

# Fort Caspar Museum Site Tour Educator's Guide Grades 7-12



**Past to Present  
Discover Central Wyoming**

# A Letter to Teachers

Dear Teacher,

We look forward to your visit to Fort Caspar Museum. The Site Tour is designed to help you meet your learning objectives by providing meaningful and relevant experiences for your students.

Please use this guide as a resource to prepare for your visit, during the on-site tours and for post-visit activities. The index below will help you navigate this guide.

If you have any questions, please feel free to contact me by phone at 307-235-8462 or by email at [erose@cityofcasperwy.com](mailto:erose@cityofcasperwy.com).

Sincerely,

Erin Rose  
Curator of Education

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## General Information

Fort Caspar Museum interprets the cultural history of Fort Caspar, the City of Casper and central Wyoming. Site visits include exploration of the reconstructed fort buildings, Mormon Ferry, and Guinard Bridge. The Museum Gallery features exhibits on Prehistoric Peoples, Western Emigrant Trails, Frontier Army, 100 years of the City of Casper history, the Oil Industry, Cattle and Sheep Ranching and the Energy Industry.

### Site Tour Options

1. Museum Staff Guided: This program includes a guided tour of the fort grounds and Museum Gallery by Museum Staff along with teacher-led exploration of the rest of the site. Pre-Visit Activities, Site Tours, and Post-Visit Activities meet Wyoming Social Studies Standards 2, 3, 4 & 5. Reservations required.

*Availability: April 15—October 15.*

*Program Length: 1 1/2—2 hours*

*Fee: \$10.00 per group or \$.50 per student if less than 20; teachers, chaperones and bus drivers free. Cash, check or LPO accepted.*

2. Self-Guided: You and your students are free to explore the site on your own. This option is available all year, although the fort buildings are closed October through April. Reservations required.

*Availability: All Year*

*Program Length: At least 1 hour*

*Fee: Free*

Upon arrival, please have students remain on the bus or gather on the grass south of the Museum entrance until you have paid the admission fee and Museum Staff is able to greet your group outside.

### Nametags

Please have your students wear nametags. This will help Museum Staff work with your students.

### Museum Manners

Remind student that they are visiting a special place so special manners are in order. Ask students to use quiet voices, look closely, ask questions, use pencils and remember to have fun! Remind students to not touch, run, use flash photography, have food or drink, or use pens.

### Gift Shop

If you wish to visit the gift shop, please allow only five students at one time to browse and remind students that tax is charged on all items. School purchase orders are accepted.

### Lunch Facilities

There are three picnic shelters at Centennial Park and one shelter near the cemetery. All the shelters are available on a “first-come, first-serve” basis. The lawn is also open for picnicking.

### For More Information

Call (307) 235-8462 for Curator of Education, Erin Rose or email [erose@cityofcasperwy.com](mailto:erose@cityofcasperwy.com).

# Teacher Check List for On-Site Tours

Please use the Check List below to ensure a successful On-Site Visit.

- Prior To Visit
  - Read Educator Guide
  - Have students complete Pre-Visit Activities
  - Make sure that teachers and chaperones know the schedule
  - Make sure that teachers and chaperones are prepared to lead the teacher-guided portion (Tour C) - *if applicable*
  - Prepare nametags for students
  - Make copies of Gallery Exploration Worksheets **(Required)**
  
- Day of On-Site Visit
  - Nametags for students
  - Pencils
  - Copies of Gallery Exploration Worksheets **(Required)**
  - Copies of History Walk and Carriage Shed Worksheets **(Optional)**
  
- After On-Site Visit
  - Have students complete Post-Visit Activities
  - Complete and send in Site Tour Evaluation

# SITE TOUR PROGRAM EVALUATION

Please take a few moments to complete this evaluation form. The Museum is continually looking to improve school programming, and your comments are very important in helping us to make the Site Tour more relevant and useful to your students.

Grade Level \_\_\_\_\_ Number of Students \_\_\_\_\_ Number of Chaperones \_\_\_\_\_

Please indicate the level of effectiveness of the following program components (1 = not effective, 5 = highly effective):

	<u>Effectiveness</u>					
Reservation Process	N/A	1	2	3	4	5
Site Tour Educator's Guide	N/A	1	2	3	4	5
Pre-Visit Activities	N/A	1	2	3	4	5
Museum Staff	N/A	1	2	3	4	5
Guided Tour of Fort Grounds	N/A	1	2	3	4	5
Museum Gallery Activity	N/A	1	2	3	4	5
Post-Visit Activities	N/A	1	2	3	4	5
Teacher-Guided Activities	N/A	1	2	3	4	5
Overall Educational Value	N/A	1	2	3	4	5

What was most effective about the Site Tour program? How were these programs valuable?

