

# OREGON HISTORICAL SOCIETY PRESENTS



THE OREGON  
HISTORICAL  
SOCIETY  
FOUNDED 1898



# OREGON MY OREGON

## *Teacher's Guide*

**Contents**.....1-2

**Introduction**.....2

**Planning Your Visit**

- Oregon Historical Society Location, Hours & Admission Fees.....3-4
- How to Book a Tour of *Oregon My Oregon* .....4
- Visitor Guidelines for School Groups.....5
- Visitor Information.....6-7
- Current Permanent Exhibits at the Oregon Historical Society.....7

***Oregon My Oregon* Exhibit Content and Overview**

- Navigating *Oregon My Oregon*... .....8
  - Area 1 – Land of Many Faces.....8-9
  - Area 2 – First Oregonians.....9-12
  - Area 3 – Lure of the West: Exploration & Trade.....13-15
  - Area 4 – Lure of the West: American Re-Settlement.....16-18
  - Area 5 – What Shaped Modern Oregon?.....19-21
  - Area 6 – Oregonian Culture.....21-23
- Exhibit Learning Objectives.....23

**Exhibit Related Activities**

- At the Museum Activity for Elementary Students.....24-25
- Compare and Contrast Observation Log – Elementary Students..26-27
- At the Museum Activity for Middle School Students.....28-29
- Compare and Contrast Observation Log – Middle School.....30-31
- At the Museum Activity for High School Students.....32-33
- Compare and Contrast Observation Log – High School.....34-35

**Related Oregon Department of Education State Standards**

- Elementary School Standards.....36-37
- Middle School Standards.....38
- High School Standards.....39-40

## Oregon My Oregon Teacher Resources

- Suggested Readings and Resources for Teachers.....41
  - Basic References.....41
  - Area 1: Land of Many Faces.....41
  - Area 2: First Oregonians.....41-42
  - Area 3: Lure of the West: Exploration and Trade.....42
  - Area 4: Lure of the West: American Re-settlement.....42-43
  - Area 5: What Shaped Modern Oregon?.....43
  - Area 6: Oregonian Culture.....43
- On-line Resources.....44-45

### Introduction

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*Oregon My Oregon* interprets Oregon’s history through visual guides, artwork, artifacts, photographs, audio/visual presentations, and hands-on displays for students. The exhibit leads you chronologically through the history of the first inhabitants to modern day Oregon and explores the diversity of the landscape and the people that have occupied the region.

The *Teacher’s Guide* is intended to help you prepare your students (K-12) for visiting the Oregon Historical Society’s *Oregon My Oregon* exhibit and corresponds to Oregon Department of Education State Standards and Benchmarks. When used in conjunction with the exhibit, this guide can provide a meaningful experience for students studying Oregon history. This guide does not, however, provide a comprehensive historical and cultural overview of Oregon. It is designed as a supplementary tool to enhance your visit to the Oregon Historical Society. Contents of this guide include:

- Information on planning your visit and visitor guidelines;
- A floor plan of the exhibit;
- An overview of exhibit content and themes;
- Exhibit related activities and questions for students;
- Related Oregon Department of Education State Standards;
- Suggested Readings and Resources for teachers;

We hope these materials will help you tailor your students’ visit to your curriculum goals. If you have questions about the content of the Museum Education exercises in this packet, or about Education Programs at the Oregon Historical Society please contact:

Denise Brock  
Oregon Historical Society  
Education Manager/Oregon History Day Coordinator  
503.306.5251  
[denise.brock@ohs.org](mailto:denise.brock@ohs.org)

## Oregon Historical Society Location, Hours & Admission Fees

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### **Location:**

1200 SW Park Avenue  
Portland, OR 97205

Main Phone: 503.222.1741

Website Address: [www.ohs.org](http://www.ohs.org)

### **Hours:**

Museum Hours: Monday-Saturday 10am-5pm; Sunday noon-5pm  
503.222-1741

Research Library Hours: Wednesday –Friday 10am-5pm  
503.306.5240 Tuesday 1pm-5pm

