

# Fort Caspar Museum Site Tour Educator's Guide 4th Grade



# 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

## Index

General Information.....	3
Teacher Checklist for On-Site Visits.....	4
Site Tour Evaluation Form.....	5
Overview: Museum Staff Guided Site Tour.....	6
Site Map.....	7
Site Tour Activities: Gallery Exploration Activity Sheet (Tour B).....	8 - 9
Site Tour Activities: Teacher Guided Activity Sheets (Tour C).....	10
Site Tour Activities: Answer Key.....	11
Pre-Visit Activities Overview.....	12
A Brief History of the Fort Caspar Area.....	13
Pre-Visit Activities: Museums 101 Activity Sheet.....	14
Pre-Visit Activities: KWLH Activity Sheet.....	15
Pre-Visit Activities: Vocabulary Activity Sheet.....	16
Pre-Visit Activities: Wagons West Activity Sheet.....	17
Pre-Visit Activities: Answer Key.....	18
Post-Visit Activities Overview.....	19
Post-Visit Activities: Fort Caspar History Quiz.....	20
Post-Visit Activities: Artifact Activity Sheet.....	21
Post-Visit Activities: Wyoming History Word Search Activity Sheet.....	22
Post-Visit Activities: Wyoming History Exhibit Activity Sheet.....	23
Post-Visit Activities: Answer Key.....	24

## 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
Teacher-Guided Activities	N/A	1	2	3	4	5
Post-Visit 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 this program?

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 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 2 – Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.
- 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

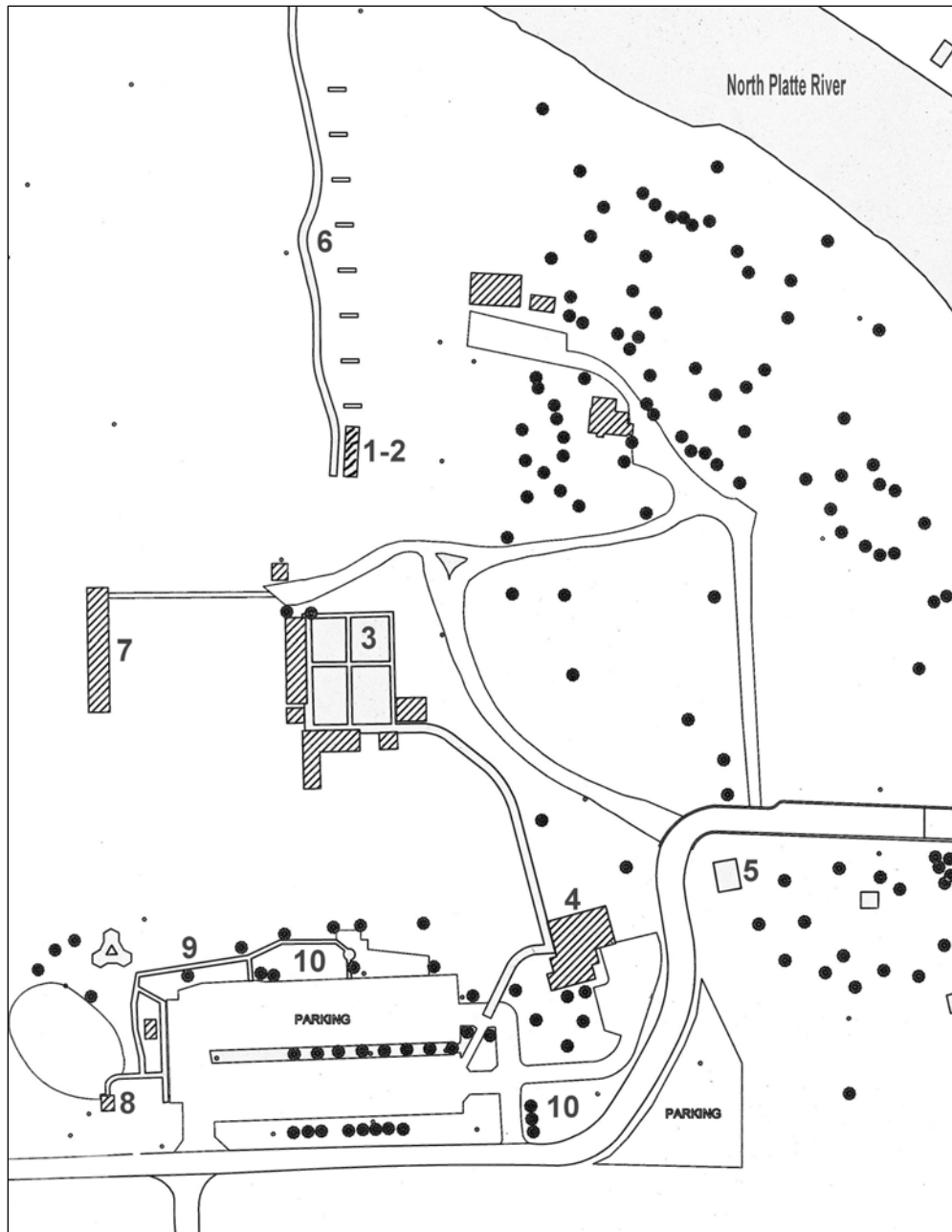
- Museum Gallery – interprets the cultural history Central Wyoming