What parts of the Site Tour program were least effective? How can we improve our programming?

What aspect of the Site Tour did your students enjoy the most?

***Thank you!***

***Please return the form to the front desk before leaving OR  
mail to: 4001 Fort Caspar Road, Casper, WY 82604 OR  
fax to: 307-235-8464***



# Museum Staff Guided Site Tour

## Objective

To immerse students in the history of Fort Caspar, the city of Casper, Natrona County, and central Wyoming. To better their understanding of local, regional, and state history through exploration of gallery exhibits, historic reconstructions and interpretive signage.

## Standards Addressed

- Wyoming Social Studies 2 – Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.
- Wyoming Social Studies 3 – Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on individuals and societies.
- Wyoming Social Studies 4 – Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world.
- Wyoming Social Studies 5 – Students demonstrate an understanding of interrelationships among people, places, and environments.
- Wyoming Language Arts 1 – Students use the reading process to demonstrate understanding of literary and informational texts.
- Wyoming Language Arts 3 – Students use listening and speaking skills for a variety of purposes and audiences.

## Length

A minimum of 90 minutes is recommended for this program, though the length can be adapted to fit your time requirements.

## Components

This program includes up to three tours, two of which will be led by Museum staff and one to be led by teachers and accompanying chaperones. *Please remember that a successful site tour requires the involvement of teachers and chaperones in all aspects of the program.*

### Tour A – Museum Staff Guided

- Mormon Ferry
- Guinard Bridge
- Fort Buildings

### Tour B – Museum Staff Guided

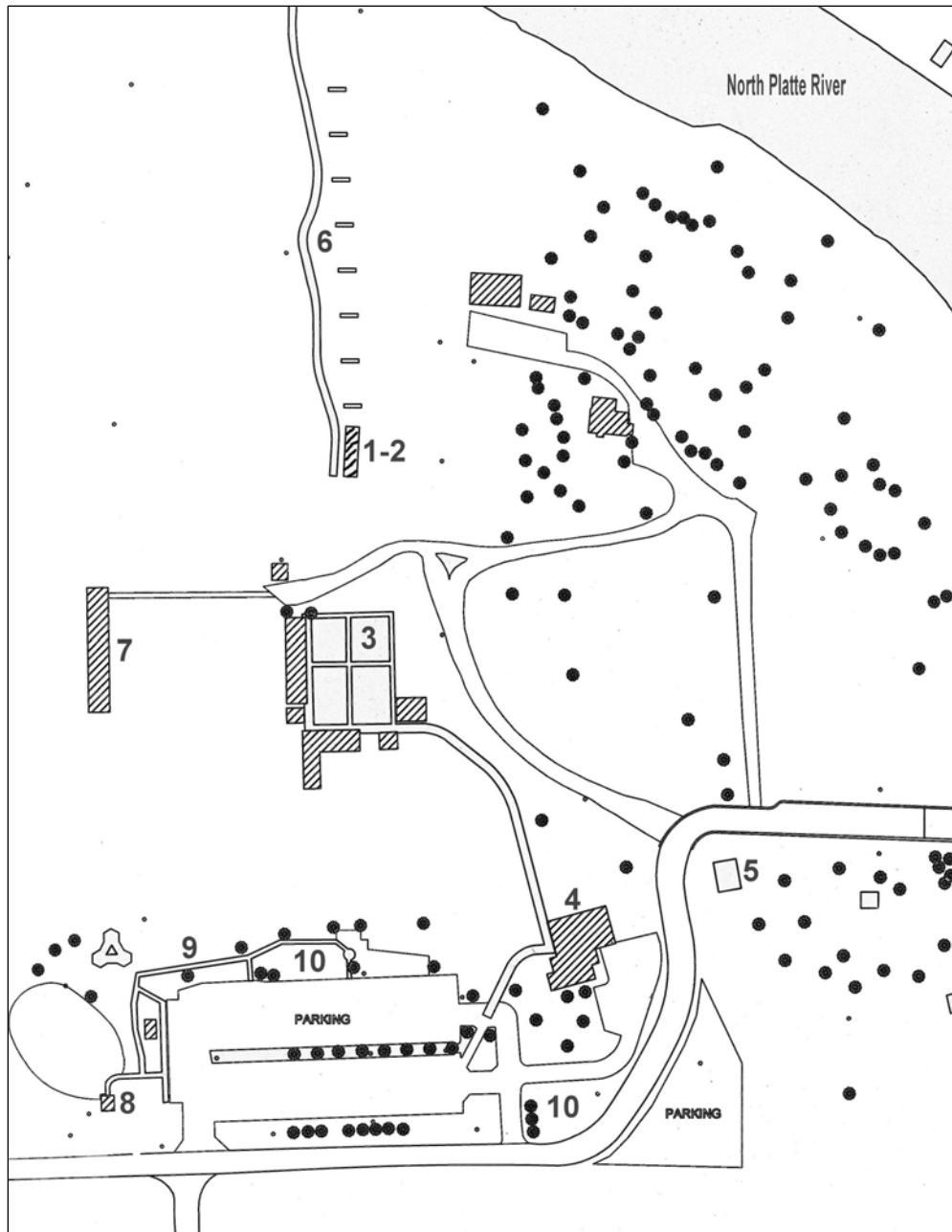
- Museum Gallery – interprets the cultural history Central Wyoming

