

OREGON STUDY GUIDE

by

BETSY RAY

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Acknowledgements

As you study Oregon with your children you cannot help but be swept up into the excitement of the grand and inspiring scenery, the bountiful provision for life and the varied and colorful peoples whose lives have been woven into what is our legacy, the history of Oregon.

Our history is rich and exciting. Plan excursions for the whole family and visit friends in another part of the state. Attend the annual OCEANetwork conference in the Willamette Valley and OCEANetwork's legislative rally in Salem every other year. You cannot study Oregon at a desk alone. Let your students be explorers themselves as they generate more and more questions about the world around them.

Gather information from a wide variety of sources: books, library, Internet, encyclopedia, county historical societies, museums, National or State Forest Services, and college extension offices. Included in this study is a chronological listing of recommended books and another section, arranged alphabetically by counties, of museums and resources for your studies and travels.

When it is time to do paperwork or compile what you have learned, consider the following: write a play, puppet show, book report, essay, mock newspaper issue, or a review of a museum or field trip or report on a person or topic in Oregon history.

The following pages contain questions in a range of disciplines from which you may select as you tailor your student's study of Oregon. Many of these questions are open ended and will hopefully cause your students and you to think in some new ways about what and who make up the state of Oregon.

I am fully responsible for the materials included in this study and I hope you will be gracious regarding minor errors and editorial oversights. This would never have come together without Brain exuding abundant grace to put up with piles of books and papers and a distracted wife. And you all can join me in gratefulness to my daughter Rachel who joyfully came running every time her computer challenged mother whimpered for "help!" Without her this would not be readable!

I pray for the Lord Jesus' blessing on you as you pour yourself into your children for the glory of God and the advancement of His Kingdom.

Betsy Ray

I. History

A. Native Americans

1. What Native American tribes lived in which regions of Oregon?
2. What things did these tribes have in common?
3. In what ways were the Native American tribes of Oregon distinct from each other and from tribes in other regions of the country?
 - a. food
 - b. homes
 - c. attire
 - d. work
 - e. transportation
 - f. lifestyle
4. In what ways did these tribes figure in the history of Oregon from the fur traders/ explorers to the present day?
5. What names of major landmarks or local places are derived from the Native American languages?
6. What do the words Salem and Chemeketa have in common?
7. Which tribes live on reservations in Oregon today?
8. What are some of the issues surrounding the descendants of Oregon Native Americans?
9. What wars were fought with Native Americans in the Oregon territory?
10. What are the natural resources of Oregon and how did Native Americans make use of them?
11. What was the role of the Indian Agent and how did different ones affect the Native Americans, the settlers and their relationships?
12. What are some biblical principles you learn as you consider the situation of indigenous people and emigrants?
13. Plan and prepare a meal that a certain tribe might have eaten.
(See book list for Native American cookbook.)
Ideas:
 - a. a thick jam from sun-dried caviar
 - b. roasted deer
 - c. smoked salmon
 - d. pemmican: dried venison pounded into a powder mixed with fat and dried berries or chopped fruit.
14. Mark and label a map of Oregon with the different tribe's locations.

Notes:

B. Explorers

Choose one of the following explorers to study and answer the questions that follow:

Sir Francis Drake
Sacajawea
Bruno Heceta
Juan Perez
Capt. Robert Gray
Bartolome Ferrelo
Meriwether Lewis
George Vancouver
William Clark
Capt. John Fremont
Kit Carson
Sebastian Vizcaino

1. Who was this explorer?
2. What was his purpose in coming to Oregon?
3. Describe the modes of transportation he used to get to Oregon.
4. What parts of Oregon did he explore?
5. Did he name any places in Oregon?
6. Are any places in Oregon named for him or because of him?
7. How did his exploration of Oregon make an impact on his country at the time, on the U.S. as a whole, and/or on Oregon?
8. What lessons from his life can you apply to your own?
9. Mark and label a map showing the journey this explorer made.

Notes:

C. Traders and Trappers

1. Who were the trappers, where did they come from and why did they come?
2. What is a rendezvous?
3. What kind of a life did they live (family, food, livelihood, rendezvous)?
4. What other people did their work bring them in contact with?
5. In what ways have they left a mark or legacy in Oregon?
6. Who was John McLoughlin?
 - a. What was his responsibility and how did he tackle them?
 - b. What biblical virtues did he exemplify?
 - c. How did he influence the history of Oregon?
 - d. Did many trappers settle down and if so where?
7. Who were the following men and what did they contribute to Oregon?
 - a. John J. Astor
 - b. Alexander McKay
 - c. Peter Skene Ogden
8. Mark and label an Oregon map with the areas these men covered.

Notes:

D. Missionaries

Narcissa Whitman
Marcus Whitman
Father Blanchet
Jason Lee
Daniel Lee

1. Why did this person come to Oregon?
2. Who sent him and were there any requirements placed upon him?
3. Did he achieve his goal?
4. Who or what helped him with his work?
5. Who or what hindered his progress?
6. Why did he settle and minister where he did?
7. What godly character did he exhibit?
8. Map the various mission stations you discovered.

Notes:

E. Emigrants and Settlers

1. Define emigrant.
2. When and how did your family come to Oregon?
3. Draw a diagram or family tree as far back as you can.
4. What influenced the settlers to come to Oregon?
5. Map and label the route of the Oregon Trail.
6. Why did the Oregon Trail follow that path?
7. What things deterred people from coming?
8. Did the pioneers receive help as they migrated? If so, from whom?
9. What obstacles did they encounter?
10. In what specific ways would godly character be of benefit on the Oregon Trail?
11. What was life like for the first settlers in Oregon?
12. How was settling into their new surrounding different for later emigrants?
13. How did the California Gold Rush influence the settling of Oregon?
14. What were some of the first industries and businesses?
15. How did the railroad affect Oregon?
16. How was land sold and partitioned to settlers?
17. People from what ethnic backgrounds have come to Oregon?
18. At what particular times were certain people groups more likely to come to Oregon?
 - a. Why did they come?
 - b. How did they get here?
 - c. What role did they play in Oregon's history and culture?
19. What did the following men contribute to Oregon?
 - a. Ezra Meeker
 - b. Samuel Barlow
 - c. Jesse and Lindsay Applegate

Notes:

F. Government and Statehood

1. What four nations claimed parts of Oregon in the early 1880's?
2. What were the Wolf Meetings?
3. From what walks of life were the men who met at Champoege in 1843 (to vote for or against statehood)?
4. What were the events of that day in 1843?
5. How did the boundaries of the Oregon territory differ from the state of Oregon boundaries?
6. How were the boundaries of the state of Oregon decided?
7. How did the Oregonians react to the War Between the States (Civil War)?
8. Which U. S. president lived much of his youth in Oregon?
9. How many counties are there in Oregon?
10. Which counties vote with which party, historically and recently? Why?
11. Which counties yield the most political clout and why?
12. When and why do county lines change?
13. In what city and year did Oregon's first newspaper begin?
14. What character do you see in the state of affairs in Oregon today that had its seeds in the found of the territory or state?
15. What cities wanted to be the state capitol?
 - a. List the positive and negative points to each choice.
 - b. When and why did Salem become the State capitol?
16. Was there ever much KKK activity in Oregon?
17. Which political parties are active in Oregon?
18. What are the biggest and most influential lobbies today in the legislature?
19. How much of Oregon is Federal land? How does this percentage compare to the rest of the United States? Map the Federal land.
20. Who was Charles McNary?
21. How did Oregon get its name?
22. When did Oregon become a territory? When did it become a state?
23. What is the Oregon motto? Why?
24. What is the "balance of power" in Oregon government?
25. What are the three branches of Oregon government?
26. How many "houses" are there in the Oregon legislature and what are their names?
27. How many state senators are there?
28. How many state representatives are there?
29. How are the members of the Oregon Supreme Court chosen?
30. How does an idea become a law?
31. Write up a proposal for a law and describe how it might actually become a law.
32. What is a referendum?
33. Do all states have referendums?

G. Industry and Agriculture

1. What were Oregon's major contributions to the U.S. efforts in World War I and World War II?
2. Who was Richmond K. Turner?
3. What examples of Federal work projects can be seen in Oregon? (in the Columbia Gorge, Mt. Hood, etc.)
4. What are the leading industries in Oregon?
5. What are the leading agricultural products in Oregon?
6. Young people have always been involved in the business of agriculture. How has bureaucratic government and changing cultural values caused hardship to Oregon agriculture and the work ethic of young people?
7. Has the above issue affected other businesses in Oregon? To a greater or lesser degree?
8. Who brought the first fruit trees to Oregon? How does their vision inspire you?
9. Who was A. C. Gilbert?
10. Name some leaders in business who began in Oregon.
11. What was the Tillamook Burn and what is its significance?

Notes:

H. Religion

1. What influence do you think Lee's (or Whitman's) mission had on the spiritual climate of Oregon?
2. Of what significance was the Aurora colony?
3. Who were the first Roman Catholic clergy in Oregon and what was their influence?
4. Presently what percent of Oregon adults regularly attend church?
5. What parachurch organizations have their headquarters or have offices in Oregon?
6. How many churches are in your town?
7. How do the churches of your town, county and state influence the affairs of each principality?

Notes:

I. Education

1. What did the first missionaries think of education?
2. Describe education in the first years of Oregon's settlement.
3. Why would the Methodist mission (Jason Lee) choose to have a boarding school for the Indians?
4. When did Oregon begin having tax-funded, government schools? By whom were they requested and for what purpose?
5. Describe the landmark case of 1925, Pierce vs. Society of Sisters.
6. Was home education ever illegal in Oregon?
7. What is the National Home Education Research Institute?
8. What are land grant colleges? Are there any in Oregon?
9. What is OCEANetwork? What does it do to help private Christian homeschoolers across Oregon?
10. Choose a college in Oregon and trace its history and impact on its community.

Notes:

J. Geography

1. Where were the first main roads in Oregon?
2. Which roads or trails went out of the state?
3. Which of these are still main thoroughfares?
4. Which points on rivers saw much traffic and why?
5. Which areas of Oregon become more populated and why?
6. Which areas of Oregon have the lowest population and why?
7. What mountain passes played roles in the settlement of Oregon?
8. On which lines of latitude and longitude is Oregon situated?
9. What other cities or countries are at the same parallel?
10. How is the geography of Oregon like that of no other state?
11. How has Oregon geography shaped the industry of the state?
12. How has Oregon's geography shaped the character of its people?
13. How many distinctive climates does Oregon have and what are they?
14. Where are the major rivers of Oregon?
15. Where are the major mountains of Oregon?
16. What are some distinctive geographical features in Oregon?
17. Make a three-dimensional, topographical map of Oregon.
18. Draw a map of Oregon.

Notes:

K. Science and Technology

1. What astronomical observatories are in Oregon and why are they in those places?
2. What are the native plants, amphibians, reptiles, fish, mammals, birds, and insects in your areas of Oregon?
3. What are some native pests in your area? How have they impacted the people of Oregon differently today than they did before 1900?
4. What animals (or plants) have been introduced into Oregon and have become pests? How were they introduced?
5. If you had to live off the land in your areas what would you eat and what different ways could you prepare it?
6. What sources of energy or power have been used and to what extent in Oregon?
7. Which other states depend on Oregon for energy?
8. How has energy use changed since Oregon became a state? Why are dams controversial? Consider both sides.
9. What is Linus Pauling known for?
10. How important were beavers to Oregon? Why?
11. Why are beavers sometimes called *animal engineers*?
12. Illustrate and/or keep a record of sightings of birds or mammals.
13. Compile a collection of Oregon rocks, shells, flowers, plants, feathers, etc.
14. Plan and prepare a meal for your family using foods grown in Oregon.
15. Make a cookbook of recipes featuring foods grown in Oregon.
16. What are some major meteorological events throughout history that have affected Oregon and its people, such as volcanoes, meteors, floods, earthquakes, etc.?
17. What is the life cycle of a salmon and how did it shape certain peoples lives?

Notes:

L. The Arts

Art

Homer C. Davenport
Louis Rosenberg
Morris Graves

Literature

John Reed
Harold L. Davis
Edwin Markham
Ken Kesey

Theater

Blanche Bates
Jules E. Goodman
Oregon Shakespearean Festival
(in Ashland)
Mozart Festival (Eugene)

1. Find copies of this person's work.
2. What type of character did this person demonstrate?
3. What biblical principles did his work demonstrate?
4. Can you discern what influence his work had on his community and/or the state and/or the country?
5. What is the history of a piece of art or a building in your town?
6. What are the major arts centers in your area?
7. What are the museums in your area? What kind of art do they display?

Notes:

II. BOOKS

Almost all the books can be found in the Chemeketa Cooperative Library Service, www.ccrils.org. Other online sites are excellent resources as well. Amazon.com, half.com, addall.com all specialize in locating hard to find books. You can also look for books at used bookstores, museums, historic sites, and university bookstores.

Read several books about the same person or event. Historians and authors can have very different perspectives. Make use of the different Field Guides available.

This list of books is far from exhaustive. I consider all of these good and worthwhile. A few, I think every Oregonian should read. Some of these books are out of print, but I include them because you could run across them at used bookstores and they might be at the library on inter-library loan if not on the shelves.

Check out history books at: Chemeketa Cooperative Library Service www.ccrils.org
Oregon State University Press www.osu.orst.edu/dept/press
Oregon Historical Society www.ohs.org

A. Native Americans

The Sandal and The Cave, The Indians of Oregon

Cressman, Luther Sheeleigh

Portland, OR : Beaver Books ; distributed by Champoeg Press, 1964.

High school +.

The Button Blanket, Northwest Coast Indian Art and Activity Book

McNutt, Nan

Petersburg, Alaska : The Workshop, c1986.

The Art of American Indian Cooking

Kimball, Yeffe and Anderson, Jean

Garden City, N.Y., Doubleday, 1965.

B. Oregon

East of the Cascades (The complete and fascinating history of eastern Oregon)

Brogan, Phil F.

Portland, OR: Binfords and Mort, 1964.

High school, adult

Oregon for the Curious (driving routes and sites)

Tales Out of Oregon (interviews and stories of past generation Oregonians)

A Touch of Oregon (interviews and stories of past generation Oregonians)

Friedman, Ralph

Caldwell, Idaho: Caxton Printers, 1972.

Oregon Ghost Towns

Florin, Lambert

Seattle: Superior Publishing Co., 1970.

Roadside Geology of Oregon

Alt, David D. and Hyndman, Donald W

Missoula, Montana: Mountain Press Publishing Co., c1978.

Roadside History of Oregon

Gulick, Bill

Missoula, Montana: Mountain Press Publishing Co., 1991.

The Oregon Desert (Engaging stories and wisdom of two men who helped shape Oregon)

Jackman, E. R. and Long, R.A.

Caldwell Idaho: Caxton Printers, 1964.

Oregon, The American Guide Series

Oregon State Board of Control

Binfords and Mort Publishers, 1940.

General History of Oregon (The definitive history, in several volumes)

Carey, Charles H.

Portland : published by Binfords & Mort for the Peter Binford Foundation, c1971.

Oregon Geographic Names

McArthur, Lewis A.

Portland, Oregon: Oregon Historical Society Press, 1974.

Hiking Oregon's History

Sullivan, William L.

Eugene, Oregon: Navillus Press, 1999.

Oregon Blue Book

Published in the spring of every odd year. Filled with statistics on Oregon, current elected officials, judges, the various government offices, commissions, and boards, listings of newspapers, magazines, radio and television stations, economic information, election history of Oregon and the Oregon Constitution, etc. (Paperback \$18.00 + \$1.00 S & H)

Remit to: Sec. of State

Attn: Oregon Blue Book

255 Capitol St. #180, Salem, OR 97310

503-986-2204

www.bluebook.state.or.us

C. Explorers

Captain Cook and the South Pacific

Warner, Oliver

New York, American Heritage Pub. Co., 1963.

Elementary and secondary

River of the West: The Story of the Boston Men

Sperry, Armstrong

Philadelphia: Holt, Rinehart, and Winston 1952.

Elementary and secondary

Of Courage Undaunted, Across the Continent with Lewis and Clark

Daugherty, James Henry

New York: Viking Press, 1951.

The Lost Children of the Shoshones (Sacajawea)

Nevin, Evelyn C.

Philadelphia: The Westminster Press, 1946. (available from [www. Amazon.com](http://www.Amazon.com))

Winged Moccasins: The Story of Sacajawea

Farnsworth, Frances Joyce

New York: Julian Messner, 1954.

Mystery of Sacajawea

Howard, Harold P.

South Dakota: Harold P. Howard, Stickney, 1995.

Secondary, adult (available on [www. Amazon.com](http://www.Amazon.com))

Scannon, Dog with Lewis Clark

Stoutenburg, Adrien and Baker, Laura Nelson

New York: Chas. Scribner's sons, 1959.

Lewis and Clark, Explorers to the West

Haines, Madge and Morrill, Leslie

New York: Abingdon Press, 1959.

Primary, elementary

The Adventures of Lewis and Clark

De Kay, Ormonde, Jr.

New York: Random House, 1968.

Primary

Historical Atlas of the Pacific Northwest

Hayes, Derek

Seattle: Sasquatch Books, c1999.

D. Trappers and Traders

Jed Smith, Trailblazer and Trapper

Latham, Frank Brown

Champaign, Illinois: Garrad Publishing Co., 1968.

Primary, elementary

Trappers and Traders of the Far West

Daugherty, James Henry

New York: Random House, 1952.

Elementary

Edward Rose, Negro Trailblazer

Felton, Harold W.

New York: Dodd, Mead and Co., 1967.

Elementary, secondary (available from [www. Amazon.com](http://www.amazon.com))

Osborne Russell's Journal of a Trapper, 1834-1843

Russell, Osborne

Edited by Aubrey L. Haines

Lincoln : University of Nebraska Press, 1965.

Secondary, adult

The Eagle and the Fort: The Story of John McLoughlin

Morrison, Dorothy Nafus

New York : Antheneum, 1979.

Secondary

E. Missionaries

Where Wagons Could Go

Whitman, Narcissa and Spalding, Eliza

Edited by Clifford Merrill Drury

Lincoln, Nebraska: University of Nebraska Press, 1997.

Secondary, adult

Doctor in Buckskin (the Whitmans)

Allen, Terry D.

New York: Harper and Brothers Publishers, 1951.

Secondary, adult

Jason Lee: Winner of the Northwest (Sowers Series)

Ludwig, Charles

Milford, Mich. : Mott Media, c1992.

Elementary, secondary

F. Settlers

Travels in the Great Western Prairies, the Anahuac and Rocky Mountains and in the Oregon Territory: an 1839 Wagon Train Journal

Farnham, Thomas J.

Monroe, Oregon: R. R. McCallum, c1977.

Secondary, adult

Wheels West, The Story of Tabitha Brown

Lampman, Evelyn Sibley

Garden City, New York: Doubleday and Co., 1965.

Elementary, secondary

Stout-Hearted Seven

(The true adventure of the Sager children)

Frazier, Neta Lohnes

New York: Harcourt Brace Jovanovich, 1973.

Elementary, secondary

On to Oregon! (the Sager children)

Morrow, Honore

New York: Beech Tree Books, 1991.

Elementary

Oregon at Last! (the Sager children)

van der Loeff, A. Rutgers

New York: William Morrow and Co., 1961.

Elementary

The Oregon Trail (a classic first hand account)

Parkman, Francis

Garden City, N.Y., Doubleday, Doran & Co., inc., 1945.

Secondary, adult

Early Portland: Stump-Town Triumphant (great history of the towns along the Willamette)

Synder, Eugene E.

Portland, Oregon: Binfords and Mort, Publishers, 1970.

Secondary, adult

III. FIELD TRIPS AND RESOURCES

Beautiful Oregon is home to 14 National Forests and 3 National Parks: Crater Lake, the Oregon Caves and the John Day Fossil Beds. From rugged coastlands lined with lighthouses to lava beds set in stark contrast to green forest--Oregon is a field trip waiting to happen! Don't miss the opportunity to see the treasures hidden within. Plan a list of places your family would most like to visit and start whittling that list down.

A few tips to remember:

Always call ahead. Many places are staffed by volunteers, and this can mean flexible hours and special events that could change their regular hours. When you call ahead many museums will be thrilled to arrange special activities or talks for you and have ideas to make your visit fuller.

Ask about other museums close by. Sometimes several separate museums are on the same property or close by and one might fit your needs more than another. Complete information is not listed for every site but in every locale at least one phone number is listed that could provide you with some information or a phone number. The brief listings are included so you will have an idea of some other interesting places in that area.

A. Statewide Information

Oregon Historical Society
1200 SW Park Avenue
Portland, OR 97205
(503) 306-5198
www.ohs.org
email: orhist@ohs.org

Oregon Department of Fish and Wildlife
3406 Cherry Avenue NE
Salem, OR 97303
503-947-6000 or 800-720-ODFW
www.dfw.state.or.us
email: odfw.info@state.or.us

U.S. Forest Service Headquarters
P.O. Box 3623
333 SW First Avenue
Portland, OR 97208
503-808-2468
www.fs.fed.us/r6/welcome.shtml

Oregon Travel Council
229 Madrona Ave. SE
Salem, OR 97302
1-800-574-9397
oregontic.com
email: info@oregontic.com
Nature of the Northwest
800 NE Oregon St., Suite 177
Portland, OR 97232
503-872-2750
www.naturenw.org
email: info@naturenw.org

Oregon Tourism Division
775 Summer St. NE
Salem, OR 97310
503-986-0000
www.traveloregon.com/Explore-Oregon.aspx

B. Eastern County Information

BAKER

Eastern Oregon Visitor's Association
490 Campbell St.
Baker City, OR 97814
1-800-523-1235
www.visitbaker.com
email: debi@visitbaker.com

National Oregon Trail Interpretive Center
Bureau of Land Management
P. O Box 987
Baker City, OR 97814
541-523-1843
www.blm.gov/or/oregontrail
email: OR_NHOTIC_Mail@blm.gov
Sumpter Valley Railroad Museum
P.O. Box 389
Baker City, OR 97814
866-894-2268
www.svry.com

CROOK

Crook C. Historical Society and
Bowman Museum
246 N. Main St.
Prineville, OR 97754
541-447-3715
www.bowmanmuseum.org
email: bowmuse@netscape.net

DESCHUTES

Bend Chamber of Commerce
777 NW Wall St.
Bend, OR 97701
541-382-3221
www.bendchamber.org
email: info@bendchamber.org

Central Oregon Visitors Association
661 SW Powerhouse Dr. Suite 130
Bend, OR 97702
800-800-8334
www.visitcentraloregon.com
email: info@visitcentraloregon.com

Bend

High Desert Museum
59800 S. Hwy 97
Bend, OR 97702
541-382-4754
www.highdesertmuseum.org

Newberry National Volcanic Monument and Lava
Lands Visitors Center
1001 SW Emkay Drive
Bend, OR 97702
541-383-5300
www.fs.fed.us/r6/centraloregon/newberrynvm

Pine Mountain Observatory
About 30 miles southwest of Bend,
in Central Oregon
541-683-1381
http://pmo-sun.uoregon.edu

Sisters Chamber of Commerce
Head of the Metolius River
P.O. Box 430
Sisters, OR 97759
541-549-0251
www.sisterschamber.com/Sisters-Events-
Recreation/Top-10-Things-to-do-in-Sisters/Head-
of-the-Metolius-Wizard-Falls
email: info@sisterschamber.com

GILLIAM

Gilliam Co. Historical Society Museum
128 S. Main Street
P.O. Box 445
Condon, OR 97823
541-384-2711
www.cityofcondon.com

GRANT

Grant County Chamber of Commerce
281 W. Main Street
John Day, OR 97845
800-769-5664
www.gcoregonlive.com
email: gadmin@gcoregonlive.com

Malheur National Forest
431 Patterson Bridge Road
John Day, OR 97845
541-575-3000
www.fs.fed.us/r6/malheur
email: malheur_public_information@fs.fed.us

John Day Fossil Beds National Monument
32651 Hwy 19
Kimberly, OR 97848
541-987-2333
www.nps.gov/joda

Kam Wah Chung and Co. Museum
(Chinese History)
Off Hwy 26 in John Day
John Day, OR 97845
800-551-6949
www.oregonstateparks.org/images/pdf/kwc.pdf

Hancock Field Station (Geologic Research)
39472 Hwy 218
Fossil, OR 97830
541-763-4691
www.oms.edu/education/camps/facilities.cfm
email: hancock@oms.edu

DeWitt Museum and Depot
Main & Bridge Street
Prairie City, OR 97869
541-820-3603
www.prairiecityoregon.com/prairie-city-oregon-dewitt-museum.html
email: pchall@ortelco.net

HARNEY

Crystal Crane Hot Springs
59315 Hwy 78
Burns, OR 97720
514-493-2312
www.cranehotsprings.com
email: info@cranehotsprings.com

JEFFERSON

Jefferson County Museum
Sixth and D Streets
Madras, OR 97741
800-967-3564
www.madraschamber.com/museums.cfm

LAKE

Lake County Chamber of Commerce
126 North E Street
Lakeview, OR 97630
541-947-6040
www.lakecountychamber.org
email: cjohnson@lakecountychamber.org

Lake County Museum
118 South E Street
Lakeview, OR 97630
541-947-2220
www.lakecountymuseum.com
email: museum@gooselake.com

MALHEUR

Vale Chamber of Commerce
P. O. Box 661
Vale, OR 97918
541-473-3800
www.valeoregon.org
email: info@ValeOregon.org

Four Rivers Culture Center and Museum
676 SW Fifth Avenue
Ontario, OR 97914
1-888-211-1222
www.4rcc.com/museum
e-mail: info@4rcc.com

MORROW

Morrow County Museum
140 Main Street
Heppner, OR 97836
541-676-5524
www.heppnerchamber.com/museum.htm

SHERMAN

Sherman County Historical Museum
200 Dewey St.
Moro, OR 97039
541-565-3232
www.shermanmuseum.org
email: info@shermanmuseum.org

UMATILLA

Umatilla County Historical Society Museum
108 SW Frazer
Pendleton, OR 97801
541-276-0012
www.heritagestationmuseum.org

UNION

Union County Museum
331 South Main
Union, OR 97883
1-800-848-9969
www.unioncountychamber.org/union.cfm

WASCO

Columbia Gorge Discovery Center and Historical
Museum
5000 Discovery Drive
The Dalles, OR 97058
541-296-8600
www.gorgediscovery.org

Fort Dalles Museum
(Oldest Museum in Oregon, was originally
surgeon's quarters at Fort Dalles c. 1857)
500 W 15th Street and Garrison
The Dalles, OR 97058
541-296-4547
www.historichthedalles.org/fort_dalles/home.htm
email: fortdallesmuseum@netcnct.net

C. Western County Information

Columbia River Gorge National Scenic Area
902 Wasco Ave., Suite 200
Hood River, OR 97301
541-308-1700
www.fs.fed.us/r6/columbia

Oregon Coast Association
P.O. Box 74
Newport, OR 97365
888-OCVA-101
www.visittheoregoncoast.com

Southern Oregon Visitors Association
P.O. Box 1645
Medford, OR 97501
541-779-4691
www.southernoregon.org
email: office@sova.org

BENTON

Corvallis Benton Chamber Coalition
553 NW Harrison Blvd.
Corvallis, OR 97330
800-334-8118
<http://visitcorvallis.com>
email: info@visitcorvallis.com

Benton County Historical Museum
1101 Main St.
Philomath, OR 97370
541-929-6230
www.bentoncountymuseum.org

CLACKAMAS

McLoughlin House National Historic Site
713 Center St
Oregon City, OR 97045
503-656-5146
www.mcloughlinhouse.org

Museum of the Oregon Territory
211 Tumwater Dr.
Oregon City, OR 97045
503-655-5574
<http://oregonmuseums.org/sectionindex.asp?sectionID=123>
End of the Oregon Trail Interpretive Center
1726 Washington St.
Oregon City, OR 97405
503-657-9336
www.endoftheoregontrail.org
email: admin@endoftheoregontrail.org

CLATSOP

Fort Clatsop National Park (Lewis and Clark's winter camp)
92343 Fort Clatsop Rd
Astoria, OR 97103
503-861-2471
www.nps.gov/focl

Fort Stevens State Park
(Civil War to WWII)
Hammond, OR 97121
503-861-1470
www.astoria-usa.com/fort-stevens-state-park.shtml
email: kyle@ctrf.net

Clatsop County Heritage Museum
1618 Exchange St.
Astoria, OR 97103
503-325-2203
www.cumtux.org
(click on "Heritage Museum")

Columbia River Maritime Museum
1792 Marine Dr
Astoria, OR 97103
503-325-2323
www.crmn.org

Astoria Column
(Pictorially depicts Astoria's history on a 125
foot column)
2199 Coxcomb Drive
Astoria, OR 97103
503-325-2963
www.astoriacolumn.org
email: acinfo@astoriacolumn.org

COLUMBIA

Columbia County Historical Society Museum
511 E. Bridge
Vernonia, OR 97064
503-429-3713
www.artcom.com/museums/nv/af/97064-
14.htm

COOS

Coos County Historical and Maritime Museum
1220 Sherman
North Bend, OR 97459
541-756-6320
www.cooshistory.org

Coos County Logging Museum
705 Maple St.
Myrtle Point, OR 97701
541-572-1014
www.museumusa.org/museums/
info/1160655

DOUGLAS

Douglas County Museum of History
and Natural History
123 Museum Dr.
Roseburg, OR 97471
541-957-7007
www.co.douglas.or.us/museum
email: museum@co.douglas.or.us

JACKSON

Oregon Shakespeare Festival
15 S. Pioneer St.
Ashland, OR 95720
541-482-0446
www.orshakes.org

Southern Oregon Historical Society
206 N. Fifth Street
Jacksonville, OR 97530
541-773-6536
www.sohs.org

Jacksonville

Pioneer Village
Jackson County Courthouse Museum
Beekman House
Beekman Bank

KLAMATH

Crater Lake
National Monument
P.O. Box 7
Crater Lake, OR 97604
541-594-3000
www.nps.gov/crla

Klamath County Museum
1451 Main St.
Klamath Falls, OR 97601
541-883-4208
[www.co.klamath.or.us/museum/
contact.htm](http://www.co.klamath.or.us/museum/contact.htm)

Collier Memorial State Park
46000 Hwy 97
Chiloquin, OR 97624
541-783-2471
[www.oregonstateparkstrust.org/OurWork/
SouthernOR/collier](http://www.oregonstateparkstrust.org/OurWork/SouthernOR/collier)

JOSEPHINE

Oregon Caves National Monument
19000 Caves Hwy
Cave Junction, OR 97523
541-592-2100
www.nps.gov/archive/orca/home.html
Josephine County Historical Society
Schmidt House Museum
508 SW Fifth St.
Grants Pass, OR 97526
541-479-7827
www.grantspass.com/history/jchs

Wolf Creek Inn
100 Front St
P.O. Box 6
Wolf Creek, OR 97497
541-866-2474
www.thewolfcreekinn.com

LANE

Dorris Ranch Living History Farm
205 Dorris St.
Springfield, OR 97478
541-736-4544
www.dorrisranch.org

Heceta Head Lighthouse State Park
Hwy 101 (12 miles north of Florence)
Florence, OR 97439
866-547-3696
www.hecetalighthouse.com

Jordan Schnitzer Museum of Art
1430 Johnson Lane
Eugene, OR 97403
541-346-3027
<http://jsma.uoregon.edu>

Shelton-McMurphey-Johnson House
303 Willamette St.
Eugene, OR 97401
541-484-0808
www.smjhouse.org

Lane County Historical Museum
740 W. 13th Ave.
Eugene, OR 97402
541-682-4242
www.lanecountyhistoricalsociety.org

LINCOLN

Oregon Coast History Center (Museum)
545 SW Ninth Street
Newport, OR 97365
541-265-7509
www.oregoncoast.history.museum

Yaquina Head Lighthouse Outstanding
Natural Area
750 NW Lighthouse Dr.
Newport, OR 97365
541-574-3100
[www.blm.gov/or/resources/recreation/
yaquina](http://www.blm.gov/or/resources/recreation/yaquina)

Oregon Coast Aquarium
2820 SE Ferry Slip Rd
Newport, OR 97365
541-867-3474
www.aquarium.org

Hatfield Marine Science Center
2030 SE Marine Science Dr.
Newport, OR 97365
541-867-0100
www.hmsc.oregonstate.edu

LINN

Albany Regional Museum
136 Lyon Street S.
Albany, OR 97321
541-967-7122
www.armuseum.com

Linn County Historical Museum
101 Park Ave.
Brownsville, OR 97327
541-466-3390
www.co.linn.or.us/museum

Canyon Life Museum (1920's Railroad building)
143 Wall St.
Mill City, OR
503-897-4088
[www.linncountyroots.com/
canyon_life_museum.htm](http://www.linncountyroots.com/canyon_life_museum.htm)

MARION

Oregon State Capitol
900 Court Street NE
Salem, OR 97301
503-986-1388
www.leg.state.or.us/capinfo

Marion County Historical Society
Museum and Education Center
1313 Mill St. SE
Salem, OR 97301
503-364-2128
www.marionhistory.org

Mission Mill Museum
1313 Mill St. SE
Salem, OR 97301
503-585-7012
www.missionmill.org

Mount Angel Abbey
One Abbey Drive,
St. Benedict, OR 97373
503-845-3030
www.mtangel.edu

Old Aurora Colony Museum
Corner of Second and Liberty Streets
Aurora, OR 97002
503-678-5754
www.auroracolonymuseum.com

Pacific NW Truck Museum
(on the grounds of Antique Powerland)
3995 Brooklake Road NE
Brooks, OR 97305
503-463-8701
www.pacificnwtruckmuseum.org

Champoeg State Heritage Area
8239 Champoeg Rd NE
St. Paul, OR 97137
503-678-1649
www.champoeg.org

Robert Newell House Museum
8089 Champoeg Rd NE
St. Paul, OR 97137
503-678-5537
www.newellhouse.com

Pioneer Mothers Memorial Cabin Museum
8035 Champoeg Rd NE
St. Paul, OR 97137
503-633-2237
www.newellhouse.com/pioneercabin

MULTNOMAH

Port of Cascade Locks Visitor
Information Center
P.O. Box 307, 355 WaNaPa Street
Cascade Locks, OR 97014
503-374-8484
www.cascadelocks.net

Bonneville Lock and Dam Project
Visitor Center
Cascade Locks, OR 97014
503-374-8442
<http://corpslakes.usace.army.mil/visitors/projects.cfm?Id=G273459>

Fort Cascades National Historic Site
Hiking
Columbia River Gorge
503-241-3762
http://fortwiki.com/Fort_Cascades

Oregon Historical Society Museum
1200 SW Park Ave
Portland, OR 97205
503-306-5198
www.ohs.org

Portland Police Museum
1111 SW Second Avenue, 16th Floor
Portland, OR 97208
503-823-0019
www.portlandpolicemuseum.com

POLK

Polk County Historical Society and
Museum
So. Side Polk County Fairgrounds
560 S. Pacific Hwy
Rickreall, OR 97371
503-623-6251
www.polkcountyhistoricalsociety.com
Brunk House
5705 Hwy 22 (Salem-Dallas Hwy)
Dallas, OR 97338
503-623-2669
www.u-s-history.com/or/b/brunkhou.htm

Heritage Museum
112 S. Third St.
Independence, OR 97351
503-838-4989
www.orheritage.org

TILLAMOOK

Tillamook County Pioneer Museum
2106 Second Street
Tillamook, OR 97141
503-842-4553
www.tcpm.org

Tillamook Air Museum and Blimp Hanger
6030 Hangar Road
Tillamook, OR 97141
503-842-1130
www.tillamookair.com

Tillamook Cheese Factory
4175 Hwy 101 N
Tillamook, OR 97141
503-815-1300
www.tillamookcheese.com/visitorscenter

WASHINGTON

Washington County Museum
17677 NW Springville Rd.
Portland, OR 97229
503-645-5353
www.washingtoncountymuseum.org

DISCOVER SALEM

An Integrated Study Concept Guide

by

SUSAN A. BUCK

Discover Salem

An Integrated Study Concept Guide

© By Susan A. Buck 1993,1995,1997

Introduction

An Integrated Unit Study draws material from various academic areas while focusing on a single topic. Using basic concepts from several subjects, instructors can point student attention in one direction while introducing or reinforcing a broad range of academic skills. This coordinated study makes field trips especially valuable by giving students a framework for understanding the significance of places visited. It also increases retention by reinforcing academic studies through real-life experiences. It taps into natural interests and gives students a sense of learning relevance.

Using all the physical senses to take in information also stimulates more activity in the brain and helps improve retention regardless of age or learning style. Thus, unit studies work well for mixed ages and abilities, too.

Using This Guide

Oregon history background is given for the benefit of the instructor and older students. Suggested activities and notes can be simplified or expanded for use with students of any age or skill level.

Contents

HISTORY (Oregon, Places to Visit, At the Capitol Building, Oregon's Government)

GEOGRAPHY (Map Skills, Globe, Oregon Outline)

LANGUAGE

ARTS

SCIENCE

MUSIC

This study was compiled at the request of the Oregon Christian Home Education Association Network (OCEANetwork) in honor of Home Education Week in Oregon. OCEANetwork has permission to reproduce this material.

HISTORY - Oregon State

As the capitol of Oregon, Salem is the seat of state government. Understanding the basic flow of Oregon's and Salem's history helps one better appreciate the historic references found there.

Native Americans (Indians) - What is now Oregon was once home to several types of Indian tribes. The state can be divided into six basic tribal regions: Lower Columbia, Coast Inland Valleys, Plateau, Great Basin, and Klamath Lakes. The different weather and land patterns with their variety of available food sources made for different types of home building, food gathering, and settlement practices. Those tribes living along the ocean and river ways with stable food supplies built permanent dwellings and did little traveling (like Chinook, Nestucca, and Coos). Those who depended upon foraging and seasonally influenced animal populations for food used more portable dwellings and traveled a great deal (like Nez Perce and Northern Paiute). Like those coming later, the natives of Oregon were diverse.

Explorers / Missionaries / Traders - Oregon's history includes its role in the age of discovery and exploration. Even as Columbus' voyage conquered the seaman's greatest fear, Magellan's expedition proved the earth could be circumnavigated (sailed around). This opened the way for others to follow. Colonization by European nations developed for economic (wealth and territory) and religious reasons (missions and free worship). The Pacific Northwest played a role in this international race. Originally men came searching for the Northwest Passage--faster water route across the continent. Then the trading motivation grew as fur became a valuable commodity. Traders developed good working relations with the natives, but did not try to take over their lands. Later, during settlement and US expansion, territorial control became an important issue.

Spanish sailors first explored Oregon's coast; then an Englishman, Sir Francis Drake came to trade furs and search for the NW Passage. Bruno Heceta of Spain located a large river, but couldn't get up it. Captain Robert Gray, an American in the ship *Columbia Rediviva*, sailed up into the river in 1792, named it Columbia, and established a United States claim for the territory.

Lewis and Clark's journey across North America at the request of President Jefferson also influenced Oregon's history. Their three-fold mission established an over-land US presence, recorded plant and animal life in the area, and with documentation of the continental divide, changed theories about the NW Passage. Their glowing reports about the beauty and bounty of Oregon helped promote the great migration later.

Pioneers / Statehood- As the shift from trapping and trading to settling and farming took place, the relations with the natives also changed. Missionaries came to help the natives and share their Christian beliefs. Examples: Marcus Whitman at Walla Walla brought medicine; Jason Lee founded his mission in Salem and started a school (Willamette University); and Tabitha Brown started an orphanage and school (Pacific University) in the Tualatin Valley. Most settlers came for land and an opportunity to work and gain wealth. They developed agricultural, cattle, and timber industries. As the population grew, the conflict over limited resources heightened. Natives versus settlers: they challenged each others' means of living. Settlers cleared forest lands, disrupting seasonal food supplies for the Indians, and brought diseases the natives could not fight off. Nation versus nation: French-Canadian trappers, British traders, and United States settlers all represented different national interests in the area. Eventually, the settlers wanted some structured government in the territory to handle issues like estates (a farmer in Champoeg area died with no heirs or will--what to do with the property?) and justice (the Whitman massacre-how to rescue hostages and punish criminals?). In the early days John McLoughlin, the head of the British trading post Fort Vancouver, served as the closest thing to a governor. He often wielded his influence settling disputes, giving aid, and imposing order with economic pressure.

During the days of the Oregon Trail (1843 and on), thousands migrated to the Oregon territory to take advantage of land grants, search for gold, and establish a US dominance in the area. They received help at trading and military posts and from friendly Indians and missionaries like the Whitmans and the Lees. John McLoughlin wrestled with divided loyalty (to Great Britain and to settlers in the territory). He continued to help settlers, and used his influence to deter the formation of any recognized government in opposition to Great Britain as long as he could. Finally, in Champoeg (today a state park near St. Paul) the inhabitants voted for local control under United States jurisdiction. Forming the Oregon Territory was a big step toward statehood. In 1846, Great Britain and the US settled on the 49th parallel as their territorial dividing line. John McLoughlin later gave up his British citizenship and moved to Oregon City, which became the territory's capitol. On Feb. 14, 1859, Oregon became the 33rd state admitted to the union and moved its capitol to Salem.

Oregon changed and grew. Diverse types of industry developed: during the depression, federal building projects abounded; World War II, ship building; and more recently, high technology. Since Oregon's earliest days, however, it has depended upon its agricultural based economy. It still does. That means most people depend upon natural resources for revenue (making money at jobs using plants, animals, or waterways--like

farming, timber, fishing). Oregon's future lies in the ability of its citizens to continue balancing economic and natural resource interests.

HISTORY- City of Salem - www.salemhistory.net

Kalapuya Indians made their home in the fertile Willamette Valley for thousands of years. They hunted and foraged to provide food for their tribe between the Cascade and Coast mountain ranges and along the Willamette River. Trappers and missionaries were the first Europeans to explore and eventually settle in this area. Trappers came in the 1820's, some stayed on to farm. Jason Lee and the early Christian missionaries built a mission and woolen mill in the heart of the Willamette Valley on Mill Creek in the 1830's and founded the city of Salem. The original Indian name, Chemeketa, meant "place of rest." The missionaries dubbed it Salem-from the Hebrew word "shalom" meaning "peace." Salem's population grew with each step of progress. Many came in the 1840' s on the Oregon Trail. Gold seekers of the 1850' s came. Timber and paper workers settled. Homesteaders taking advantage of railroad land subsidy programs arrived, too. Even a steady stream of government-related workers took up residence.

In 1859 when Oregon became a state, Salem became the capitol. The first two capitol buildings both burned, one even before its completion. The building now standing was built of marble in hopes it would last. Expansions have accommodated more office and meeting space. As the seat of Oregon's government, this building houses offices for the executive (like Governor and Secretary of State) and legislative branches (Senate and House of Representatives). A separate courthouse holds the judicial branch offices. The capitol building itself stands as a monument to the history of Oregon through its artwork and construction.

Places to Visit

Capitol Building - www.leg.state.or.us on State Street (downtown near 12th) open 8:00 a.m. to 5:00 p.m., Monday through Friday. Free tours available. Call ahead.

Mission Mill Village - www.missionmill.org, is a complex of restored historic buildings (Jason Lee House, Methodist Parsonage (1841); Boon home (1847); and Woolen Mill (1889), demonstrates fleece to fabric, shops and restaurant. Located at 12th and Mill Streets, the village is open 10:00 a.m. to 5:00 p.m. daily. Guided tours last about 45 minutes each in two houses and the mill. Admission is \$8.00 adults, \$7.00 seniors, \$4.00 children 6-12 and under six free. School group discounts available call (503) 585-7012.

Gilbert House Children's Museum - www.acgilbert.org is named for the former Salem resident who invented the erector set. The museum is downtown on the river front between Marion and Center Street bridges. Housed in three Victorian era restored homes, the center features interactive exhibits in theme rooms of permanent exhibits (electricity, Oregon Trail, etc.) and rotating ones as well. Hours: Mon.-Sat., 10:00 a.m. to 5:00, Sun., noon to 5:00 p.m. Admission charged for everyone over one years old. Group discounts and special topical presentations available. Phone (503) 371-3631.

Salem Public Library – www.salemlibrary.org. Open to the public Tuesday – Thursday, 10:00 a.m. to 9:00 p.m.; Friday and Saturday, 10:00am to 6:00 p.m. The Discovery Room in the children's section features interactive exhibits changed quarterly. (For special group visits to the Discovery Room, call 503-588-6088.)

Bush House and Pasture Park- www.oregonlink.com/bush_house. House is restored historic home of pioneer and local newspaper publisher (fee for tours). Public park has playground equipment, bike and hiking trails, large picnic grounds located near downtown on Mission Street.

At the Capitol Building

At the Capitol Building, look for these significant features and remember the history lessons they represent.

On the steps in front of the building:

Lewis and Clark with Sacajawea, their female Indian guide (represents Discovery Era and US presence)
Pioneer wagon and family (represents settlement)

On top of the dome:

The gold-covered Oregon Pioneer (represents the pioneer spirit)

In the rotunda viewing area:

1. Four murals painted by Barry Faulkner and Frank Schwartz portray these four major historic events:
 - A. Captain Gray landing on the bank of the Columbia River.
 - B. Lewis and Clark's expedition.
 - C. Dr. John McLoughlin greeting the first white women to come to Oregon; and
 - D. The Oregon Trail: the great wagon train migration of 1843.
2. A bronze replica of the Oregon State Seal showing (representations):
 - A. The inscription "State of Oregon 1859" around the edge of the circle (the year Oregon became a state);
 - B. US Eagle and 33 stars (Oregon is the 33rd state in the union);
 - C. A ribbon with "The Union" (the original Oregon motto);
 - D. Mountains, forests, elk, and the ocean with a setting sun (Oregon's natural resources and western coast line).
 - E. Two ships in the ocean, one a British man-o-war sailing away (represents the departing British influence) and the other an American merchant ship arriving (representing the rise of American power in the region);
 - F. A team of oxen and a covered wagon (Oregon Trail, pioneer migration); and
 - G. A sheaf of wheat, pickax, and plow (Oregon's agricultural interests).

Oregon's Government

The Oregon System

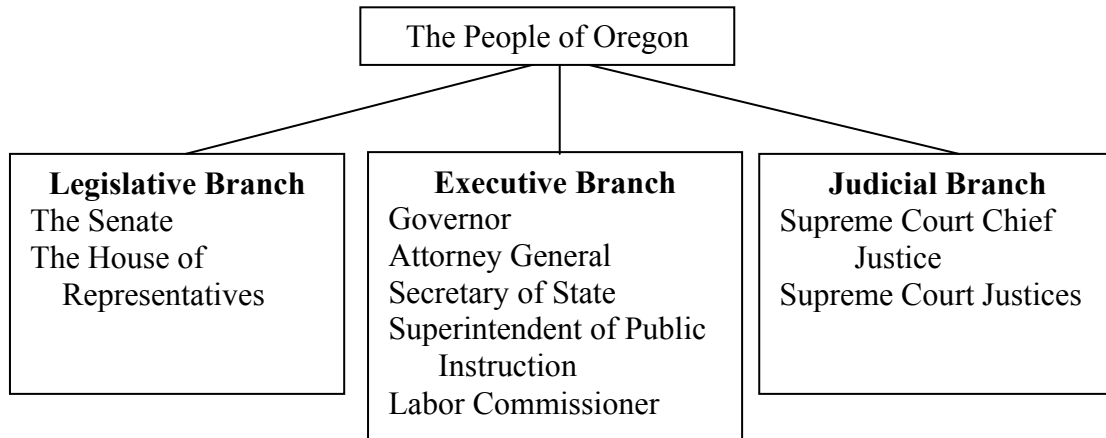
Oregon's government is characterized as progressive. Although, like the U.S. national government, Oregon has three branches: Legislative (to make the law), Executive (to carry out the law), and Judicial (to dispense justice under the law), it led the nation in many ways. Common today, the following three governing principles became known as "The Oregon System" because they started here:

1. Initiative Petition and Referendum - allows voters to directly decide legislation (adopted 1902);
2. Direct Primaries - allows voters to elect candidates within political parties rather than the party organizations choosing them (adopted 1904); and

3. Recall - allows voters to remove elected officials from office through a special election (adopted 1908)

Oregon's Government Structure

Governing authority flows from the people to their elected officials who represent them.



In the Know:

Can you name your Governor, State Senator and State Representative?
How many state-level elected officials can you name?

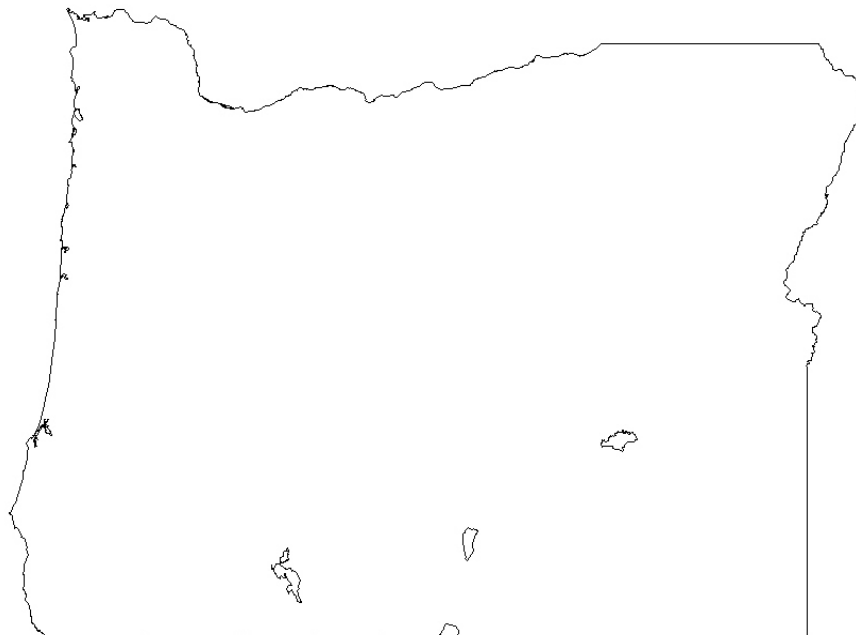
GEOGRAPHY- Map Skills

"Maps are precisely drawn pictures of the earth--pictures of the entire earth or any part of it."

Jack Knowlton

Maps and Globes,

Physical Maps show the land formations and characteristics like oceans, continents, mountains, rivers, lakes or other features of nature. Political Maps show the boundaries determined by people like cities, counties, states, or countries.



Lesson:

Needed: atlas and globe, copies of Oregon outline map for each student.

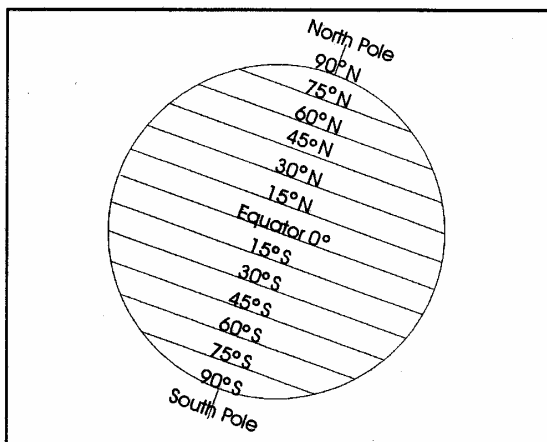
Assignment: Show students examples of physical and political features. Give them an outline map of Oregon and ask them to fill in physical features, such as Pacific Ocean, Columbia and Willamette Rivers, Willamette Valley, Cascade and Coast Mountain ranges, Mt. Hood, Crater Lake, High Desert area, etc. Considering the physical characteristics of Oregon, ask students to think of reasons why settlers chose the valley. On another outline map ask students to fill in political features: Salem, Portland, Ashland, Coos Bay, Astoria, Baker City, Oregon City, The Dalles, their home town, county boundaries, etc. Ask students to think of reasons why the settlers moved the capitol from Oregon City to Salem.

Globes are the most accurate maps because they are rounded like the planet earth and do not distort shapes or distances. Salem is located near the 45th parallel, half way between the equator and the North Pole. The agreement with Great Britain in 1846 established the borderline between Canada and the United States' Oregon Territory as the 49th parallel. The globe diagrams show longitude and latitude. Go over the following geography terms: parallel, meridian, longitude, latitude, equator, North Pole, South Pole, and Prime Meridian.

Assignment: Find the following: Salem, Oregon (45th parallel); the Canada/USA border on the 49th parallel; the equator; the North and South Poles; two continents entirely below the equator; the Prime Meridian; and Greenwich, England.

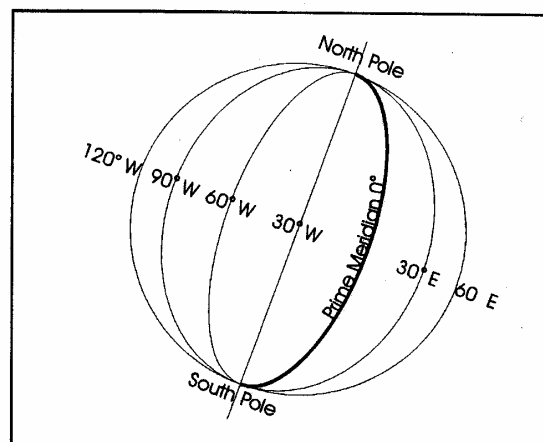
The Globe:

Imaginary lines drawn around the globe help identify the exact location of every point on the earth. The grid of lines is based upon several points: North Pole, South Pole, the Prime Meridian, and the Equator.



Lines of Latitude (Parallels)

- Circle the globe East to West
- Measure in degrees North and South of Equator
- The Equator is zero degrees



Lines of Longitude (Meridians)

- Circle the globe North to South
- Measure in degrees East or West of the Prime Meridian
- The Prime Meridian is zero degrees (passes through England)

Language Arts

Assignment: Assign a research and writing project on a related subject.

Example:

PART 1 - Choose a topic (a specific person: explorer, trader, pioneer, Native American, or statesman; or a general subject: The Oregon Trail, The Methodist Missionaries movement, Oregon Government Structure, etc.).

PART 2 - Research using various resources (textbooks, library, internet, historical fiction, encyclopedia, etc.) and read about the topic.

PART 3 - Choose spelling words to develop vocabulary and enhance understanding of the material studied.

PART 4 - Give writing assignments based on reading materials (research paper, journal entry, a few sentences as appropriate to each student). Elementary students can review basic grammar mechanics and word use with simple statements and paragraphs. Secondary students can write theme papers using notes, outlines, rough draft and final copies.

Bibliography / Resource Material

You can find some of these books in your local library www.ccrls.org or search online used book sources such as www.alibris.com, www.powells.com, or www.abebooks.com.

The Oregon Blue Book, compiled by Secretary of State, published biennially (in the spring of odd numbered years). Available at Capitol.

Get Oregonized, Rod Fielder, Director of Get Oregonized Project, OSU Foundation, copyright 1985, updated 2005. (4th grade Oregon social studies textbook, positive presentation, balanced agribusiness/environmental issues and pro-family representation.)

Maps and Globes, Jack Knowlton, Harper Trophy, copyright 1985. (An introduction at an elementary level.)

The White and Yellow Pages, Community Section, US West, Salem Edition, May 1992/1993.

Animal Friends of the Northwest, Fran Hubbard, Awani Press, Texas, copyright 1971.

Wheels West: The Story of Tabitha Brown, (Fictionalized account based on Tabitha Brown's Oregon Trail Journey, her time at the missions in Salem and Tualatin, founding orphanage and school.)

Tree Wagon, Evelyn Sibley Lampman. (Fictionalized account of the Luelling family's Oregon Trail trip bringing the first grafted fruit trees to the Willamette Valley.)

We'll All Go Home in the Spring, Robert A. Bennett. (Letters and diary excerpts from original Oregon pioneers.)

Tales of the Old West Series: On the Trapping Trail (Trapper-Trader era), *Wagon Wheels Roll West* (Oregon Trail Era), *The Pioneers* (Prairie Settlers), and *Longhorn on the Move* (Cattle drive from Texas). (Children's books showing westward expansion of the U.S., 32 pages each, easy reading level, interactive pages, maps.)

The Lewis and Clark Expedition Coloring Book, Peter F. Copeland, (a Dover Pictorial Archive Series book) Dover Publications, Copyright 1983.

SCIENCE

One facet of Lewis and Clark's expedition was to study and document the flora (plant life) and fauna (animal life) of the Western United States. Make your own mini-nature guide of plants and animals of the Northwest by finding or drawing pictures and researching some of them. A few suggestions: Designated state specimens-The state flower: The Oregon Grape; state tree: Douglas fir; state nut: hazelnut (filbert); state bird: Western Meadowlark; state fish: Chinook Salmon; and state insect: Oregon Swallowtail Butterfly.

The beaver played a major role in state history. Its picture adorns one side of the state flag. Oregon is nicknamed "the Beaver State," and beaver fur created a huge demand in the fashion industry which spurred exploration and settlement in the Oregon Territory. Study this interesting, industrious animal. Find out what food it eats, what type of home it builds, its habitat range, and more.

Other plants and animals were important for their role as food sources for the Indian tribes and pioneers on the Oregon Trail. Buffalo, deer, and elk all provided meat. The Whitmans taught natives how to raise crops and provided life sustaining food for many settlers crossing on the Oregon Trail. Some produce and grains they grew included apples, pears, pumpkins, wheat, corn and oats. Try gardening and preserving food like these settlers did. Conflict over the proper use of Oregon's natural resources rages. Many of the groups involved--like the wood products industries (logging, paper, construction), fishing businesses, recreation and tourism operators (coastal and ski resorts, hikers, hunters, etc.)- argue over how to best use natural areas. Representatives of these groups all converge in Salem in hopes of influencing legislation by providing information to government decision-makers.

Become more informed about Oregon's natural resources and some of the issues. Create a resource notebook.

Define these terms: ecosystem, food web (food chain), watershed, water cycle, photosynthesis, habitat, erosion, and reforestation. Make charts or draw diagrams showing one or more of these concepts visually.