### 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"

# 4th Grade On-Site Activity

## Tour B: Gallery Exploration

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

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

### Hunting Before the Bow & Arrow

1. What is an atlatl?

\_\_\_\_\_

### Trails

2. Thousands of people traveled through the Casper area on the westward trails. Name the four trails that passed through Casper in the 1800s.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

### Transcontinental Telegraph

3. Look at the map. List 3 telegraph stations in Wyoming.

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

### The Army Comes West

4. Why did the Army come to what is now central Wyoming in the mid-1800s?

\_\_\_\_\_  
\_\_\_\_\_

### Fort Casper

5. When did Platte Bridge Station become Fort Casper?

\_\_\_\_\_

# 4th Grade On-Site Activity

## Tour B: Gallery Exploration

### Battle of Platte Bridge

6. What caused the Battle of Platte Bridge and the Battle of Red Buttes?

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### Oil Capital of the Rockies

7. Why did Casper have boom and bust cycles?

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### Casper is Born! 1888-1907

8. When did the railroad come to Casper? \_\_\_\_\_

### Midwest Oil to Amoco Refinery

9. Name two items made from oil.

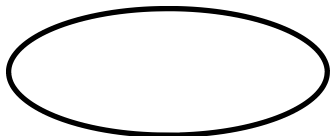
\_\_\_\_\_ and \_\_\_\_\_

### The Great Grass Bonanza

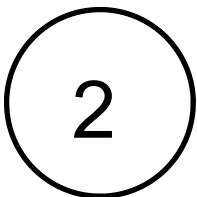
10. When was the "Great Grass Bonanza"? \_\_\_\_\_

### Brands

11. Look through the book of brands. What are the names of these brands?



\_\_\_\_\_



\_\_\_\_\_

### Sheep Fill the Gap

12. What was the sheep population in 1900? \_\_\_\_\_

## 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	Omnibus c. 1897
Extension-Front Brogham	Buckboard	Hearse/Wagon
Express Wagon	Beer Wagon	Omnibus 1890

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 built the first oil refinery in Casper in 1895?  
\_\_\_\_\_

# On-Site Activities

## Answer Key

### Gallery Exploration

1. An atlatl is an ancient weapon that precedes bow and arrow. It was used by early Native Americans to hunt mammoths and other animals.
2. Oregon Trail, Mormon Trail, California Trail and the Pony Express
3. Fort Laramie, Horseshoe Creek, La Bonte, La Prele, Deer Creek, Platte Bridge, Sweetwater, Independence Rock, Devils Gate, Three Crossings, Rocky Ridge, or South Pass.
4. To protect the employees and property of the Overland Mail Company and to maintain the Pacific Telegraph Lines.
5. November 21, 1865
6. These battles were a response to the Sand Creek Massacre.
7. Casper has boom and bust cycles because of the rise and fall of oil prices.
8. June 15, 1888
9. Lubricating oil, wax, diesel, kerosene, gasoline, tractor fuel, industrial oil, air plane fuel, asphalt and naphtha.
10. 1876-1886
11. Goose Egg and Circle 2
12. About 6 million

### 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. Shannon

# Pre-Visit Activities

## Objectives

Students will prepare for their visit to Fort Caspar Museum by investigating key site themes and topics.

