion Managial have students "road" the landscape for the landsca Jefferson National Expansion Memorial, have students "read" the landscape for What building materials are common to St. Louis in the past/present?

clues that tell the story of the park.

- What methods of transportation are common to St. Louis in the past Critical Thinking: What developments in technology have made St. Louis great?
- - Why was St. Louis built at this location?

History Mystery Clue Card

Cast Iron Fence	Old Courthouse	Historic Marker	MetroLink	Park	
Old Brick Building	Bike	Apartment	Convenience Store	Car Phone	
Electric Power Plant	Waste Water Treatment Plant		River	Modern Office Building	
19th Century Mansion	Century Bus Tracks		Phone Lines	Barge	
Cobblestone Street	Construction Site	Historic Monument	Taxi Cab	Bill Board	

(copy)



Old Courthouse

Museum Manners

Please read the instructions listed below to your students before entering the Old Courthouse.

History Mystery Game

Upon arrival, register your group with the park ranger in the Rotunda and review Museum Manners.

Briefing

Your students should be organized and assigned into three detective agencies.

Game

Most detective stories involve an event (usually a crime), a person (The butler did it!), the scene (where it happened), a vehicle (get-away car), and the time.



You will be given three cases to solve:

- The Case of the Early Years 1764-1850
- The Case of Becoming a City 1850-1900
- The Case of Entering the 20th Century 1900-1930.

To solve each case, you will receive a clue relating to a person, a scene, or a vehicle. Solving these clues will lead you to solve the Mystery Event that occurred during that time period. For each clue solved, you receive payment of \$50. For each Mystery Event solved, you will receive a bonus payment of \$100. The detective agency earning the most money wins the game as St. Louis Super Sleuths.

The park rangers are glad we are visiting with them today. They need our help to preserve this national park and protect us—their visitors. Please pay attention to the following:

Look only with your eyes and not with your hands.
 Resist touching the displays, stepping onto exhibits and leaning against photographs and murals.



Vocabulary

artifact – a thing made by people from the past, such as tools, containers, clothing, etc.

clues – a fact or thing that helps to solve a puzzle or mystery *community* – a group of people living together and having similar interests and work

culture – the ideas, skills, arts, tools, and way of life of a certain people in a certain time

detective – a person, usually on a police force, whose work is trying to solve crimes, or getting secret information

frontier – the part of a settled country that lies next to a region that is still a wilderness

immigrant – a person who comes into a foreign country to make a new home

Industrial Revolution – the changes in home life, work, and society that came about as things that had been made by hand, often at home, were made instead by machines, usually in factories

technology – study of industrial arts and applied sciences; engineering and mechanics

Victorian – ideas, customs, and styles of the time of Queen Victoria, popular British monarch from 1837-1901

Safety Tips

Park rangers are here to protect you and keep you safe. If you need help, please contact a ranger.

uneven steps, and stone and carpeted floors are found throughout the Old Courthouse. Walk carefully!

Multiple and

- Museum artifacts and exhibits are fragile.
- □ Remain in our group at all times. We are responsible for our behavior.
- □ Soft drinks, candy, gum or any other foods, including lunches are not allowed.
- □ Refrain from running, using loud voices or pushing.



Mission Accomplished

On the Bus

Now that you've visited a national park and learned its story, sing the following song on the bus ride back to school.

Activity

(Sing to the tune of "This Land Is Your Land") This Park Is Your Park

First Verse and Refrain: This land is your land, this land is my land, From the redwood forests, to the Virgin Islands, From the Cape Cod Seashore, to the Great Lakes waters, These parks are here for us today.

As I was traveling, the nation's highways, With great wide meadows, and snow capped mountains, I saw before me, its parks and byways, These parks are here for you today.

These parks are special, make a great vacation, Each tells a story, of our great nation, If we want to keep them, we must protect them, These parks belong to you and me.

Learn More

Visit real national parks on the Internet. http://www.nps.gov



At School

Using the following activity, have students create mini-national parks.

