The Gateway Arch; A Reflection of America
Destiny of Design: A Teacher’s Guide

“The United States themselves are essentially the greatest poem.” Walt Whitman, Preface, 1855 edition of Leaves of Grass

This comprehensive guide is intended to work in conjunction with the documentary. It is divided into thematic sections that parallel the history of the Gateway Arch, and each section describes activities that parallel state and national standards. These sections work in sequence, but they could be used independently for those teachers who wish to use sections of the documentary to enhance or integrate with existing curriculum. The questions and activities are designed to address real world issues and problems. This Guide is based on the multiple intelligences as developed by Dr. Howard Gardner in 1983, as well as Bloom’s taxonomy, the six levels of competence developed by Benjamin Bloom. Words that act as question cues appear in red. This method of characterizing our questions makes the Guide adaptable to any classroom. Suggestions for study and research appear in each question; however, you should feel comfortable to use individuals and events from your own curriculum and experience, or perhaps tailor the question to reflect the story of your school community. Some of the activities encourage collaborative learning.

Each section of this guide notes the corresponding chapters from The Gateway Arch: A Reflection of America DVD as well as the appropriate chapters of the supplemental material on that DVD.

<table>
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<th>Year</th>
<th>Event Description</th>
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<tr>
<td>1776</td>
<td>Betsy Ross sewed the first American flag</td>
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<td>1803</td>
<td>Thomas Jefferson oversees the Louisiana Purchase and plans for the Lewis and Clark Expedition</td>
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<td>1838</td>
<td>The Cherokee are forced to relocate on the &quot;Trail of Tears&quot;</td>
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<td>1857</td>
<td>The Dred Scott decision</td>
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<td>1864</td>
<td>Congress donated Yosemite Valley to California for preservation as a state park.</td>
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<td>1869</td>
<td>Completion of the first transcontinental railroad in Utah Territory</td>
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<td>1872</td>
<td>Congress designated Yellowstone country as a public park, the first &quot;national park&quot;</td>
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<tr>
<td>1892</td>
<td>Ellis Island becomes the entry point for thousands of immigrants to the United States</td>
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<td>1929</td>
<td>The beginning of the Great Depression</td>
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<td>1947</td>
<td>Eero Saarinen wins the design competition for the Jefferson National Expansion Memorial</td>
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<tr>
<td>1955</td>
<td>Rosa Parks refuses to give up her seat to a white man on a Montgomery, Alabama bus</td>
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<tr>
<td>1963</td>
<td>Construction begins on the Gateway Arch on February 12</td>
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<td>1965</td>
<td>Construction on the Gateway Arch is completed on October 28</td>
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The Basics: For educators who simply want some ideas for discussion in the classroom after viewing all or part of the documentary, here are some basic content questions.

1. Why is the Mississippi River so important to the history of America?
2. What role did the Lewis and Clark Expedition play in the development of the West?
3. How did the fur trade transform commerce and travel in the United States?
4. Why was the steamboat such an important development in American history?
5. What were some of the obstacles that the pioneers had to face?
6. How do you think you would react to some of the hardships that the early settlers confronted?
7. What details do you remember about living in a sod house? What do you think that would be like, especially after you had lived in a regular house before?
8. Why did St. Louis believe it was necessary to raise the money for the Arch? What do you think your opinion would have been?
9. What difficulties did Americans face during the Depression? Why do you think they would agree to and perhaps even desire a monument when they were struggling with the most basic necessities such as food and employment?
10. What do you remember about Eero Saarinen’s background?
11. How did his past in both his family and his education prepare him for this contest?
12. How would you describe the contest for the design of the Arch?
13. What details do you remember about the judges’ reaction to Saarinen’s entry?
14. What effect did the protests about building the Arch have on national policy?
15. What difficulties were encountered in taking the Arch from concept to completion?
16. What stories from the workers do you remember?
17. What details do you remember about the actual structure?
18. How would you describe the day that the Arch was completed?
19. How would you compare the Arch to other national monuments you might have visited such as Mount Rushmore or the Statue of Liberty?
20. In your opinion, what makes the Arch a good symbol for America?
Section I: Arch Chapters 1-5; Supplemental Material 1-4

Revelation: “I knew where the journey was begun, that it was itself a learning of the beginning, that the beginning was infinitely worth the learning.” N. Scott Momaday, *The Names: A Memoir*

**The American dream:** Identify what America means to one specific group of people in our history. One example might be a specific nationality of the almost twelve million immigrants who entered Ellis Island (hyperlink to Ellis Island website) in New York beginning in 1892. This museum that preserves America’s immigrant heritage is under the management of the National Park Service. Differentiate the specific goals and values of this group that made America a place where they wanted to live.