### Tour C – Teacher Guided

- River Trail – from bridge reconstruction to river, observe original bridge cribs
- Carriage Shed – exhibit of wagons
- Cemetery – memorial to the 11<sup>th</sup> Ohio Volunteer Cavalry soldiers
- Centennial Park Signature Cabin – a commemorative building about county schools
- Centennial Park “History Walk” – Wyoming history interpretive signs

*\*\*Due to the number of options for Tour C, it is up to the teacher to decide which areas to visit.*

# Site Map



1. Mormon Ferry
2. Guinard Bridge
3. Fort Buildings
4. Museum
5. Cemetery
6. River Trail
7. Carriage Shed
8. Centennial Park Signature Cabin
9. Centennial Park "History Walk"
10. Parking

# 7<sup>th</sup>-12<sup>th</sup> Grade On-Site Activity

## Tour B: Gallery Exploration

Name \_\_\_\_\_ Date \_\_\_\_\_

Check out central Wyoming history by exploring the Museum Gallery. Read each question carefully and look for the answers in each exhibit. Remember to use pencils!

### Cultural Chronology

1. 300-200 BP began the introduction of European culture into the Native American way of life on the Northwestern Plains. List two things that Europeans brought with them and how Native American culture changed.

\_\_\_\_\_

\_\_\_\_\_

### Be a Good Steward!

2. What is the Antiquities Act of 1906 and why is it important?

\_\_\_\_\_

\_\_\_\_\_

### Fort Caspar Comes Back to Life

3. Fort Caspar was rebuilt in 1936. Do you believe that it is more important to preserve historical objects in the state they are found, even if it is falling apart, in order to show the change over time, or do you think it is better to restore historical objects to the shape they were in when they were first created? Why is it important to preserve or restore objects from the past? Name one thing that you believe must be preserved for the generations of the future.

\_\_\_\_\_

\_\_\_\_\_

### Reinterpreting History

4. While history is based on fact, there are many points of view. As the years go by, opinions change and with that comes new ways of interpreting the past. Read the wooden "Old Fort Caspar" sign and list three pieces of information which are considered incorrect.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

### Casper History Hallway

5. The oil industry has been a big contributor to Casper's economy throughout the last century. List three years in which oil has led to a boom in the economy.

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

### 1946-1962 Case

6. What magazine advertised Casper, WY as home to a surplus of bachelors? What population was the article trying to reach? What types of jobs were noted in the article?

\_\_\_\_\_

\_\_\_\_\_



# 7th– 12th Grade On-Site Activity

## Tour B: Gallery Exploration

### WWII 1939-1945 Case

7. How did the high school students of Casper help with the war effort during World War II?

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### Diamond Jubilee! 1963-1972

8. Wyoming is a state of firsts. Read about the issue of civil rights and how it was relevant in Casper. Who was killed and what act was passed four days after their death?

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### Family Recreation

9. Today we spend our spare time in front of the TV or traveling the globe. How did people in the early 1900s spend their recreation time? Name three activities that people were involved in during the 1940s.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

### Cleaning Up Refinery Sites

10. Which oil company cleared up the environment through re-use planning? What steps did they take to reach their goal?

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11. Read about the Teapot Dome Scandal and the hanging of Cattle Kate.