Activity

Working in pairs, have students create mini-national parks in a specified outdoor area. Give each pair a hand lens, clipboard, paper, pencil, and 6 Popsicle sticks. Assign each pair to a small area outside. Moving about their national park on hands and knees and using the hand lens, students should identify scenic or historic resources of their park.

For example, a hole might be a canyon, a rock might be a mountain, a grassy area might be a battlefield, and a piece of bark might be a visitors

The Popsicle sticks can be used to mark trails or scenic spots. After students have designed their parks, they should make a brochure, including a map advertising their park. Once the parks are ready for business, one student from each pair remains in the park as a "ranger" to interpret it, while the other student goes to visit the other parks. Students may then switch, so that every student visits at least one other national park. (If weather prohibits work outdoors, have students work indoors making models or dioramas of an imaginary park.)

- Critical Thinking:
- Did you have problems getting visitors to come to your park? Were visitors always careful with the park's resources?
- Did you have too many visitors?

- □ What would you change? ☐ How would you raise money to improve your park's facilities? □ What problems occurred?



Mystery Characters

Mystery Characters

Baker Blow Chouteau Clamorgan Cupples Dickson **Joplin Fads** Laclede Lindbergh Lisa Meachum Malone Mullanphy Russell Shaw

Turner

During the History Mystery game, you analyzed objects, clothing, and photographs that are clues to St. Louis history. Much of St. Louis' past still "lives" in street names, historic sites, buildings, parks, and schools. Continue to play "history" detective by examining street maps, visiting cemeteries and interviewing people to piece together the mystery of St. Louis history. Look for the Mystery Characters listed to the left.

It took a great deal of character for 14-year old Auguste Chouteau to build the city of St. Louis. Positive character traits are important to be a productive and responsible citizen.

Using the chart on the next page, review the important people from the History Mystery Game and analyze their

character traits.

What can you learn from them? What character traits will you need to be a Critical Thinking

- productive and responsible citizen? What is your personal mission in life?

Learn More

In his stories, Mark Twain captured a variety of characters, both positive and negative. Have students read "Pudd'nhead Wilson" and analyze the positive and negative traits of its characters.

Character Analysis								
NAME OF CHARACTER	TRAI	Cool	perati Hon	on esty Pers	everal Resp	nce ect Resp	onsib Self	ility control Service
Auguste Chouteau								
Pierre Laclede								
James Eads								
Theodore Roosevelt								
George Dorris								
Charles Lindbergh								
Edgar Allan Poe								
Allan Pinkerton								
Mark Twain								
Park Rangers								
Your Teacher								
You								

(copy)

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Appendix

History, Mysteries, and Detectives—Agency Mission Cards



Dupin's Detectives

C. Auguste Dupin was the brilliant detective in "The Murders in the Rue Morgue", which was written by Edgar Allan Poe in 1841. Detective Dupin used hair samples to solve the case. With this story, "The Mystery of Marie Roget", and "The Purloined Letter", Poe became the father of modern mystery and detective fiction. Poe was one of America's greatest poets, short story writers, editors, and critics. His work is characterized by strange, bizarre, and tragic tales of terror that sometimes mirrored his own life. He was born in Boston in 1809 and died a mysterious death in 1849. His home in Philadelphia is a national park site. Its mission is to preserve the life and work of this gifted American author. As a Dupin Detective, your mission is to look closely and solve the clues that will reveal the Mystery of St. Louis history.



Pinkerton's National Detective Agency

In 1840 Allan Pinkerton established one of the first detective agencies in the United States. In 1861 Pinkerton guarded Abraham Lincoln as he journeyed from Springfield, IL to Washington, DC to be inaugurated as President. "The Pinks" also pursued several Western gangs, including the James and Younger gangs, and the Wild Bunch, including Butch Cassidy and The Sundance Kid. "The Pinks" received the reputation of chasing criminals from one end of America to the other. In 1856 Pinkerton's National Detective Agency hired the first female detective, Kate Warne, and by 1860 she headed the Female Detective Bureau. This was revolutionary, since women were not allowed to join police departments until 1891 and could not become investigators until 1903. Another innovation was their collection of "mug shots". By 1870 Pinkerton had the largest photo collection of criminals in the world. The Pinkerton's National Detective Agency still exists today. As one of the "Pinks", your mission is to never sleep until you've solved all the cases of St. Louis history.