### **School Group Rate Information**

#### **Oregon School Groups**

Students	FREE!
Adult/Chaperones	1 free for every 6 students
Additional Chaperones	\$9.00 per adult

**Please pay as a group (1 payment). Payment is due at the time of your arrival.**

### **Membership**

The Oregon Historical Society offers a 10% discount for teachers for an individual membership (\$55.00). Join the Oregon Historical Society and receive the following benefits:

- Free subscription to the *Oregon Historical Quarterly*
- Free admission for friends and family outside Multnomah County (2 additional guests per member visit)
- Invitations to private member's nights, including exhibit opening receptions
- Discounted tickets to the Mark O. Hatfield Distinguished Historians Forum
- Free admission to Holiday Cheer, our annual book sale and celebration of Oregon authors
- 10% discount at the Museum Store

- Complimentary membership in Time Travelers, a network of historical societies and museums across the country
- Discounts on lectures, workshops, and heritage tours.
- Voting privileges and attendance at annual meetings.

Multnomah County Residents:

*Take \$10 off any level of membership!*

### **How to Book a Tour of Oregon My Oregon**

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**Take a guided tour of *Oregon My Oregon* with our *Docents* (volunteers trained in the content of the exhibit). Tours are available Monday through Friday from 10 a.m. to 4 p.m.**

We encourage and recommend that all school groups visit *Oregon My Oregon* when Docents are available. Docents will engage your class in museum activities and will elaborate on exhibit themes.

If you visit *Oregon My Oregon* when Docents are not available for museum interpretation your *Teacher's Guide* will provide suggestions and activities for your museum visit.

#### **Suggested Visiting Time**

The suggested museum visit time to the *Oregon My Oregon* exhibit is one hour or 1 ½ to two hours to visit the entire museum.

#### **How to Book at Tour of Oregon My Oregon**

1. Visit the Classroom & Group Visits page at <http://ohs.org/visit-ohs/classroom-group-visits.cfm> and follow the prompts
2. Pay for your group visit upon arrival at the Oregon Historical Society via cash, check or credit card. **(See page four of this guide for admission prices).**
3. If you must cancel your museum visit, please call 503.306.5251 at least 24 hours before your visit.

Teacher pre-visits (one visit per teacher) to the Oregon Historical Society's exhibits are free. If you wish to preview the Oregon Historical Society's exhibits prior to your classroom visit, please identify yourself as a teacher at the Admissions Desk.

## Visitor Guidelines for School Groups

To make the museum experience positive and powerful for all visitors, we ask that school groups observe the following rules in the museum. We do reserve the right to ask disruptive students or classes to leave.

- School groups must be supervised at all times. **The minimum supervision requirement for school and youth groups, preschool through high school is one adult chaperone for every ten students.** Prepare your supervising adults by sharing the goals of your visit, reviewing museum etiquette, and familiarizing them the roles and responsibilities that you want them to assume during your visit.
- When possible please do not bring bags or backpacks to the Oregon Historical Society as storage is limited. If you do have coats, bags, or backpacks, please check them in at the Visitor Services Coat Room located at the Admissions Desk.
- School groups are not permitted in the Museum Store.
- Due to the structure of the buildings, sound is magnified and echoes are often a problem. Quiet movements and voices will not disturb other museum groups and guests; loud voices, shouting, and running are not permitted.
- Please be courteous, walking behind rather than in front of others who are looking at exhibits.
- Museum artifacts suffer considerable damage if handled by many people. Therefore, we ask that visitors refrain from touching objects on exhibit. Any exceptions to this rule will be specifically labeled. Handle gently any objects designated or displayed for hands-on use. We want to make sure they will continue to be available for everyone to enjoy.
- Please avoid touching or leaning on exhibit cases.
- **Use pencils and notebooks or clipboards for assignments.**
- To protect our collections, food and beverages are not permitted in the Museum or Research Library. There are no eating facilities available at the Oregon Historical Society. Please dispose of gum before entering the museum.
- In order to protect all historic artifacts, no flashbulbs or other artificial lighting devices may be used in the building. Refrain from using video equipment, radios, and CD players in the Museum. Please turn off all cell phones and pagers.
- For the health and safety of our staff, volunteers, and visitors, pets are not permitted inside the OHS facility. However, guide dogs assisting disabled patrons are welcome.
- We appreciate our visitors refraining from any behavior that may endanger collections, damage facilities, disturb or threaten visitors. The following is generally considered inappropriate behavior:
  - \* Running, climbing, chasing, or jumping
  - \* Throwing objects
  - \* Loud talking, yelling, offensive language
  - \* Open flames

## Visitor Information

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### Arrivals

The Oregon Historical Society is located at 1200 SW Park Avenue between SW Jefferson and Madison on the South Park Blocks in downtown Portland. Groups should enter through the Pavilion doors off of SW Park Avenue and check in at the Admissions Desk.

### Directions

#### *From the North:*

Travel south on I-5. Exit I-5 at I-405 interchange. Take I-405 South to the West Burnside Street exit. Turn left onto West Burnside and travel 8 blocks to SW Broadway Avenue. Turn right onto SW Broadway and travel 11 blocks to SW Jefferson Street. Turn right onto SW Jefferson and travel 1 block to SW Park Avenue. Turn right onto SW Park. The Oregon Historical Society will be on your right between SW Jefferson and SW Madison.

#### *From the South:*

Travel north on I-5. Exit I-5 at the I-405 interchange. Take I-405 North to the SW 6th Avenue exit. Travel 9 blocks to SW Jefferson Street and turn left. Travel 2 blocks on SW Jefferson and turn right onto SW Park Avenue. The Oregon Historical Society will be on your right between SW Jefferson and SW Madison.

#### *From the West:*

Travel east on Highway 26: Take the SW Market Street exit (exiting Hwy 26 from the center lane). Travel 5 blocks and turn left onto SW Park Avenue. Travel 3 blocks to SW Jefferson Street. The Oregon Historical Society will be on your right between SW Jefferson and SW Madison.

#### *From the East:*

Travel west on I-84. Exit I-84 at the I-5 interchange. Take I-5 South towards Salem. Travel south for approximately 3 miles. Cross the Marquam Bridge and exit I-5 at the I-405 interchange. Take I-405 North to the SW 6th Avenue exit. Travel 9 blocks to SW Jefferson Street and turn left. Travel 2 blocks on SW Jefferson and turn right onto Southwest Park Avenue. The Oregon Historical Society will be on your right between SW Jefferson and SW Madison.

## **Parking**

There are no designated public areas for school bus parking available on the South Park Blocks. The City of Portland does provide bus parking on SW 14<sup>th</sup> Avenue, between Salmon and Taylor. Call the City of Portland Parking office at 503.823.4193 for more information about bus parking. The Oregon Historical Society does not have a parking facility for public use. A number of public lots and garages are available within a four block radius of the Oregon Historical Society. All on-street parking in the vicinity is metered (mostly on-hour meters). The Oregon Historical Society is readily accessible by public transportation. For more information about school trips contact Tri-Met at (503) 238-4909.

## **Where to Eat Lunch**

School tour groups may eat their lunches on our patio if it is not raining. In case of rain, we have an indoor eating area, but you must pack all lunches in one or two large boxes. Please do NOT bring loose individual lunch bags, and please leave backpacks on the bus.

## **Patrons Needing Accommodation**

The Oregon Historical Society is wheelchair accessible.

## **Current Permanent Exhibits at the Oregon Historical Society**

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### ***Oregon My Oregon*** **Ongoing**

*Oregon My Oregon* interprets Oregon's history through visual guides, artwork, artifacts, photographs, audio/visual presentations, and hands-on displays for children. The exhibit leads you chronologically through the history of the first inhabitants to modern day Oregon and explores the diversity of the landscape and the people that have occupied the region.

### ***Oregon Voices: Change and Challenge in Modern Oregon History*** **Ongoing**

In *Oregon Voices* the Oregon History Museum combines the technology of today with stories from the past. This interactive exhibit gives visitors a chance to explore the issues and events that shaped Oregon from 1950 forward.

## Navigating *Oregon My Oregon*

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*Oregon My Oregon* is organized chronologically. The exhibit is divided into the following sections:

Area 1 – Land of Many Faces (Introduction)

Area 2 – First Oregonians

Area 3 – Lure of the West: Exploration and Trade (1500s – 1830s)

Area 4 – Lure of the West: American Re-settlement (1840s – 1870s)

Area 5 – What Shaped Modern Oregon? (1860s-present)

Area 6 – Oregonian Culture

The following pages (12 - 26) provide an overview of each section, background history on featured topics, suggested questions for students, and a list of exhibit features including artifacts, maps, and audio/visual components.

### Area 1 – Land of Many Faces

#### **Overview:**

Area 1 highlights the many peoples that have and continue to call Oregon home. This section also showcases *Oregon* state symbols and illustrates the geography of the Oregon Country and the origins of Oregon place names.

#### **Background**

##### *Land of Many Faces*

Many people have called the Oregon Country home. The hats and shoes on display represent some of Oregon's cultural communities and occupations.

- Gallery Question for students: *Looking at these objects, what different cultures and occupation do you think are a part of Oregon's history?*

Answer to Gallery Question: Chinese, Native American, African American, loggers, shipyard workers, Nike tennis shoes, etc.

##### *Oregon Geography*

Oregon exhibits striking geographical diversity. Its landscapes include high deserts, snow-capped volcanoes, rolling plateaus, deep canyons, fertile valleys, and a rugged Pacific shoreline. The diversity of Oregon's geography has had a profound impact on the way people have lived here. Oregon's natural features have shaped the human history of Oregon.

- Gallery Question for students: *How has the geography/environment of the different regions of Oregon influenced settlement patterns?*

Answer to Gallery Question: In general: the river valleys are centers for transportation, food, and a source of energy/power. The Pacific Ocean is a source for food, fishing, timber, trading, shipyards (import/export), and recreation. The mountain ranges are centers for logging and recreation. Fertile valleys are locations for farms and industry. The rolling plateau/high desert are centers for ranching.

#### *Oregon Place Names*

Oregon's place names remind residents and visitors of the state's history, ethnicity, and beauty. Names and places are familiar landmarks of memory.

- Gallery Question for students: *Do you know how your town or city got its name?*

Answer to Gallery Question: Answers will vary for each student

### **Exhibit Features in Area 1**

#### *Verbal*

- Explanatory text

#### *Visual*

- Life size mural photograph of Kaiser Shipyard workers
- Photographs of Oregon's Eco-regions
- Map of Eco-regions of Oregon
- Map of Oregon Place Names
- Artifacts: Hats, Shoes, State Symbols

#### *Audio (in background)*

- Music – State Song, "Oregon My Oregon"
- Oregonian voices

### **AREA 2 – First Oregonians**

#### **Overview:**

Area 2 provides an overview of Native American life-ways, languages, and culture in three distinct regions; the Northwest Coast, Columbia Plateau, and the Great Basin.

**Background:***Map of Major Native American Groups in Oregon in 1850*

For more than 10,000 years, Native Americans have called Oregon home. They spoke at least 18 different languages. Five major language families existed among Oregon Indians in 1850. The Oregon Country has three distinct environments, each with special climate conditions, plants, and animals. Native Americans crafted unique life-ways adapted to each of these settings. The environment did not determine culture, but it helped to shape it. During the second half of the 19<sup>th</sup> century Indian populations were removed from their homelands and placed on reservations. Indians often agreed to treaties with governmental representatives because they believed it was the only way to retain land and the rights to hunt, fish, and gather food at usual and accustomed places.

- Gallery Questions: *Based on what you just learned about Oregon's geographical regions, where might you find a Cedar Plank House? What does the structure of the Plank House tell you about the Native Americans who lived in them? Were they sedentary or migratory people? What materials did they use to construct their homes, tools, baskets, etc.?*

Answer to Gallery Questions: *Northwest Coast Culture: Cedar Plank House*

The Native Americans of the Oregon coast and western Oregon valleys were part of the Northwest Coast Native culture. Living in the temperate rain forest, they used cedar for canoes, house planks, cordage, clothing, and basketry materials. They harvested vast numbers of salmon, hunted, and gathered. The village was their tribe and they recognized larger groupings because of shared dialect and language.

- Gallery Questions: *What other objects can you find in the Plank House that might be made from cedar? What were they used for?*

Answer to Gallery Question: Cedar baskets were used to collect and gather roots and berries; cedar bark skirts were worn as clothing and to protect against the wind and rain; cedar canoes and paddles transported people and goods on rivers, lakes, and estuaries.

- Gallery Questions: *Where in Oregon would you find a Rock Shelter? What does the structure of the Rock Shelter tell you about the Native Americans who lived in them? Were they sedentary or migratory people? What materials did they use to construct their homes, tools, baskets, etc.? How are the Great Basin baskets and materials different from the Northwest coast?*

Answer to Gallery Question: Great Basin Culture: Rock Shelter

The peoples of the Great Basin resided in south-central and southeastern Oregon. Their dry, sprawling country, standing a mile and higher above sea level, afforded a good life, but required much labor. Great Basin tribes followed an active seasonal round. Pursuing resources throughout the year, they were constantly on the move. They lived in brush wickiups (temporary dwellings made of arched poles covered by brush, bark, rushes or mats) and rock shelters, hunted for mammals and birds, caught fish in lakes and rivers, and harvested seeds, roots, and berries.

- Gallery Questions: *Where in Oregon would you find salmon drying racks? How are the objects from the Columbia Plateau region different or similar to Native American objects from the Northwest Coast or Great Basin?*

Answer to Gallery Question: Plateau Culture: Salmon Drying Racks

Living in the arid, rolling landscape east of the Cascades, the Plateau Indians dug roots, hunted, and caught salmon from the Columbia River and its tributaries. They imported dugout canoes, shells, and foods from west of the mountains in trade for wind-dried salmon, slaves, obsidian, and basket materials. Their shelters were mat-covered lodges. In the 1700s they obtained horses, which gave them mobility.

- Gallery Question: *How did communication and transportation on the Columbia River contribute to trade among Native American Tribes in the Pacific Northwest?*

Answer to Gallery Questions: Canoe: Trade

Before contact with Euro-Americans, the tribes of the Pacific Northwest had a thriving economy. Slaves, wind-dried salmon, and bundles of bear grass moved by canoe down the Columbia River while upstream came loads of sturgeon, dried smelt, sea shells, dugouts, and cedar paddles. Native Americans extracted obsidian in central Oregon and traded it west of the mountains for the manufacture of projectile points and blades. Dentalium shells – the “money” of the region – were traded south from Vancouver Island to western Oregon and beyond the Cascades to the Plateau and the Plains. Buffalo hides, pipestone, and horses came over the mountains from the east.

- Gallery Questions: *Who brought diseases to Native Americans? How do you think disease harmed Native American cultures?*

Answer to Gallery Question: *Map of Disease*

Between 1830 and 1840, at least 80% of the Native Americans of the Columbia estuary and the Willamette Valley died from disease. Imported germs ravaged the peoples of the region. Smallpox, malaria, measles, dysentery, and tuberculosis swept through the tribes. New diseases began their deadly work in the Oregon Country in the late 18<sup>th</sup> century. Lewis and Clark noted evidence of smallpox along the Columbia River in 1805-06. The ravages continued for hundred of years, destroying lives, languages, political systems, and entire tribes.

**Exhibit Features**

*Verbal*

- Explanatory Text
- