

Teaching Missouri at the Missouri State Capitol Resources Hall Lunettes Lesson Plans

Recommended Grade Level: 3rd grade-4th grade

Background and Introduction

Did you know that there are eight paintings in the Missouri State Capitol that highlight the geographic regions of the state?

The Missouri Capitol Decoration Commission wanted to tell all kinds of stories about the state and its people through the statues, stained glass and paintings in the capitol. For the paintings in the Resources Hall, they asked artists to travel across Missouri so that they could paint pictures of what the state looked like. These artist painted eight lunettes, or half-round paintings, of Missouri's beautiful places and how Missouri citizens use the state's natural resources. These are located in the two hallways overlooking the Missouri State Museum's Resources Hall in the west wing of the capitol.

The paintings are nearly 100 years old, but are still relevant to visitors and students today. They depict urban street scenes, farm and pasture lands, industry, rugged landscapes, Missouri's water resources and more. If you explore Missouri today, you can still find scenes very similar to those depicted in the paintings. Looking at these paintings, students can use there observation skills to better understand the natural and man-made changes to the Missouri landscape, and the notable features of the state's geographic regions. The paintings are a launch pad for teaching Missouri Learning standards including those for geography, social studies, English language arts, visual arts and more.

Staff of the Missouri State Museum developed these activities and modules to bring the Capitol and stories of Missouri to the classroom. We are always looking for ways to improve our services and support the teachers of Missouri. If you have questions or requests for additional resources, please contact the Missouri State Museum educators at education.statemuseum@dnr.mo.gov.



Table of Contents

Activity	Title	Learning Areas	Page
1	Art Detective	Social Studies, Visual Arts	3
2	Cartographer: Mapping the Lunettes	Geography, Mapping, Visual Arts, Social Studies	7
3	Geographer: Missouri's Physiographic Regions in the Resources Hall Lunettes	Geography, Social Studies	12
4	Museum Educator	Social Studies, English Language Arts	15
5	Artist and Museum Curator	Visual Arts	18
	Vocabulary		21
	Plan a field trip!		23

Activity I: Art Detective

Overview:

The Art Detective lesson can be a stand-alone classroom activity, or the foundation for the completing the other activities. The visual thinking strategies used in this lesson will be helpful in completing all the other activities in this guide, so this is a great place to start. Preferably, this activity would include the entire class, led by the teacher. It can also be done in small groups if there is a strong leader in each group to facilitate discussion.

Time Required: 30-45 minutes

Recommended Grade Level(s): 3rd-4th grade

Subject Area(s): Social Studies, Visual Arts

Materials Needed:

- Timer or stopwatch (a smartphone timer or classroom clock can also be used)
- “Resources Hall Lunettes Images” PDF (pick one for classroom activity or one per group for group use), see resources provided with lesson plan.
- Paper/pencils for note taking by students. Can use “What do I see and think?” worksheet (attached).
- Whiteboard, flip chart or other means of group note-taking

Preparation Required:

- Make copies of “What do I see and think?” sheet, p.6.
- Become familiar with the basics of visual thinking strategies (VTS). “Visual Thinking Strategies: Understanding the Basics,” <https://sjmusart.org/sites/default/files/files/Understanding%20Basics.pdf>. These strategies are helpful for all activities in the lesson plan.
- Pick your favorite lunette, from the “Resources Hall Lunette Images” PDF and be ready to project it for the whole class to see.

Vocabulary:

- *Evidence*: something that gives proof or a reason to believe
- *Landscape*: the area that can be seen from one point/view
- *Lunette*: a semicircular or half-round painting

See complete vocabulary list at end of lesson plan, p. 21.

Objectives:

- Students will hone their observation skills to identify meaning in art, as well as geographical and other characteristics in images. They'll use evidence to support their observations.
- Facilitated by the teacher, students will use Resources Hall artworks to interpret the artifact and communicate ideas.