## Standards Addressed

Wyoming Social Studies Standards 2, 3, 4 and 5.

Language Arts Standards 1, 2 and 3.

## Suggested Activities

1. Read to your class, *A Brief History of the Fort Caspar Area*. Facilitate a discussion with your class about key figures and landmarks. See page 13 for the activity sheet.
2. Discuss museums. Ask the following questions: What is a museum? What types of museums have you visited? What museum would you like to visit? Use the “Museums 101” Activity Sheet on page 14 to facilitate the discussion.
3. Discuss what the students will see at the museum. In the gallery they will see artifacts that will help them learn about history. Ask the following questions: What are artifacts? How do they help us understand the past? What do museums do with artifacts?
  - Activity Extension (Option #1): Bring an object from your home.
  - Activity Extension (Option #2): Have each student bring an item from home. Collect each “artifact” and present them individually to the class.
  - Lead the class in a discussion on the following points:
    - What is the object?
    - What is it made out of?
    - How was it made?
    - How do you know this?
    - How is it used?
    - Who uses it?
  - Explain why these types of questions help people learn about artifacts.
  - See Post-visit Activity #4 for a follow-up activity.
4. Use the “KWLH” activity sheet to discuss Fort Caspar Museum. Have students complete the K and W sections before the visit. See page 15 for the activity sheet. See Post-Visit Activity #1 to complete the L and H sections.
  - K: What do you know about Wyoming history? Talk with your students to determine what they know about Wyoming history? Ask them to fill in any information that they know about Wyoming history in this section.
  - W: What do you want to learn about Wyoming history? Let students know about their activities during the fieldtrip. Have students complete the W Section individually and then share as a class or complete as a class.
5. Use the vocabulary sheet on page 16 to introduce students to words they will encounter during their on-site visit.
6. Encourage students to imagine what it would be like to travel west on the Oregon, California or Mormon Trails. Ask students to think about how the wagon carried all of a family’s belongings. Use the “Wagons West” activity sheet on page 17 to facilitate this discussion.

# 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.

# Pre-Visit Activity

## Museums 101

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

### 1. Match the word on the left with the definition on the right.

Display	A person that works at a museum who knows a lot about a specific topic. They research objects and create ways visitors can learn.
Exhibit	An object that has been used by humans who have changed it.
Museum	A Guide who knows about the exhibits and teaches visitors.
Object	A group of objects with information.
Artifact	A building or place that collect, protects, studies and exhibits objects of scientific, historical or artistic value.
Curator	Something that you can see and touch.
Docent	A group of objects without information.

### 2. Can you name three museums that you have been to in Wyoming?

*Hint: Think about places where you learn about history, science, animals, the earth or art.*

- 1.
- 2.
- 3.

Unscramble these words to find out five topics you will learn about at Fort Caspar Museum.

yre-soihtry: \_\_\_\_\_

otrf: \_\_\_\_\_

paescr toyishr: \_\_\_\_\_

loi: \_\_\_\_\_

peehs: \_\_\_\_\_

# Pre-Visit Activity KWLH Sheet

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

**K**

What do I know about Wyoming history?

**W**

What do I want to learn about Wyoming history?

**L**

What did I learn at Fort Caspar Museum about Wyoming history?

**H**

How can I learn more about Wyoming history?