**Lewis and Clark:** The Corps of Discovery (so named by Thomas Jefferson) was issued an order to find a water route to the Pacific Ocean. Create a map of the United States in 1804 label the route of the Lewis and Clark Expedition on a map. Name the places where they set up camp. Report about an experience they encountered that you found interesting.

The Corps of Discovery was a success because of the efforts of the group rather than the accomplishments of two men for which it is named. Examine the history of one member of the Corps such as George Drouillard, Sacagawea, or York, and analyze the role of that individual in the success of the venture.

**Louisiana Purchase:** The United States purchased the Louisiana Territory from France for $15 million dollars, or about 3 cents an acre. However, there were additional costs to the government. Calculate how much more the United States had to pay for treaties with the Indian tribes who lived on the land and Analyze the true cost of the purchase. Create, using a map of the United States, the relocation of the displaced tribes.

**Doing the numbers:** Thomas Jefferson paid $15,000,000 for over 500 million acres of land in the Louisiana Purchase. Including interest, the US ended up paying $23,213,568. The total acreage was 523,446,400 acres of land and 6,465,280 acres of water.

1. What was the final price paid per acre for the Louisiana Territory?
2. Locate a current price per acre online for land within the territory Jefferson purchased. Find a price for rural land and a second price for suburban land. Use those two prices to calculate what the Louisiana Territory might cost today, one price assuming it is settled and the other assuming it is not.
3. How many unsettled acres could Jefferson buy today with his money based on the price you found? How many settled acres?
4. Find out how many acres your family owns.
   a. Calculate the current value of your land based on both the rural and suburban prices you found in #2.
   b. Using the price per acre you calculated in #1, determine the number of acres of the Louisiana Territory you could have bought back in Jefferson’s time, assuming you could have gotten his deal. Do this once for the rural value of...
your land and once for the suburban value of your land.

c. An acre is 4840 square yards. Determine how many square miles you could purchase.

d. Look at a map. Using the scale for reference, draw a square that encloses the amount of land you could purchase with the value of your family’s land during Jefferson’s time.

Side note: It would be interesting to see if one class could purchase the entire Louisiana Territory.

**Thomas Jefferson:** Thomas Jefferson wrote his own epitaph to say "Author of the Declaration of Independence [and] of the Statute of Virginia for religious toleration & Father of the University of Virginia." **Divide** the class into groups and have each group **rank** the three accomplishments of Jefferson in order of importance: independence, religion tolerance, and education. Each group should be prepared to **explain** their choices.

Thomas Jefferson designed his home at Monticello, today a National Historic Landmark. **Compare** the design of Monticello to the design of the Arch.

Thomas Jefferson wrote a message to Congress on January 18, 1803, to request the appropriation of two thousand five hundred dollars, for the purpose of extending the external commerce of the United States. He wrote this message in secret to hide his intentions from his political enemies. Examine Thomas Jefferson's letters on the Library of Congress website [http://memory.loc.gov/learn/features/lewisandclark/resources_1.html](http://memory.loc.gov/learn/features/lewisandclark/resources_1.html)

Create a letter to Jefferson in which you question the need for these funds. **Consider** what might have happened if Congress had refused the president.

**American Indians:** The history of the Louisiana Purchase and the Corps of Discovery intersects with the histories of many American Indian tribes, such as the Crow, the Lakota, the Blackfeet, the Mandan, the Hidatsa, and the Nez Perce. Sacagawea was Lemhi Shoshone and Hidatsa, George Drouillard was half Shawnee, and Cruzatte was half Omaha. **Name** and **distinguish** three tribes that interacted with the members of the Expedition. **Compose** a map of the United States in 1804 marked with Indian territories. **Create** a similar map of the United States 50 years later. **Infer** the effect of the Lewis and Clark Expedition on the indigenous tribes of the United States.