#### Teapot Dome

*Teapot Dome Scandal*

A. Who was involved? \_\_\_\_\_

B. What happened? Was a law broken? \_\_\_\_\_

C. What were the consequences? \_\_\_\_\_

#### Wyoming Lynching

*Cattle Kate Hanging*

A. Who was involved? \_\_\_\_\_

B. What happened? Was a law broken? \_\_\_\_\_

C. What were the consequences? \_\_\_\_\_

Do you think that the consequences of both cases were appropriate? Was there justice?

## Tour C: Teacher-Guided Activities

### CARRIAGE SHED INSPECTION

1. The following wagons are on are display in the carriage shed. Circle the four wagons listed below that have a fifth wheel.

Yellowstone Tallyho Stagecoach  
Surrey  
Express Wagon  
Extension-Front Brogham  
Omnibus c. 1897

Hearse/Wagon  
Omnibus 1890  
Beer Wagon  
Buckboard

2. Why is it helpful for a wagon to have a fifth wheel?

\_\_\_\_\_

3. What was an early racing cart called? \_\_\_\_\_

4. How much did a family buckboard cost in 1902? \_\_\_\_\_

5. Which vehicle was used as an early taxi? \_\_\_\_\_

### CENTENNIAL PARK “HISTORY WALK” EXPEDITION

1. Which explorer, nicknamed the “Pathfinder,” has a North Platte River canyon near Casper named after him? \_\_\_\_\_

2. What two animals caused violent range wars among ranchers in Wyoming until 1909?  
\_\_\_\_\_ and \_\_\_\_\_

3. What was the name of the first passenger railroad service to reach Casper in June 1888?

\_\_\_\_\_

4. What type of airplane used the Casper Army Air Base for training during World War II?

\_\_\_\_\_

5. What is the name of the mining ghost town on Casper Mountain? \_\_\_\_\_

6. Who established the Goose Egg Ranch in 1883? \_\_\_\_\_

7. Who built the first oil refinery in Casper in 1895? \_\_\_\_\_

## On-Site Activities Answer Key

### Gallery Exploration

1. Horses and guns both led to a different method of hunting and warfare.
2. The Antiquities Act of 1906 prohibits the collection of artifacts on public land. The sites belong to all, by taking one piece, you take all of it. Some sites are sacred to Native American culture.
3. Personal opinion
4.
  - A. Misidentification between Post at Platte Bridge and Platte Bridge Station
  - B. Louis Guinard built his bridge in 1859 not 1858
  - C. There is no evidence that the Native Americans ever burnt the bridge site
  - D. Terms such as “hordes” are not used in publications today.
5. A. 1908    2. 1966    3. 1970
6. *Life*. Women. Oilmen, merchants, professional men, ranchers, and laborers.
7. The students of Natrona County High School helped out with the war effort by participating in the “Buy a Jeep” program.
8. Former resident Reverend James Reeb was clubbed to death in Selma, Alabama. President Johnson passed the Voting Rights Act four days after his death.
9. A. Men’s baseball    B. Women’s baseball    C. Ladies Egg Race    D. Girls Race
10. Amoco/BP created a re-use plan for an 18 hole golf course, using plants and a water treatment system to remove contaminants from the groundwater and soil. They built a 6,000 foot long steel barrier wall and installed it underground to separate the old refinery site and tank from the river.
11. *Teapot Dome Scandal*
  - A. Who was involved? Secretary of the Interior, Albert Fall; Secretary of the Navy, Edwin Denby; Mammoth Oil Corporation, Harry F. Sinclair; Pan American Petroleum and Transport Co., Edward L. Doheny
  - B. What happened? Was a law broken? Fall convinced Denby the jurisdiction of the Naval Petroleum Reserves should be under the Department of the Interior. Fall then leased to Mammoth and Pan American without competitive bids, leases were done under circumstances indicating fraud and corruption. Doheny of Pan American gave Fall a \$100,000 interest free loan.
  - C. What were the consequences? Fall and Denby were forced to resign. Sinclair of Mammoth was charged with conspiracy to defraud the government and criminal contempt of court, he was sentenced to six months in prison. Fall was charged with accepting a bribe and was sentenced to one year in prison and a \$100,000 fine. Doheny of Pan American was acquitted of bribing Fall. The Navy regained control of the oil reserves.