Introduction:

- This is a full-class activity using visual thinking strategies. Use visual thinking strategies (VTS) to compare and contrast two lunette paintings highlighting different geographic areas of Missouri. The role of the teacher is to facilitate the discussion by asking questions. The instructor can also take notes or have a class member or aide write down answers provided on a whiteboard or flip chart.
- Before beginning, provide students with a clear overview of their role. They are detectives looking for clues in the paintings. They are to carefully look at the image, and be prepared to discuss what they observe. They should use evidence (images, colors, etc.) from the painting to provide support for their observations. Taking notes on what they see is encouraged, but not required. Remind students that listening to their classmates is an important part of the activity. Students should listen to and consider the views of their classmates and be open to discussion of multiple viewpoints and perspectives.
- The instructor's role is to facilitate the discussion. The instructor or aide (adult or student) should paraphrase and write down student observations on a whiteboard or flip chart. The instructor should use good facilitation techniques during the compare and contrast discussion session. Paraphrase answers neutrally—there are no “correct,” “wrong,” or “good” answers. Point to the areas in the image that are being discussed, or ask students to identify the area if there is confusion. Use notes of the discussion to link contrasting and complimentary student comments.

Instructional Steps:

1. Project an image of one of the Resources Hall lunettes for the class to observe. (See “Resources Hall Lunette Images” PDF.) Instructor's choice!
2. Give students 2-5 minutes to study the image. Encourage them to jot down notes or observations on notepaper or the “What do I see and think?” worksheet.
3. Facilitate a discussion on the lunette. The key questions in visual thinking strategies are:
 - What's going on in the image?
 - What do you see that makes you say that?
 - What more can we find?

4. Paraphrase and write down responses on whiteboard, flip chart or other means for class to see.
5. Allow students to ask questions they have about the painting. Avoid giving a rote answer. Use the key visual thinking strategies questions, or modifications of them, to pull out answers from the students.
6. After all or most students have provided at least one observation with evidence, the activity can end. Or, the instructor can ask additional questions about observations made, such as:
 - Did an observation or comment by a classmate help you see or understand the painting in a different way? If so, how?
 - Based on our notes, did most students make similar observations or did people see and feel a variety of things about the painting?
 - Was the same evidence used by students to support two or more contrasting ideas or feelings?

Missouri Learning Standards Addressed:

- 3.TS.7.A.b Create and use artifacts such as building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing and musical instruments to share information on a social studies topic.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- 3.VA:Re7B Determine messages communicated by an image.

Assessment:

- Students made observations about the lunette and used evidence in the image to support their observation.
- Students listened to classmates' observations and evidence and responded with their own observations/evidence.
- Students interpreted the artwork presented and communicated ideas.

Resources:

“Visual Thinking Strategies: Understanding the Basics,”

<https://simusart.org/sites/default/files/files/Understanding%20Basics.pdf>.

“What do I see and think?”		
What do you see?	What do you think? Use what you see as evidence.	What questions do you have?

Activity 2: Cartographer: Mapping the Lunettes

Overview:

The eight lunettes in the Resources Hall represent Missouri's diverse geographical regions. Sometimes, the specific location of the scene in the painting is known. In other paintings, a scene represents a general area or region of the state but the exact location is unknown. Use the brief descriptions of the paintings provided in the "Resources Hall Lunettes Booklet" or readings to map their location and the rivers, towns, counties and other landmarks these lunettes represent.

Time Required: 1-2 hours

Recommended Grade Level(s): 3rd-4th grade

Subject Area(s): Geography, Mapping, Visual Arts, Social Studies

Materials Needed:

- "Resources Hall Lunettes Images" PDF
- "Resources Hall Lunettes Booklet" or readings
- Missouri base map with county outlines, p. 11
- National Geographic Missouri Table Top Map
(<https://www.nationalgeographic.org/maps/missouri-tabletop-map/>)
- Notebook or scratch paper
- Colored pencils or crayons, pens or pencils
- Other helpful materials or resources: Missouri State Highway Map, Google Maps or other web-based map service, internet search engine

Preparation Required:

- Make "Resources Hall Lunettes Booklet" available to all students.
- Make copies of the Missouri base map with county outlines (1-2 copies per student).
- Print copies of the National Geographic Missouri Table Top Map—1 per group.