## Pre-Visit Activity

### Vocabulary

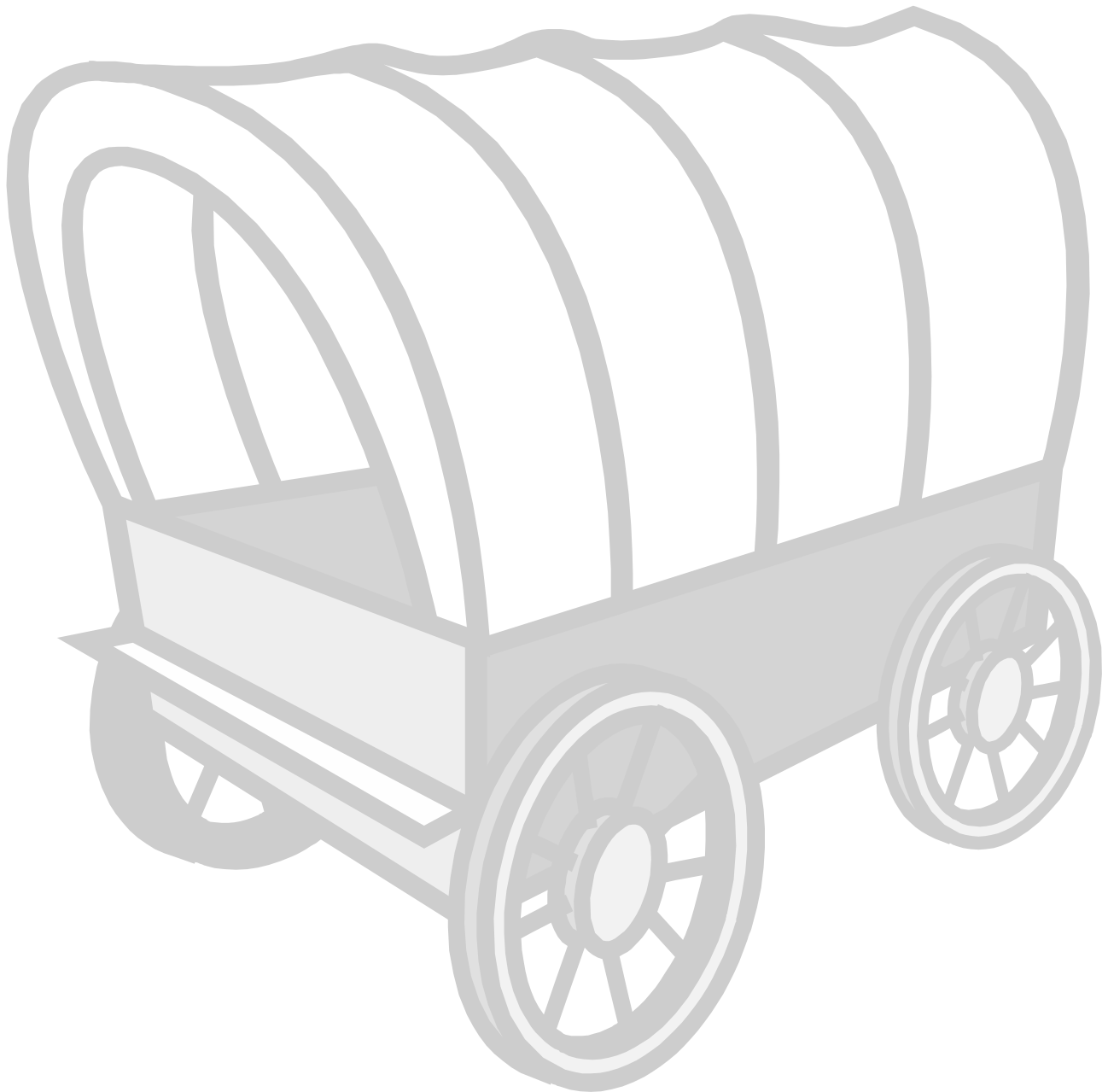
<b>bonanza</b>	a source of great or sudden wealth or luck
<b>boom and bust</b>	a period of time of economic prosperity followed by a depression
<b>brand</b>	a mark made by burning or paint to show kind or ownership
<b>buckboard</b>	a light, four-wheeled carriage in which a long elastic board or frame is used in place of a body and springs
<b>ferry</b>	to transport (people, vehicles, or goods) by boat across a body of water
<b>passenger</b>	someone riding in a vehicle who is not driving it
<b>population</b>	total number of persons living in a country, state or city
<b>precede</b>	to go or come before
<b>telegraph</b>	a way to communicate by sending sounds by wire
<b>transcontinental</b>	Passing or extending across a continent
<b>vehicle</b>	a moving object on wheels or tracks that takes you from one place to another (Examples: car, buggy, train)

## Pre-Visit Activity

### Wagons West

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

**Directions:** Imagine you are an emigrant traveling west along the Oregon Trail. A trip in a wagon meant that there was limited space for personal belongings. Think of 3 things you could not live without and draw them in the wagon below.



# Pre-Visit Activities

## Answer Key

### Museums 101

#### 1. Word Match

Display – A group of objects without information

Exhibit - A group of objects with some information

Museum - Building or place that collects, protects, studies, and exhibits objects of scientific, historical, or artistic value

Object - Something that you can see and touch

Artifact - An object that has been used by humans who have changed it

Curator – Museum staff that is knowledgeable about a specific topic. They research objects and create ways visitors can learn about them.

