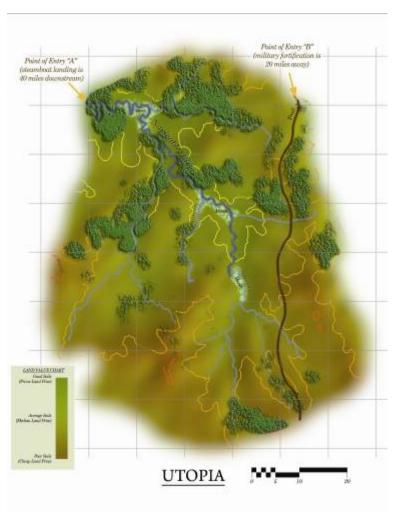


UTOPIA EXERCISE

A natural resources exercise was developed for the Freedom's Frontier partnership meeting in September, 2008. The purpose of this exercise was to go through a decision-making exercise for establishing a settlement on unclaimed lands within the region during the early period of significance.

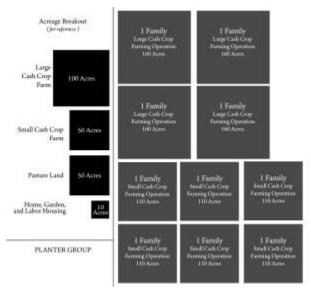


The partnership team was separated into four separate work groups of approximately fifteen people. Each work group was provided identical maps labelled "Utopia". The map was nonspecific as to its location or orientation, but showed critical features for frontier settlement including soil quality, water, timber trees, proximity to existing forts and steamboat landings and elevation. Additionally, each workgroup was assigned a group of settlers with specific resource needs. Each work group was to establish a settlement based on the needs of their settlers.

Acreages of each land type had been established along with soil and natural resources needed to sustain a settlement. The work group used the map to look for features on the map and make decisions as to the most logical area for settlement based on the settler's parameters. Crucially, the groups had no knowledge as to where the other groups were locating their settlements.

The settler groups were as follows:

SETTLER GROUP ONE: PLANTERS



Planters - Your group represents the planters who raise cash crops like tobacco and hemp. Access to fertile ground is essential to ensure high yields. It is also essential that you have proper access to markets for selling your cash crops and for acquiring goods and services that you do not produce on your land.

Land requirements:

The preference is for tillable land with access to water for cultivation. The topography should to be flat land with

deep fertile soil to sustain crop production year after year. A single family operation requires 50 to 100 acres of farmland to be profitable. This land can produce around 100 bushels of tobacco or 150 bushels of hemp. A bushel of tobacco brings \$ 3 at the steam boat dock, while hemp brings \$ 1.50 a bushel. Some timbered land is desirable but not a requirement.

Pasture land is needed to support livestock to work the crops. 4 acres of pasture land for each animal is needed to sustain them year round. A single operation needs a minimum of 4 draw horses or oxen a wagon team of horses or oxen to carry the crops to market and 2 to 4 riding horses for the family and hands.

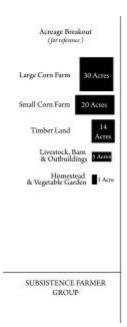
The planters group consists of 10 Planter Families of the following make up:

Husband/ wife	20
Boys between the ages of 4 to 18	15
Girls between the ages of 6 to 21	15
Single men between 19 and 35	10
Laborers between the age of 17 to 30	<u>18</u>
1 Planter Family	78 people

Each family has a goal to establish a farming operation for a select crop, using the land requirements listed above locate your establishment as a community by drawing it on the map.

SETTLER GROUP TWO: SUBSISTENCE FARMERS

Subsistence Farmer- Your group represents subsistence farmers who raise a variety of crops and livestock to provide the needs of their families. You raise corn, vegetables, poultry, and pork. You are looking for cheap land because you do not have a lot of money. You hope to improve this land through hard work. When you are able to raise more than your family can consume, you hope to subsidize your living by selling extra goods.





Land requirements:

The preference for a subsistence farmer is 40 to 50 acres divided as follows: 5 acres for livestock, poultry, barn and outbuildings; 1 acre for homestead and vegetable garden; 20 to 30 acres for corn crop and the remaining 14 acres is timber land.

The timber is used for harvest of old growth timber for buildings and furniture and for sale to local mills as a possible third revenue source. Soil needs to be fertile as can be afforded; access to water is a requirement as well as grass lands for pasture. Topography can be gentle rolling land. Livestock to support the farm ideally includes 2 horses or oxen to work the farm, 2 riding horses used to pull the wagon, 6 chickens, 4 pigs, 2 to 4 cows for milk and possibly 2 to 4 steer for meat and breeding.

The subsistence farmer group consists of 12 families of the following make up:

Husband/ wife	24
Boys between the ages of 4 to 18	15
Girls between the ages of 6 to 21	8
Single men between 26 and 32	<u>6</u>
Total party members	53

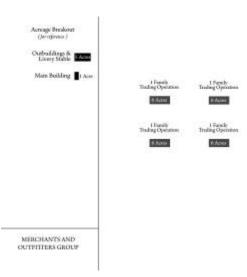
Each family has a goal to establish a farming operation to support your family, using the land requirements listed above locate your establishment as a community by drawing it on the map.

SETTLER GROUP THREE: OUTFITTERS AND MERCHANTS

Outfitters and Merchants- Your group represents the outfitters and merchants who supply goods to people - traders, settlers, etc. - traveling through the region.