Vocabulary:

- *Compass rose:* a symbol that shows direction (north, south, east, west) on a map
- *Geography:* the science of the earth's surface
- *Landmark:* an object or feature of a landscape or community that is easily seen and recognized
- *Map key or legend:* a table that explains the symbols used on a map, chart or other illustration

See complete vocabulary list at end of lesson plan, p. 21.

Objectives:

- Students will use lunette descriptions, the lunette paintings and other tools (printed or web-based map) to identify important landmarks or regions in Missouri.
- Students will graphically illustrate specific locations or features on a base map.

Introduction:

This activity uses the capitol lunette paintings, written material, visuals, and maps to locate and identify regions important geographical landmarks in Missouri. It can be done as a class or given to the students to do on their own.

Before beginning, provide each student with one or more copies of a base map of Missouri. Students should also be provided a “Resources Hall Lunettes Booklet” in electronic or hard-copy form (see material list for links to these materials). If done as a class, booklet pages can be projected on a screen.

As part of the lesson students working individually or collaboratively as groups will create a map of Missouri. The map will use colors, symbols and neatly printed labels to identify the locations represented in the lunettes. The final map(s) should include a map key listing the colors and symbols used and what they represent in the map.

Instructional Steps:

1. Provide each student with access to a “Resources Hall Lunettes Booklet” and at least one copy of the base map. Make sure they have a pencil and a notebook/piece of scratch paper for taking notes. Students should be encouraged to take notes!
2. Read each of the short passages in the booklet. These can be read individually or students can follow along while the teacher or other student reads the passage. For each lunette, have the student list the rivers, towns, counties, states or other landmarks mentioned in the text. To keep students on the same page, it might be helpful to ask students to name two or three locations mentioned in each reading as part of a class discussion.
3. Once a list of all place names and landmarks are listed, students can work individually or with a small team (3-5) to look up places on the list. A paper highway map, Google Maps, or other web-based mapping software can be used to search for locations.
4. As each location is found, students should mark and label their approximate location on the base map. If students are working individually, make sure to provide them with at least two copies of the base map—one for notes and a “final” version for submission. If working as groups, each student should have one small scale copy of the base map for notes.

5. Assemble students for a class discussion on the next step in the process: mapping the locations on large maps. Discuss the elements of a map and what each map should include:
 - a. Title
 - b. Map key or legend
 - c. Scale
 - d. Compass rose/north arrow

The scale and compass are already on the Missouri Table Top Map, but these should be located and pointed out as important features of maps.

Focus attention on the map key/legend. Groups will need to use symbols, colors, and other elements to label their maps. Each group can be creative in how they create and use symbols, but they must de-code that for their classmates with a key. Each labeled map created needs to include a key with the symbols and colors used and what they mean.

6. Have the student return to their groups with a copy of the Missouri Table Top Map from National Geographic (one map per group). Give them an opportunity to discuss how they will create their map and to determine symbols and colors they'll use for the map (5-10 minutes). The map key with symbols and colors should be made first. They can then use their key to create the final map.
7. Part of the challenge for the group will be working together to layout the pieces of their map. The National Geographic Table Top map is tiled for printing on 8.5 x 11 inch paper. Pieces of the map should be organized and taped together (on the back). Teams should work together to neatly label and color the maps using their legend. (Approx. 20 minutes)
8. When complete have each group post their map on the wall for their classmates to view. Each group could briefly present on their map, noting why they chose the colors or symbols they used to label the map. And/or the class could use visual thinking strategies to talk about the maps, what the symbols/colors tell them, etc.