Docent - Guide who knows about the exhibits and teaches visitors

#### 2. Can you name three museums in Wyoming?

Answers vary.

#### 3. Unscramble these words to find out five topics you will learn about at Fort Caspar Museum:

yre-soihtry: pre-history

otrf: fort

paescr toyishr: Casper history

loi: oil

peehs: sheep

# Post-Visit Activities

## Objectives

Students will complete activities that complement their On-Site Visit. These activities will allow students to reflect on what they learned while engaging them in activities that foster continued connections on the same topics.

## Standards Addressed

Wyoming Social Studies Standards 2, 3, 4 and 5.

Language Arts Standards 1, 2 and 3.

## Suggested Activities

1. Have students complete the “KWLH” activity sheet. Individually or as a class, fill in the L and H sections. See page 15 for the activity sheet.
  - L: What did you learn at Fort Caspar Museum?
  - H: How can I learn more ? Brainstorm ways that students can learn more about local history. Can they visit museums? Read books? Talk with parents and grandparents? What else?
2. Have students complete the “Fort Caspar History Quiz” individually, in groups, or as a class. Review the answers. See page 20 for the activity sheet.
3. Using the completed “Fort Caspar History Quiz”, have your students create a visual timeline to decorate your classroom with Wyoming history. Include other topics from Wyoming history including frontier army, mountain men, Native Americans, railroad, etc. Have each student draw a picture to correlate with an event.
4. Have students draw their favorite artifact they saw at Fort Caspar Museum. Encourage students to write a paragraph about the artifact. Use all drawings and text to create a “museum exhibit” about their field trip. See page 21 for the activity sheet.
5. Have students complete the “Wyoming History Word Search”. Discuss the people, places and events in the Word Search and why they are important to state history. See page 22 for the activity sheet.
6. Create an advertisement poster for the state of Wyoming, focusing on reasons why people should move to the area. Divide students into groups and have each group focus on a different time period, era, or decade.
7. Have students create a brochure that highlights the best of Wyoming, or have groups of students pick topics to create a brochure on: Natural Resources, Trails, Forts in Wyoming, Wyoming firsts, or other topics.
8. Wyoming became a state in 1890. Have students make a family tree that goes back to family living or born in the late 1800s. Students should make a map that shows where family members have lived in Wyoming.
9. The Museum covers Central Wyoming history from 1889 to 1989. As a class come up with important events that have happened in Wyoming in the past 20 years. Have each student act as a curator for their own exhibit. Each student should research an event, write an article and use a picture to create their exhibit. Host an open house for parents or other classes. See page 23 for the activity sheet.