Although America is the land of opportunity, Manifest Destiny marked the loss of opportunity and freedom for American Indians. Benjamin Franklin referred to the Iroquois when he was urging the union of the colonies in 1754. Thomas Jefferson is said to have studied the Constitution of the Iroquois when he considered the framing of the United States Constitution. **Compare and contrast** these two documents. **Consider** why the Iroquois were not directly credited historically for their important contribution. [The document is available at [http://www.constitution.org/cons/iroquois.htm](http://www.constitution.org/cons/iroquois.htm)]

In the documentary, Buffalo Bird Woman says, “Our Indian life, I know, is gone forever.” **Select** one detail in your life (for example, medical, technological, or political) that has changed and **evaluate** whether that change is positive or negative.
Create a graph that shows how diseases such as typhoid, yellow fever, and smallpox brought by the white culture affected specific American Indian. Explain the effects these changes had on tribal relationships.

Pioneers: America was settled by thousands of people who traveled west. Brainstorm with the class about what they would take with them on the journey, what they would most miss when they left, what they fear the most, and what would be the greatest reward. Have each student create a letter about a fictional family that explains the journey and what the family found when they arrived at their destination. The trail westward was littered with items the pioneers had to discard. Have each student list what items he or she would choose to take along and analyze and explain that choice. [For upper level critical thinking, you might want to have the students rank and support their choices. Like the pioneers, the students will learn to prioritize their lists.]

The Mississippi River is the second-longest river in the United States; the Mississippi River and the Missouri River form the largest river system in the country. The students will interpret the significance of the Mississippi River in American history. Divide the class into groups. Have them label the source of the Mississippi River and its 29 locks and dams and explain the source of the river’s many names. Each group should convince the class about which name is the most appropriate and support that choice. The class will create a timeline of significant benchmarks in the river’s history.

Langston Hughes (born in Joplin, MO, on February 1, 1902) wrote of the Mississippi in "The Negro Speaks of Rivers": "I heard the singing of the Mississippi when Abe Lincoln went down to New Orleans, and I’ve seen its muddy bosom turn all golden in the sunset."

The Mississippi River also inspired T.S. Eliot (born September 26, 1888, in St. Louis, MO): "do not know much about gods, but I think that the river/Is a strong brown god" ("The Dry Salvages") Identify a river in your community, collect facts about the river and list those facts, and create a poem, musical piece, or graphic design that illustrates your story about the river.

Explore the legend of the Piasa bird and contrast the American Indian legend with the common legend of John Russell. Retell the legend from the point of view of the Piasa Bird. Infer why the common legend was so popular and recommend ways that the authentic American Indian legend could be promoted in its place.

Steamboats: In Life on the Mississippi, Mark Twain wrote, "A pilot, in those days, was the only unfettered and entirely independent human being that lived in the earth." The steamboat revolutionized travel and commerce on our country’s waterways. Invent a day aboard a steamboat in your journal, with Mark Twain as the pilot. Create a pie chart of the proportion of steamboat commerce versus other forms of commerce and travel during the nineteenth century.

Relate the folklore of the flatboatmen who preceded the steamboat travel on the nation’s rivers. Invent your own story of how the twenty-first century will be viewed one hundred years from now.
Fur trade: John Dalzell, Executive Director of the Campbell House Museum on St. Louis, writes about the importance of St. Louis as a commercial center: “St. Louis was founded to exploit the huge potential profits to be made in the fur trade in the Missouri river basin. By the 1820s St. Louis entrepreneurs were managing one of the first international consortiums. They were able to draw on eastern capital markets to purchase trade goods from around the world to purchase furs in the Rocky Mountains and ship them out to the major European capitals. Identify the commercial products of your city or a city nearby. Calculate the significance of that product on the world market.

Sod Houses: View the information concerning sod houses on the Missouri site http://www.emints.org/ethemes/resources/S00000739.shtml. Select one aspect of sod-house life (such as building the house, cooking, or living conditions) and invent a personal narrative of what it must have been like to live in a soddy (remember that in the documentary, snakes were mentioned as a particular problem).
Section II: Arch Chapters 6-8; Supplemental Material 5

Inspiration: “But it wasn’t getting here that mattered, it was movement and westering.” John Steinbeck, The Red Pony

Railroad’s impact on America: By 1916, 98% of all passenger travel and 77% of all freight traffic was completed by rail, according to the National Railway Museum. Label the route of one railway line of the early twentieth century such as the Union Pacific, the Reading, the Baltimore and Ohio (B&O), the Missouri-Kansas-Texas (MKT) Railroad, (also known as the Katy) or a rail line that had an impact on your community. Indicate where the line ran and calculate the impact of that rail line on the local economy and the environment. Create a poster for the railroad and convince your classmates of your rail line’s advantages.