Missouri Learning Standards Addressed:

- 3.EG.5.A Read and construct historical and current maps
- 3.EG.5.B.a Name and locate major cities, rivers, regions and border states of Missouri
- 3.EG.5.F.a Identify regions in Missouri.
- 3.VA:CR2C.3 Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Assessment:

- Students used source material (lunette, readings, physical or on-line maps) to identify landmarks and find them on a map.
- Students used standard map graphics (e.g. legend, colors, etc.) to create a map of Missouri.

Resources:

Missouri State Museum, *Resources Hall Lunettes*, booklet.

“Missouri Tabletop Map,” Resource Library, National Geographic.

<https://www.nationalgeographic.org/maps/missouri-tabletop-map/>

Activity 3: Geographer: Finding Missouri’s Physiographic Regions in the Resources Hall Lunettes

Overview: The eight Resources Hall lunettes represent a wide range of rural and urban landscapes. They capture geologic features and characteristics of the state’s physiographic regions. Using their research skills, students will identify the features of Missouri’s Dissected Till Plain, Osage Plain, Ozark Plateau and Mississippi Alluvial Plain. They’ll then use their understanding of the physiographic regions and the visual thinking strategies honed in Activity 1 to find features in the lunettes that connect to those regions.

Time Required: 1-2 hours

Recommended Grade Level(s): 3rd-4th grade

Subject Area(s): Geography, Social Studies

Materials Needed:

- “Resources Hall Lunette Images” PDF or booklet.
- Physiographic Regions of Missouri Map, <https://dnr.mo.gov/print/document-search/pub2515>
- Pencil/paper or computer word processing program.
- Missouri geography/geology references: text and/or online sources.
- Activity 2 maps

Preparation Required:

- Be ready to project images of the Resources Hall lunettes and Physiographic Regions of Missouri map for the entire class to see
- Have Missouri geography resources handy. Check out the library and/or see the list of books and websites listed under “Resources.”
- Have the maps created in Activity 2 posted for the class to see.

Vocabulary:

- *Physiographic region:* a geographic area in which climate and geology have created landforms different from those in surrounding areas
- *Plain:* a large, flat area of land
- *Plateau:* a high, level area of land

See complete vocabulary list at end of lesson plan, p. 21.

Objectives:

- Students will be able to name and list characteristics of at least one of Missouri’s physiographic regions.



- Students will better understand the geography of Missouri and identify those regions on a map.

Introduction:

Students will put their research, writing and visual thinking strategies to work for this project. This project works well as a hybrid of a full class discussion, and individual or group writing/presentation assignments. The same groups used in Activity 2 can work together for Activity 3.

Instructional Steps:

1. Pull up a map of Missouri's physiographic regions. (<https://dnr.mo.gov/print/document-search/pub2515>)
2. Briefly point out the names and locations of these regions on a map. Assign each group (possibly the same groups used in Activity 2) one physiographic area: Dissected Till Plain, Osage Plain, Ozark Plateau and Mississippi Alluvial Plain. More than one group may be assigned the same region, depending on class size.
3. Each group should use texts or online search engines to research their assigned geographic area and make a list of features such as (but not limited to):
 - a. Location in Missouri
 - b. Landscape features
 - c. Geological features
 - d. How landscape/geological features formed
 - e. Natural resources in the region (e.g. water, minerals, forests, prairies); be specific in naming specific waterways, minerals or other resources.
 - f. How some of those natural resources have been used (mining, agriculture, tourism, etc.); provide specific examples

The list doesn't have to be exhaustive, but students should have at least 10 features or characteristics for their assigned region.

Teachers should monitor the groups to see what they are finding. If they are having trouble, you might point them to sources such as those listed under "Resources" below.