### *Cattle Kate Hanging*

- A. Who was involved? James Averell, Ellen “Ella” Watson a.k.a. “Cattle Kate”, and Albert Bothwell
- B. What happened? Was a law broken? Averell and Watson homesteaded on land previously used by Bothwell for his animals. Bothwell accused Watson of stealing and illegally branding cattle. Bothwell, with help, abducted Averell and Watson and lynched them, burying them days later.
- C. What were the consequences?  
Bothwell acquired the homestead claim. No charges were filed against the murderers.

# On-Site Activities

## Answer Key

### **Carriage Shed Inspection**

1. Fifth wheel – Express wagon; Extension-Front Brogham; Hearse/Wagon; Omnibus c. 1897
2. To make sharp turns
3. Sulky
4. \$75-80
5. Extension-Front Brogham

### **Centennial Park: History Walk Expedition**

1. John C. Fremont
2. Cattle; Sheep
3. Fremont, Elkhorn & Missouri Valley Railroad
4. B-24 Liberators
5. Eadsville
6. Searight Brothers
7. Shannon

## Pre-Visit Activities

### Objectives

Students will prepare for their visit to the Fort Caspar Museum by investigating key themes of the permanent exhibition.

### Standards Addressed

Wyoming Social Studies Standards 3 and 4 and Language Arts Standards 1 and 3.

### Suggested Activities

1. Have the students read *A Brief History of the Fort Caspar Area*. Facilitate a discussion with the class about key figures and landmarks of Wyoming.
2. Ask the students what they remember about previous visits to Fort Caspar Museum either in elementary school or with family. What did they do? What did they see?
3. The city of Casper has seen numerous boom and bust cycles throughout the last one hundred years. Research the causes and effects of these occurrences on the city, its resources, and its people.
4. Facilitate a discussion as a class about the differences between civil rights today and those 200 years ago. Discuss the different forms of government found in Native American cultures, early pioneer cultures, and the current system.
5. Facilitate a discussion about the social, economic and political factors that influenced westward expansion of the United States. As a class create a timeline of events, people, and places.

# A BRIEF HISTORY OF THE FORT CASPAR AREA

## Trails West

Native Americans, mountain men, traders, emigrants, and the U.S. Army all visited or lived in the Casper area – the Upper Platte Crossing – during the mid-1800s. The North Platte River Valley was the pathway for the Oregon, California, Mormon Pioneer, and Pony Express trail corridor and transcontinental telegraph line.

Wyoming was home to the Shoshone, Crow, Lakota Sioux, Cheyenne, and Arapaho in the 1840s when wagon after wagon of westward bound emigrants followed the North Platte to this site, crossed the river, and followed the Sweetwater River west.

In 1847, Brigham Young led the Mormons from Winter Quarters in present-day Nebraska to their new home in the Great Salt Lake Valley. In the Casper area, the Pioneer Party established a ferry service for the Mormons and other emigrants. This and other ferry operations existed through 1852.

In the late 1840s and early 1850s, Native Americans and emigrant conflicts were few along the trails. By 1855, hostilities increased and U.S. troops established a fort near present-day Evansville at a bridge made and operated by John Richard known as Richard or Reshaw's bridge. Soldiers were also stationed there during the Mormon War in 1858-59.

## Toll Bridge to Army Post

The first permanent occupation at the Fort Caspar site was in 1859 when Louis Guinard built a bridge and trading post. Guinard's post also became an overnight stage stop, a Pony Express relay station, and a telegraph office.

In 1862, a 6<sup>th</sup> Ohio Volunteer Cavalry regiment was ordered to man telegraph stations between Fort Laramie and South Pass, including the one on the North Platte River known as Guinard's bridge. From 1862 to 1865, Platte Bridge Station was outfitted as a one-company military post.

In the Spring of 1865, Plains tribes increased raids along the trails in response to the 1864 Sand Creek Massacre in Colorado Territory. Troops of the 11<sup>th</sup> (formerly 6<sup>th</sup>) Ohio Volunteer Cavalry at Platte Bridge Station were reinforced with the 11<sup>th</sup> Kansas Volunteer Cavalry and 3<sup>rd</sup> U.S. Volunteer Infantry.