Describe in a letter what it was like to witness the driving of the Golden Spike. Information can be found about this historic event at http://www.nps.gov/gosp/.

The Great Depression: St. Louis was city hit particularly hard by the Great Depression. One in four people was unemployed, and it was the site of the largest number of Hoovervilles in the nation. Some good photographs can be found on the Library of Congress website, http://memory.loc.gov/learn/features/timeline/depwwii/depess/hoovers.html. Research the origin of the name “Hooverville” and collect some personal stories of people who lived in them.

Create a political cartoon to let President Hoover know what life is like in your Hooverville.

Designing a Monument: Using primary documents such as newspaper articles, describe a monument that would be suitable for your community: provide the name of the monument and when and where it would be built. Explain in an editorial why the public should support this project.

With three other students, design a monument that would be built during another historical period. Discuss that period and explain why your monument is appropriate.

Luther Ely Smith: Luther Ely Smith had a new vision for the St. Louis riverfront after attending a dedication for a monument for George Rogers Clark. Discuss why Thomas Jefferson was an appropriate choice for a monument in St. Louis. Decide who would be an appropriate choice for a monument in your home town.

Eero Saarinen: Dinner conversation at the Saarinen house likely focused on the Arch competition. Create a dialogue that reveals what Eero Saarinen was thinking as he designed the monument.

Create a sculpture with pipe cleaners and formulate a theory of what it represents.
Compose a telegram to Eero Saarinen to congratulate him on his "bold, new design."

Making Way for A Monument: Although World War II ended the clearing of the site, the end of the war brought enthusiasm and optimism. Interview several Americans who lived during that time and describe their hopes and fears during that time of great change.

On August 21, 1935, the National Historic Act became law. Section I states: "It is declared that it is a national policy to preserve for public use historic sites, buildings, and objects of national significance for the inspiration and benefit of the people of the United States." Identify a national park from a list at nps.gov/parks.html and examine the reasons why people felt this location was worthy of preservation. Formulate a dedication for the national park and relate to the class your reasons for writing this inscription.
Section III: Arch Chapters 9-11; Supplemental Material 6

Confrontation: “We do not expect our path will be strewn with the flowers of popular applause, but over the thorns of bigotry and prejudice will be our way, and on our banners will beat the dark storm of opposition from those who have entrenched themselves behind the stormy bulwarks of custom and authority…”

Elizabeth Cady Stanton, Speech to the First Women’s Rights Convention

Civil Unrest in St. Louis and America: Delays occurred in 1964 because of the protests about unfair labor practices and exclusions. There was civil unrest in St. Louis and the rest of America. However, this unrest had a wide influence as it resulted in the first direct action by the federal government to force equal opportunity practices nationwide.

Examine the Dred Scott case at http://www.nps.gov/archive/jeff/dred_scott.html and explain the impact of this trial on the history of American civil rights. Other historic events you might examine would be Brown v. Board of Education (www.nps.gov/brvb) and Central High School in Little Rock, now a National Historic Site in Arkansas (http://www.nps.gov/chsc/), the trial of the Scottsboro Boys, or the Montgomery Bus Boycott. The National Park Service has lesson plans for meeting national U.S. History Standards through Teaching with Historic Places (http://www.cr.nps.gov/nr/twhp/). You will also find an International Civil Rights Walk of Fame on their website at http://www.nps.gov/archive/malu/WOF/Walkoffame.html#Scene_1.

Describe one labor dispute in American history and discuss changes in public and national policies. Some suggestions might be the Lowell textile mills, J.P. Stevens and Crystal Lee Sutton (dramatized in Norma Rae), the Triangle Short Factory fire, the Haymarket Riot, or the meat-packing industry exposed by Upton Sinclair’s novel The Jungle.