4. When their list is completed, the group should look at the maps from Activity 2 and compare it to Physiographic Regions of Missouri Map, <https://dnr.mo.gov/print/document-search/pub2515>. Identify at least one lunette painting that is associated with the assigned physiographic region.
5. Find an image of the identified lunette (from PowerPoint or booklet) and prepare to use the visual thinking strategies from the first activity! Ask students to study their lunette image. What do they see? Write down landscape features, resources, plants, animals and other things they see in the image. Compare that list to the list they made for the

physiographic region. What characteristics of the region are captured in the painting? How are those characteristics featured? Write down some thoughts and notes and prepare to present! (See Activity 4)

Missouri Learning Standards Addressed:

- 3.EG.5.F.a Identify regions in Missouri.
- 3.EG.5.F.b Compare regions in Missouri. (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Assessment:

- Students will be able to name at least four characteristics of one of Missouri's physiographic regions.
- Students will be able to name and identify the location of at least two of the four physiographic regions on a map of Missouri

Resources:

"Missouri." *National Geographic Kids*.

<https://kids.nationalgeographic.com/geography/states/article/missouri>

"Missouri Geography: The Land." <https://www.ereferencedesk.com/resources/state-geography/missouri.html>.

"Missouri's Northern Plains," *Missouri Conservationist*, Oct. 2005.

<https://mdc.mo.gov/magazines/conservationist/2005-10/missouris-northern-plains>

Nihn, Tim. "Missouri Conservation Summary." *Landscape America*.

<http://www.landscape.org/missouri/overview/>

"Osage Plains," *Oklahoma Historical Society*.

<https://www.okhistory.org/publications/enc/entry.php?entry=OS007>

Thom, Richard and James H. Wilson, "The Natural Divisions of Missouri: An Introduction to the Natural History of the State."

<https://images.library.wisc.edu/EcoNatRes/EFacs/NAPC/NAPC07/reference/econatres.napc07.rthom.pdf>

Unklesbay, A.G. and Jerry D. Vineyard. *Missouri Geology: Three Billion Years of Volcanoes, Seas, Sediments, and Erosion*. Columbia: University of Missouri Press, 1992.

Activity 4: Museum Educator

Overview: In previous activities, students have learned visual thinking strategies, mapped the lunettes, and have researched the state’s physiographic regions. Now it’s time to put that research to good use by sharing it with the teacher and fellow students. The interpreters and educators at the Missouri State Museum do this every day as they take school groups on a tour of the capitol. They even visit the lunettes the students have been using for these lesson plans. Students now get to take on that role as a museum educator and showcase their research and understanding to the class. Use the groups that have already been formed.

Time Required: 1-2 hours

Recommended Grade Level(s): 3rd-4th grade

Subject Area(s): Social Studies, English Language Arts

Materials Needed:

- “Resources Hall Lunette Images” PDF or booklet.
- Computer software or web-based presentation platform
- Activity 2 maps
- Notes from Activity 3

Preparation Required:

- Ensure that students have kept their notes and resources from previous activities.
- Provide students an overview of the activity requirements—to create a written or oral presentation about one of the lunettes using the research they’ve already put together. It can be written, oral, or an automated (video, recorded PowerPoint, etc.) presentation based on teacher preference.

Vocabulary:

- *Decoration:* something used to make something else more beautiful
- *Landscape:* the area that can be seen from one point/view
- *Lunette:* a semicircular or half-round painting
- *Scenic:* showing natural or beautiful scenery

See complete vocabulary list at end of lesson plan, p. 21.

Objectives:

- Students will be able to use a painting to illustrate the features or characteristics of one of Missouri’s physiographic regions.
- Students will use research, organizational and presentation skills (oral and visual) to share their knowledge with classmates.

Introduction:

Your group has just been hired by the Missouri State Museum to give programs and tours of the Capitol. You have just finished researching one of the Resources Hall lunettes and are excited to present what you've learned to the new groups coming to the capitol. It's time to share what you've learned.