Mark Twain Detectives

David Wilson was the bumbling, yet brilliant detective in "Pudd'nhead Wilson" which was written in 1894 by Mark Twain. People thought Wilson was a rather odd character, because he took everyone's "fingermarks". In an exciting courtroom scene, Wilson used these fingerprints to identify the murderer and everyone thought he was a genius. In 1896, Twain was living in Europe and saw the long lines at the bookstores for Sherlock Holmes stories. Twain wrote "Tom Sawyer, Detective" following the style of Holmes and Watson. This very short story (78 pages) is an exciting adventure story involving diamond thieves, murder, a disguised villain, missing corpses, hidden treasures, and Tom Sawyer and Huck Finn as Holmes and Watson. As a Mark Twain Detective, your mission is to solve the History Mystery clues without leaving any "fingermarks" or disturbing any evidence.

(copy/cut)

Arrowhead Activity

The sequoia tree and bison represent vegetation and wildlife; the mountains and water represent scenic and recreational values, and the arrowhead represents historical and archeological values. The mission of the National Park Service is to preserve and protect America's scenic, natural, historic and cultural treasures for future generations.







Extensions

Language Arts

Using one or more characters from St. Louis history, have students write a short story. Have students read one of the detective stories from Poe or Twain and write their own mystery. Using the trial scenes in "Pudd'nhead Wilson" and "Tom Sawyer, Detective" have students write and role-play a trial reenactment.

Math

Solving math problems is a lot like solving a mystery. Have students create mystery math games and play them with another class.

Science

Poe's story, "The Murders In The Rue Morgue" involves an animal called an "Ourang-outang." Have students research this animal and write a mystery centering on another unusual animal. Poe used hair samples to solve the mystery. Using newspapers, have students find articles about cases involving evidence such as, hair, blood, and DNA and write a mystery story based on it. Twain's story, "Pudd'nhead Wilson" used "fingermarks" to solve the case. Have students take each other's fingerprints using water-based paint on paper or using lip balm on glass. Have students analyze and try to identify their classmates using these prints.

Police artists are often used to compose a sketch from clues given by a witness. Have students pretend to be police artists and sketch characters learned from the History Mystery Game. A St. Louis born artist, Charles M. Russell sketched and painted daily life of the nineteenth century west. Have students examine his work for clues and interpret the past. Using Russell as an example, have students sketch a scene of daily life today.

Music

St. Louis has a rich musical history. Have students listen to Scott Joplin, W.C. Handy or other musicians and write a song about an important character in St. Louis history.



Additional Resources

Now that your students are experienced "history detectives", use the following resources to learn more about the Old Courthouse, St. Louis history, Westward Expansion, and national parks.

Internet

Jefferson National Expansion Memorial www.nps.gov/jeff

National Park Service

www.nps.gov

Edgar Allan Poe National Historic Site Sagamore Hill National Historic Site Theodore Roosevelt National Park White House



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)

Gateway to the West (grades 4-12)

A Monumental Story: The Gateway Arch & Old Courthouse (grades K-4)

Touring the Gateway Arch (grades 5-12)

For information on the cost of the Jefferson National Expansion Memorial patch, phone The Museum Store at: (314) 231-5474 or (800) 537-7962

National Park Service U.S. Department of the Interior



Jefferson National Expansion Memorial 11 North 4th Street St. Louis, MO 63102



Visit the Gateway Arch, Museum of Westward Expansion and Old Courthouse on the Internet: http://www.nps.gov/jeff Visit the National Park Service at: http://www.nps.gov

Help conserve our natural resources!
If you have no further need for this booklet,
please return it to the Park Ranger at the Information Desk
so another scout group can use it.
Thank you!