In July 1865, Lakota, Cheyenne, and Arapaho gathered to attack Platte Bridge Station. On July 26, Lieutenant Caspar Collins led a small detachment from Platte Bridge Station to escort an army supply train traveling from Sweetwater Station. Upon crossing the bridge, Collins' men were ambushed fought their way back to the fort. Five soldiers, including Collins were killed in the Battle of Platte Bridge. Sergeant Amos Custard and 24 men with the supply wagons were attacked later that day five miles west of the fort. Only three soldiers survived the Battle of Red Buttes.

In 1865, the Army officially changed the name of Platte Bridge Station to Fort Casper to honor the fallen lieutenant, misspelling Caspar's name with an "er." The Army also began an expansion of the post, building more than 20 new buildings over the next two years in order to house 400-500 soldiers. In 1867, the fort was closed, and troops and materials were relocated to Fort Fetterman.

## Reconstructions

Casper citizens reconstructed part of Fort Caspar on original sites in 1936, using sketches made by Caspar Collins and others in the 1860s. Reconstructions of the Mormon Ferry and a section of the Guinard Bridge have also been completed.



# Post-Visit Activities

## Objectives

Students will summarize their visit to Fort Caspar Museum by using their own personal experiences and relate them to the mission of the Museum.

## Standards Addressed

Wyoming Social Studies Standards 3, 4 and 5 and Language Arts Standards 1 and 3.

## Suggested Activities

1. Have each student complete the “Fort Caspar History Quiz.” As a class, put the events in chronological order. Discuss how the events are connected and why.
2. If the class toured the Carriage Shed during the on-site visit, facilitate a discussion about transportation then and now. Compare modes of transportation, changes over time and new inventions that has impacted transportation in the past 150 years.
3. Have each student report on a company that is proactive in cleaning up the environment.
4. As a class, use the information about civil rights in Casper to research the Reverend James Reeb and the Voting Rights Act. Discuss Reeb’s role in civil rights and his life. Research the Voting Rights Act, learning about the law before, the act, and the consequences of it.
5. Throughout American history, different groups have come together and have adapted other cultures to fit within their own. Research Wyoming and find out what cities, local traditions, etc... are amalgamations of the various cultural groups that have lived in the state.
6. As a class discuss energy resources in Wyoming besides the water energy of the North Platte River. What are they and how do they help the environment and people?
7. Have students collect recent newspaper articles regarding events that will have consequences upon local and state economy, environment, or government. As a class pick one and write to the local or state government regarding the issue.
8. Have each student, using the internet, look up the Bureau of Land Management for the Casper Field Office. In groups have students investigate programs currently taking place that involve energy, fire, fuels, and aviation management, grazing, planning, and recreation. A report should be given to the class on the featured article and how it pertains to the city of Casper.
9. Have your students break into groups and research different heritage, government, and land management organizations in Wyoming. Find out where they are based and what they do:
  - National Park Service
  - USDA Forest Service
  - Bureau of Land Management
  - Bureau of Reclamation
  - Public Works Administration
  - Civilian Conservation Corps

## Post-Visit Activity

### Fort Caspar History Quiz

Below is a list of events that happened at the Upper Platte Crossing in the 1800s. Match the event with the year.

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Platte Bridge Station is renamed Fort Casper in honor of Lieutenant Caspar Collins.	1862
The Battle of Platte Bridge and the Battle of Red Buttes are fought on the same day. Caspar Collins dies on this day as well.	1867
The Pony Express begins carrying mail across the country.	November 1865
Fort Caspar is officially closed and all useful materials shipped to Fort Fetterman.	1861
The Mormon Pioneer Party builds a ferry to cross the North Platte River.	1860
The US Army establishes Platte Bridge Station.	1847
Louis Guinard begins construction on a 1,035 foot-long bridge.	1859
The transcontinental telegraph is completed, putting the Pony Express out of business.	July 1865

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## Post-Visit Activities Answer Key

### Fort Caspar History Quiz

1847 - The Mormon Pioneer Party builds a ferry to cross the North Platte River.

1859 - Louis Guinard constructs a 1,000 foot long bridge.

1860 - The Pony Express begins carrying mail across the country.

1861 - The transcontinental telegraph is completed and the Pony Express goes out of business.

1862 - The US Army establishes Platte Bridge Station.

July 1865 - The Battle of Platte Bridge and the Battle of Red Buttes are fought on the same day.

November 1865 - Platte Bridge Station renamed Fort Casper in honor of Lieutenant Caspar Collins.

1867 - Fort Casper is officially closed and all useful materials shipped to Fort Fetterman.