Instructional Steps:

1. Prepare a presentation for school groups on the Resources Hall lunette you've been researching. Use the maps, notes, and other research conducted in previous activities to create the presentation. The program can be submitted as a "script"/paper, pre-recorded video or presented orally in front of the class (5 minutes). As you put your presentation together, incorporate the following:
 - a. The geographic region depicted in the painting.
 - b. The characteristics of the geographic region that are highlighted in the painting.
 - c. Why might people have come to or settled in the region depicted in the painting. What natural resources made this a good place to live?
 - d. A significant historical event in the region that might have been impacted by geography of the region and how.
2. Extra: Want to share your story with the Missouri State Museum and its social media followers? Submit videos of your educational program to the Missouri State Museum at education.statemuseum@dnr.mo.gov. The video you put together could be chosen to post on one of the museum's Monday Museum Minute Facebook posts.

Missouri Learning Standards Addressed:

- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- 3.TS.7.D Conduct and present Social Studies research to an audience using appropriate sources.

Assessment:

- Student group presentation/script identifies the physiographic region in a lunette painting and identifies at least 2-3 (or more) characteristics of the region depicted in the painting.
- Student group present a concise and informative presentation to the teacher and/or class.

Resources:

Presentation resources

- Microsoft PowerPoint
- School-provided resource
- Google Slides: <https://www.google.com/slides/about/>
- Canva: <https://www.canva.com/create/presentations/>

Activity 5: Artist and Museum Curator

Overview: When builders handed over the keys of the new capitol in 1917, it wasn't complete! The Governor chose a group of Missouri citizens to select artists to decorate the new building, they were called the Capitol Decorations Committee. The Committee selected artists and commissioned them to complete specific artworks, including representations of Missouri's geography and natural resources—the Resources Hall lunettes.

Public art continues to be important to towns and communities. Students may see murals on the sides of buildings, sculptures and monuments in parks, or paintings in schools and city halls. These represent our communities and our shared heritage. Follow the lead of the Capitol Decorations Committee and “commission” your class to create artworks of their community. What landmarks, events, or places tell the story of your school, town or classroom?

Time Required: 1-2 hours

Recommended Grade Level(s): 3rd-4th grade

Subject Area(s): Visual Arts, English Language Arts

Materials Needed:

- Paper or canvases
- Colored pencils, crayons, water colors, or other medium preferred by students
- Wall or easels for displaying artworks

Preparation Required:

- Have a blank wall, bulletin board, or other space ready to exhibit artwork.
- Provide an overview of the student's “commission” to the class.
- Define landmark and have a brief discussion about what places in the school or community are landmarks and why. Consider having photos of places in town land or streetscapes for students to view and use to pick out landmarks

Vocabulary:

- *Commission:* to be hired or instructed to produce a work of art
- *Landmark:* an object or feature of a landscape or community that is easily seen and recognized
- *Proposal:* a plan or suggestion for others to consider
- *Public Art:* monuments, paintings, statues or other artworks commissioned for public spaces in parks, buildings or other locations

See complete vocabulary list at end of lesson plan, p. 21.

Objectives:

- Students will create artwork representing important places in their communities.
- Students will describe their work and how it represents their communities in writing.

Introduction:

You have been contacted by the mayor and aldermen of your community to create public artworks for City Hall. The artists who painted the Resources Hall lunettes had to submit proposals and draft sketches or paintings for the Capitol Decorations Committee to review. As potential artists for the lunettes in the City Hall, your role is to create a painting proposal.

Like the Resources Hall lunettes, the paintings for city hall should represent different areas in your neighborhood or town and how those areas are used. Lunettes might include scenes of residential areas, schools, important businesses, parks, or beautiful scenic areas that characterize your community.

Instructional Steps:

1. Students should identify a landmark in your school, town or community that represents its identity and character.
2. Students should be given time to create an image of the landmark. It can be a sketch, crayon drawing, water color, mosaic, or other art medium that individual students feel comfortable with. It doesn't have to be a final work, but it should be complete enough to tell a story.
3. Students should write a short proposal about their work. It should explain what location or resource in the community is shown in the image. The student should use the skills developed in Activity 4 to briefly tell why they picked this place and why it is important. Keep the explanation short, similar to a label in an art gallery (50 to 100 words).