The “can do” spirit: The building of the Eads Bridge in St. Louis resulted in the death of 14 workers but contributed to the knowledge of caisson disease. Educational opportunities for math and science teachers to create problems that apply to their disciplines can be found at http://www.nps.gov/jeff/historyculture/upload/eads.pdf.

The math of the Arch: The Arch is made of 143 equilateral triangular sections. Each section is composed of an inner triangle, made of carbon steel, and an outer “skin” triangle, made of stainless steel. At the base of the Arch, the sections have outer sides that are 54 feet in length, and there is 3 feet between the inner and outer layers of steel. At the top of the Arch, the sections have outer sides that are 17 feet in length and there is 7.75 inches between the inner and outer layers of steel.

1. Find the area covered by one triangular section at the base of one leg of the Arch.
2. Find the area covered by one triangular section at the top of the Arch.
3. What is the length of one side of the carbon steel inner triangle at the base of the Arch? What is the length of one side of the carbon steel inner triangle at the top of the Arch?
4. Compute the area of the carbon steel inner triangle at the base. According to the video, what all fit within this area?
5. Compute the area of the carbon steel inner triangle at the top. According to the video, what all fit within this area?
6. The sections at the base of the Arch contain concrete between the inner and outer triangles. These sections are 12 feet tall. Calculate the volume of the concrete needed to fill one triangular section at the base of the Arch.

7. At the top, the width of the observation room at its widest point (window to window) is 70 feet. Based on the dimensions listed above, how far from the top outer edge is this line joining the windows in the observation room?

8. The height of the observation room is 60 feet. Based on the dimensions listed above, how far from the bottom vertex of the triangular section does the floor of the observation area hit the outer wall of the section?

9. The shape of the Arch is determined by the centroids of the triangular cross-sections. Centroids of equilateral triangles can be found by intersecting the medians or the altitudes of the triangles. Given that the outer edges of the two triangular sections at the base of the Arch are 630 feet apart, determine how far the centroids of the sections are from each other.

10. Determine the distance between the inner vertices of the triangular sections at the base of the Arch.

The Arch is 630 feet tall and 630 feet wide (from outer edge to outer edge). The triangular sections are sized to fit into a perfectly seamless transition from equilateral triangles with sides of length 54 feet (height of centroid = 6 feet) to length 17 feet (height of centroid = 625 feet). The area of the triangular cross section is inversely proportional to the height of the section within the structure.

1. Find the constant of proportionality in this situation.
2. Determine the area of the triangular cross-section at centroid heights of 240 feet and 467 feet.
3. Determine the length of the side of the triangular sections in the previous question.

**Compare** the Arch to other monuments in the areas of height, area, and number of visitors per year.

**Fighting the odds:** There were doubters, skeptics, and cynics who said the Arch could never be completed. However, those involved in the project said it was a matter of "getting up there and doing it." **Design** a product that seems unlikely to succeed; **convince** your audience to invest in that product, and **create** a slogan for your creation.

**Research** the construction history of famous structures such as the Chrysler Building, the World Trade Center site, or the Tribune Building. **Discuss** the competition that led to the winning design and **relate** the reasons for its selection. Other competitors for the contest can be found at [http://www.cr.nps.gov/history/online_books/harrison/harrison30.htm](http://www.cr.nps.gov/history/online_books/harrison/harrison30.htm).

**Racism and prejudice in America:** In 1942, over 110,000 Japanese American and resident Japanese aliens were interned in relocation camps like Manzanar. **Examine** the history of Roosevelt's Executive Order 9066 and **consider** how United States Law can be affected during wartime. **Reflect** whether this effect was positive or negative. Interview people who lived during that time to **illustrate** public opinion [Lesson plans for teachers can be found at [http://www.nps.gov/manz/forteachers/curriculummaterials.htm](http://www.nps.gov/manz/forteachers/curriculummaterials.htm)]. **Write** a personal letter from inside an internment camp to a friend from your home school. **Include** details about your life in the camp.
The poem about "Strange fruit" was written by Lewis Allen, sung by Billie Holiday, and inspired the novel by Lillian Smith of the same name. Research the history of lynching in America and write a poem, song or fictional piece that protests racism in our country.

On November 9, 1969, Indian people began an occupation of Alcatraz Island that lasted until June of 1971 in declaration of Indians' right for self-determination. Assess the argument of the occupation and its role in American history. Background essays can be found at http://www.nps.gov/alca/.