Land requirements:

For the outfitters and merchants are minimal usually consisting of one main building with a few smaller out buildings for supply storage, a livery stable. Topography can be either open flat land or hilly bluffs adjacent to rivers or streams. Access to resources such as water or timber land is an asset but not a requirement. Access to transportation routes is a requirement.

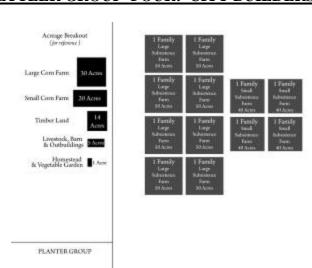


The outfitter and merchant group consists of 4 families of the following make up:

Husband/ wife	8
Boys between the ages of 13 to 19	3
Girls between the ages of 14 to 19	2
Single men between the ages of 22 and 36	<u>8</u>
Total party members	53

Each family has a goal to establish a trading operation to support your family, using the land requirements listed above locate your establishment as a community by drawing it on the map.

SETTLER GROUP FOUR: CITY BUILDERS



City Builders- Your group represents an investment company that is looking for a place to locate a new city. You are looking for a site that can help you encourage future industries such as mills. You also hope that your city can provide goods and services to those who settle in the area.

Land requirements:

The preference is for 20 to 30 acres where a small town can be laid out to include a mercantile store, livery stable, land office, local doctor's office, dentist and barber,

town hall, church and school house. Future buildings may include hotel, saloon, saw mill and or grist mill within an hours ride. Access to a transportation route (by road or steamboat) is essential. Topography can be open flat land or ridges with good access to transportation routes. Resources essential to growth is adequate water, stone and timber for buildings. Access to other settlements is beneficial to future growth.

The City Builder group consists of 16 families of the following make up:

Husband/ wife	32
Boys between the ages of 8 to 20	16
Girls between the ages of 6 to 17	16
Single men between the ages of 22 and 56	<u>22</u>
Total party members	86

Each family has a goal to establish a home and business to support the family, using the land requirements listed above locate your community or communities by drawing it on the map.

After twenty minutes, all the groups locations were transposed on a single sheet of transparent film and placed over the map. The results follow:



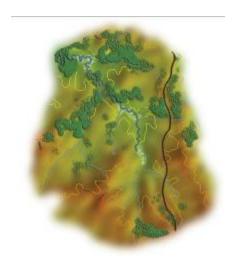
Even though there was plenty of space available for all acreage, it was found that overlaps occurred throughout the settlement groups, particularly around the location that the city builders had selected at the upper reaches of the navigable river. Limited resources and differing users created areas of conflict: a critical component of the settlement period and the statement of national significance.

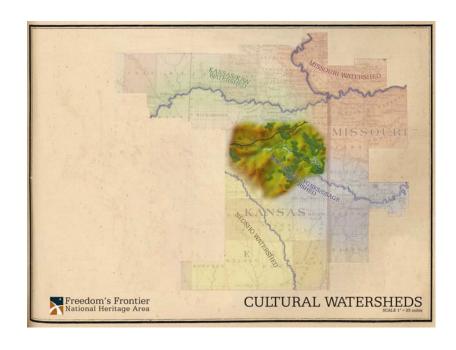


An additional issue was added, an unexpected flood along the river. The extents of flooding were determined prior to the exercise and without the knowledge of the settlement groups. The natural processes that occurred in the region, even at the early stages of settlement could lead to additional tension as certain settlers and settlement groups were economically affected while others would profit.

A Place Not Unlike Our Own

Finally, the exercise was wrapped up with a map showing that the map was actually from the region. The "Utopia" map was rotated and mirrored, then placed on the cultural watersheds map. The map showed the location was the Marais Des Cygnes valley, an area of particularly brutal conflict during the Border War period.





Africans in America, PBS program/accompanying website http://www.pbs.org/wgbh/aia/home.html. Includes secondary and primary source information and teacher lesson plans and activities on the history of Africans in America from 1450-1865, including such topics as the Missouri Compromise, slavery and Westward Expansion, Indian removal and the Trail of Tears, and the Kansas-Nebraska Act and Bleeding Kansas.

Territorial Kansas Online lesson plans,

http://www.territorialkansasonline.org/cgiwrap/imlskto/index.php?SCREEN=lesson_plan s. These lesson plans were prepared by the Kansas State Historical Society with the Kansas Collection, Spencer Research Library, University of Kansas funded by the Institute of Museum and Library Services--National Leadership Grants Program. Lesson plans geared to middle and high school students utilize primary source material to explore the settlement of Kansas and the question of slavery.

Teach US History lesson plan "The Kansas-Nebraska Act of 1854," http://www.teachushistory.org/kansas-nebraska-act-bleeding-kansas/lesson-plans. This multi-unit high school lesson plan uses primary source material to explore such topics as the 3/5's Compromise provision in the Constitution, the Missouri Compromise of 1820, the Compromise of 1850, the Kansas-Nebraska Act of 1854, and Eli Thayer's attempt to keep the Kansas Territory a free state.

Missouri Secretary of State Digital Heritage Initiative,

http://www.sos.mo.gov/mdh/curriculum.asp
Education is one of the primary missions of the Missouri Digital Heritage Initiative. To meet this goal, lessons are available for elementary and secondary teachers who use archival sources to teach the value of original, historical documents. In addition, annotated bibliographies and links to sites of interest provide resources for teachers and students interested in gaining a deeper understanding of lesson topics. Using these programs and curricula, educators and students can develop a greater appreciation for the rich heritage of Missouri. Topics include Lewis & Clark and African American history.