## 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

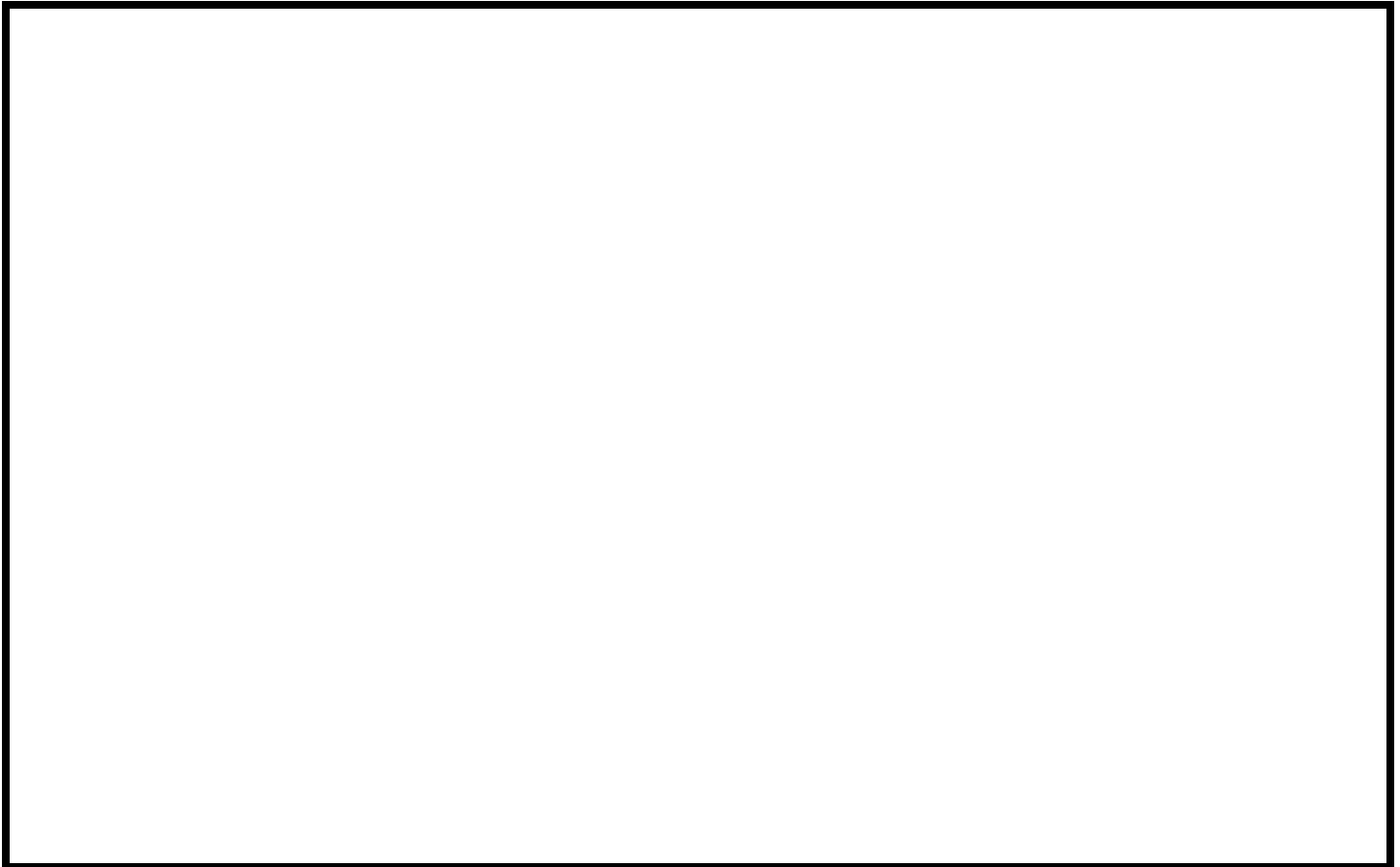
# Post-Visit Activity

## Artifact Activity Sheet

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

Directions: What was your favorite artifact at Fort Caspar Museum?

1. Draw the artifact in the box below.
2. Write one paragraph about your artifact. What is it? Why do you like it? How can we learn about history from it?



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# Post-Visit Activity

## Wyoming History Word Search

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

Directions: Find the words listed below. The words are across, up, down, diagonal and backwards.

Railroad  
mammoth  
boom and bust  
Ella Watson  
Platte Bridge  
Fort Casper

Pony Express  
buffalo  
sheep  
army  
atlatl  
oil

telegraph  
Salt Creek  
cattle  
Red Buttes  
brand  
trails

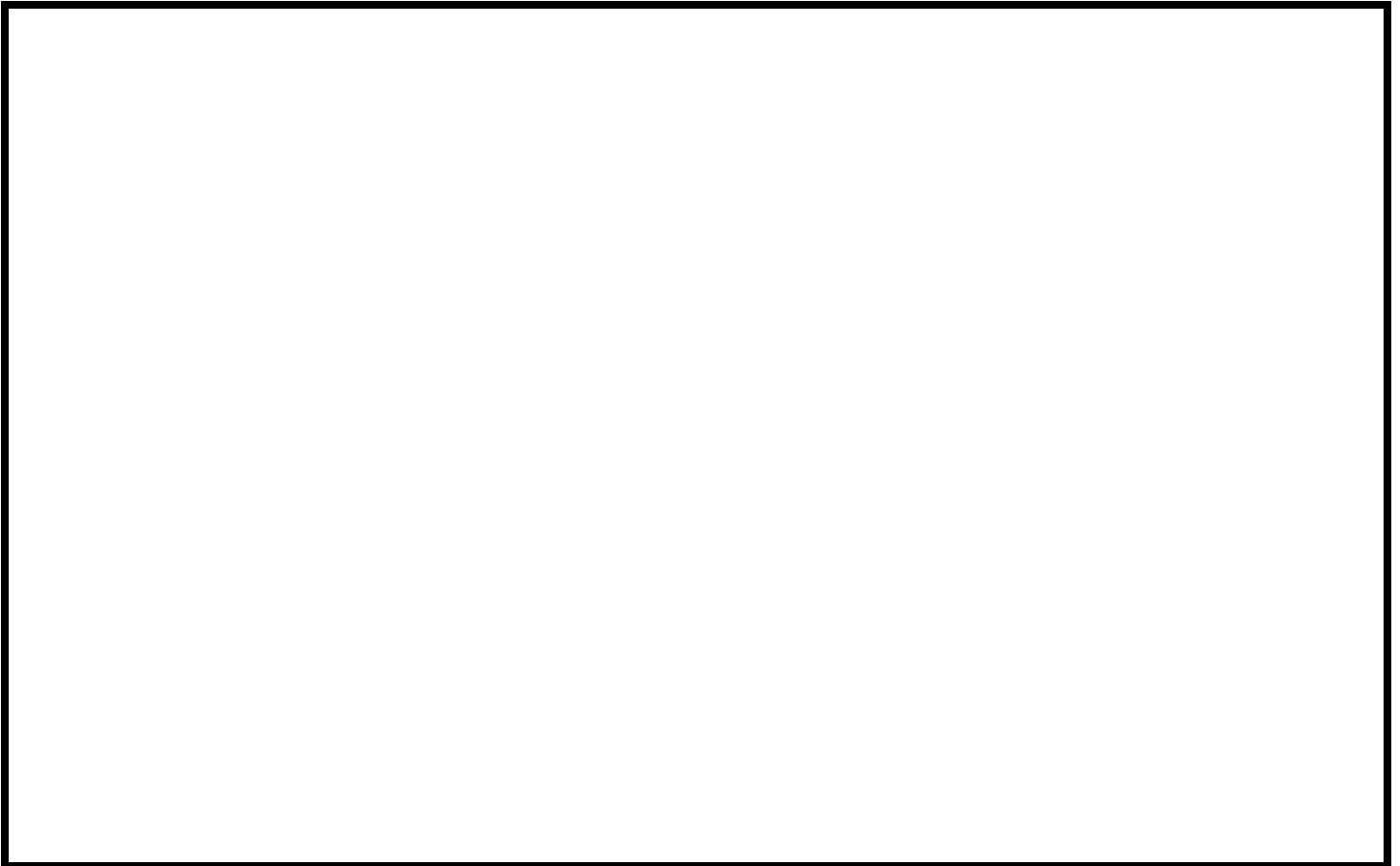
p	a	k	j	h	e	t	e	l	e	g	r	a	p	h
f	o	r	t	c	a	s	p	e	r	q	z	b	b	p
i	d	n	u	c	g	h	b	u	f	f	a	l	o	r
a	r	m	y	r	o	e	y	t	v	m	r	m	o	b
q	l	n	a	e	z	e	w	r	a	a	i	v	m	f
d	s	e	g	l	x	p	q	z	i	e	t	y	a	j
p	z	l	u	y	k	p	d	l	f	q	i	o	n	w
r	v	l	b	d	e	a	r	i	i	o	a	q	d	t
e	g	a	j	l	v	o	c	e	c	o	z	k	b	r
d	e	w	a	p	a	r	t	y	s	d	b	f	u	a
b	r	a	n	d	a	u	k	c	b	s	x	c	s	i
u	w	t	n	n	u	y	k	a	a	t	l	a	t	l
t	k	s	r	t	s	a	l	t	c	r	e	e	k	s
t	o	o	m	a	m	m	o	t	h	o	o	x	t	p
e	v	n	b	a	r	h	w	l	m	j	l	f	d	a
s	z	k	p	l	a	t	t	e	b	r	i	d	g	e

# Post-Visit Activity

## Wyoming History Exhibit

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

During your visit to Fort Caspar Museum, you learned about Wyoming history. Research one important event in Wyoming from 1990 to present day. Draw a picture or copy a photograph to include in your exhibit. Write a paragraph describing this event.



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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.

### Wyoming History Word Search

Words are highlighted in yellow.