The American protest novel, drama, and nonfiction. Design a book jacket, including front and back flaps, for one of the selections listed below.

1. John Steinbeck: The Grapes of Wrath
2. Upton Sinclair: The Jungle
3. Frank Norris: The Octopus
4. Rebecca Harding Davis: Life in the Iron Mills
5. Richard Wright: Native Son
6. Harriet Beecher Stowe: Uncle Tom's Cabin
7. Harriet Jacobs: Incidents in the Life of a Slave Girl
8. Dee Brown: Bury My Heart at Wounded Knee
9. Charlotte Perkins Gilman, Herland
10. Betty Friedan, The Feminine Mystique
11. Arthur Miller, The Crucible
12. Toni Morrison, Beloved
13. James Michener, South Pacific
15. LeRoi Jones, Dutchman
16. Piri Thomas, Down These Mean Streets
Section IV: Arch Chapters 12-14; Supplemental Material 7

**Application:** I'm Nobody! Who are you?  How dreary—to be—Somebody!
Are you—Nobody—Too?  How public—like a Frog—
Then there's a pair of us!  To tell one's name—the livelong June—
Don't tell! they'd advertise—you know!  To an admiring Bog!

Emily Dickinson

**American risk-taking:** Americans are proud of their heritage of risk-taking and accomplishment. The "space race" is one such area that is integral to the American identity. **Design** a spacecraft such as Sputnik I, the first Earth orbiter, or Apollo 11, the first lunar landing, **explain** its mission and **tell** why it would be successful on that particular mission.

Many risks we take involve personal responsibility. **Relate** the incidents involving risk and their outcome in the life of a famous African American woman such as Sojourner Truth, Harriet Tubman, Rosa Parks, Caroline Williams (brought suit against the Bellefontaine Railway), Bessie Coleman, Marian Anderson, Althea Gibson, or Shirley Chisholm.

Women have not always had the same freedom as men to participate in history-making events. **Investigate** primary documents such as newspapers or magazines to **discover** the contributions of such women as Elizabeth Blackwell, Antoinette Blackwell, Victoria Woodhull, Belva Ann Lockwood, Alice Guy Blaché, Jeannette Rankin, Edith Wharton, Amelia Earhart, or Margaret Chase Smith. **Determine** public opinion about women's roles in these professions or activities and **create** a political cartoon in support or opposition.

**The team and teamwork:** According to the documentary's narrative, the real heroes were the guys who welded it up—the riggers. One worker used the word "screwball" and said, "I guess everyone thought we all were." Choose one of the teams below (or one you have found through your own reading) and **explain** how success depended on teamwork.

1. Jackie Robinson and the Brooklyn Dodgers
2. Vivien Thomas (African American surgical technician, Helen Taussig (female cardiologist) and Alfred Blalock (white surgeon) pioneer blue-baby anastomosis technique
3. Bill Cosby and Robert Culp in *I Spy* (1965-68), the first TV drama to have an African-American star

**Problem-solving:** Americans have always been known for their ingenuity. Choose one American (such as Thomas Edison, Alexander Graham Bell, George Washington Carver, Virginia Apgar) whose inventiveness affect our lives every day and **explain** the significance of that individual's contribution.

**The Story of the Common Person:** America is a nation founded on the work of countless individuals whose unique stories remain untold except perhaps in family histories. **Collect** the oral history of three individuals, **quote** some of their words in your report, and **compare and contrast** their experiences as Americans.
Section V: Arch Chapters 15 and 16; Supplemental Material 8

Transformation: "There are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before." Willa Cather, *O Pioneers!* (1913)

Changing landscape, changing history: In *The Gateway Arch: A Reflection of America*, William Gass stated that traveling west meant you were going to be a new person in a new world. Willa Cather wrote that the pioneer families would be outside of man’s jurisdiction and the established law. Imagine and Design a new world that you will be entering, compose the practices and rules by which it will be governed, and convince your classmates to move along with you.

American architectural accomplishment: Examine the career of a famous American architect such as Louis Kahn, Frank Lloyd Wright, or Louis Sullivan and draw a poster advertising the innovations of the plan.

Frederick Law Olmsted is considered the founder of American landscape architecture. Examine Olmsted’s contributions to landscape design and create a park for your community based on his philosophy. Write a letter to the city council to convince your community leaders to build this monument. Olmsted’s home in Massachusetts is a National Historic Site.

List the nominees for the New 7 Wonders of the World with the class. Break the class into small groups depending on their choices. Have each group create a poster for their nominee and convince the class of their choice. Hold a class vote and submit that vote to the national count at [http://www.new7wonders.com/index.php](http://www.new7wonders.com/index.php).
Section VI: Arch Chapters 17 and 18; Supplemental Material

Realization: We all know that something is eternal. And it ain’t houses and it ain’t names, and it ain’t earth, and it ain’t even the stars . . . everybody knows in their bones that something is eternal, and that something has to do with human beings. All the greatest people ever lived have been telling us that for five thousand years and yet you’d be surprised how people are always losing hold of it. There’s something way down deep that’s eternal about every human being. Thornton Wilder, *Our Town*

**Americans who beat the odds:** Americans pride themselves on confronting and beating adversity. As Americans, we honor those who have beat the odds. Explain the contributions of an individual such as Helen Keller, Franklin Delano Roosevelt, Jesse Owens, or Seabiscuit, or a group of people such as the Cherokee or the American immigrant in a letter or a PowerPoint presentation.

**American symbols:** Every culture has its symbols that are unique. Consider the list below and describe what one of them means to you. Create a symbol that is unique to you and explain it.

1. The American flag
2. The Empire State Building
3. The World Trade Center
4. The Golden Gate Bridge
5. The Brooklyn Bridge
6. The Statue of Liberty
7. Mount Rushmore
8. The Washington Monument
9. The Alamo
10. The Gateway Arch
Reflection: There are two ways of spreading the light: to be the candle or the mirror that reflects it. Edith Wharton

**American Innovators:** Dick Bowser was a "nobody" who crafted the ingenious idea for the elevator in his basement. America is moved forward by people who "think outside the box." **Explain** the contributions of an American innovator such as Susan B. Anthony, Madame C.J. Walker, Clarence Birdseye or Bill Gates. **Classify** both the pros and the cons of this individual's contributions in a position paper.

**American art and portraiture:** Daniel Libeskind (in the Supplemental Material) said that the Arch "frames the vista." A similar "painterly" comment was made by Thomas Jefferson in a letter to William Dunbar: "I hope the work we are now doing is, I trust, done for posterity, in such a way that they need not repeat it. For this we are much indebted to you, not only for the labor and time you have devoted to it, but for the excellent method of which you have set the example, and which I hope will be the model to be followed by others. We shall delineate with correctness the great arteries of this great country. Those who come after us will extend the ramifications as they become acquainted with them, and fill up the canvas we begin." [http://etext.lib.virginia.edu/jefferson/](http://etext.lib.virginia.edu/jefferson/). **Relate** Jefferson's idea of painting a portrait of America to the work of one of the American portrait painters listed below. **Connect** his notion of filling the canvas with the stories of Americans to the stories you see in the painters' portraits. For example, you might wish to discuss the narrative of someone you know and then **analyze** the painting as it appears to reflect that story.

1. Mary Cassatt
2. John Singer Sargent
3. Childe Hassam
4. Winslow Homer
5. Norman Rockwell
6. Andrew Wyeth
7. Andy Warhol
8. Dorothea Lange (photographer)

William Gass and Daniel Libeskind compare the Arch to a "river of steel" and a musical composition. **Create** a metaphorical description of a National Historic Landmark or a building in your own neighborhood that **describes** it using images that create a mental picture.

**Design** your own landmark for the future and **formulate** an argument for its being chosen in a competition. **Convince** the committee to take a chance on your unconventional idea.

Choose a National Natural Landmark from [www.nature.nps.gov/nnl](http://www.nature.nps.gov/nnl). **Analyze** why it was chosen for inclusion. **Construct** a replica of the landmark and **explain** the natural processes that formed it. **Relate** the properties that make this landmark unique.
The Arch as music: William Gass commented that the Arch helps us to envision, like a musician, the effect of its design. Compose an original piece of music that represents the design on the Arch and support your composition in a written statement to your audience. Alternatively, you might judge what piece of contemporary music would have represented the Arch from conception to completion and support your choice in a written statement.

(END OF GUIDE)