Example:

Town Park Playground

The Town Park Playground is my favorite place in Mytown. From the top of the slide, I can see my entire neighborhood or watch baseball games played in the park. Families picnic here and friends meet to swing and climb on the jungle gym. It is a place where people gather and have fun.

4. Showcase student work! Find a place in your classroom or school to showcase the artwork and proposals. The proposals can be typed on a computer and printed or neatly hand-written.
5. Give time for the students to view and read the proposals. Spend 10-15 minutes of class discussion to talk about the paintings and proposals. Did several students select the

same landmark? If so, did they depict them in different ways or use different art media to create their artworks? Consider asking what local landmarks they can name that weren't in the artworks and why.

6. Extra: Send photos or your artworks to the Missouri State Museum at education.statemuseum@dnr.mo.gov. Include the brief proposal description with the photos. The images may be shared on the Missouri State Museum Facebook page!

Missouri Learning Standards Addressed:

- 3.VA:CR2C.3 Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- 3.VA:Pr5A.3 Identify exhibit space and prepare works of art including artists' statements, for presentation.

Assessment:

- Student used art supplies to create an image of a community landmark.
- Student communicated the identity and importance of a community landmark in writing.

Vocabulary

Alluvial: related to a flood plain or sediment deposited by flowing water

Capitol: a building where the lawmakers of a state meet

Commission: to be hired or instructed to produce a work of art

Compass rose: a symbol that shows direction (north, south, east, west) on a map

Decoration: something used to make something else more beautiful

Engineer: a person who is trained in the use or design of machines, structures or other technologies

Evidence: something that gives proof or a reason to believe

Gallery: a building or room used to display or sell art

Geography: the science of the earth's surface

Geology: the study of the physical structure of the earth and how it has changed over time

Hydroelectric: related to producing electricity using moving water

Karst: an area where limestone is common, characterized by ravines, sinks, and caves made by underground streams

Landmark: an object or feature of a landscape or community that is easily seen and recognized

Landscape: the area that can be seen from one point/view

Lunette: a semicircular or half-round painting

Map key or legend: a table that explains the symbols used on a map, chart or other illustration

Mineral: a substance formed in the earth that is not from a plant or animal

Missouri Bootheel: the southeastern most part of Missouri that has a shape similar to the heel of a boot.

Natural resource: materials that are found in nature that can be used by people in many ways.

Plain: a large, flat area of land

Plateau: a high, level area of land



Ply: travel regularly over a route

Proposal: a plan or suggestion for others to consider

Public Art: monuments, paintings, statues or other artworks commissioned for public spaces in parks, buildings or other locations

River bottoms: low-lying land along a river

Scenic: showing natural or beautiful scenery

Plan a Field Trip

A field trip to the Missouri State Capitol is not required to use or complete any of the activities in this lesson plan. A visit is a great way to launch or reinforce any study on the history of the state. The capitol is a monument to Missouri and its citizens. The very material that it is built from was mined or manufactured mostly in Missouri. Its artworks highlight important events and people in the state. Memories of the visit can be used throughout the school year to introduce or reinforce in-class learning. To plan your field trip, visit the Missouri Capitol Reservation page at <https://mostateparks.com/page/55179/capitol-tours> or call the Missouri State Museum at 573-751-2854.

Interested in visiting, but not able to plan a trip now? The Missouri State Museum has produced a series of videos highlighting common stops on the tour and the history of the Capitol. The videos can be found at: <https://mostateparks.com/page/85051/educational-resources#virtual>.

School groups interested in the history of the capitol can also request a virtual question-and-answer session with museum staff. To plan a session, please contact the museum's education specialist at education.statemuseum@dnr.mo.gov.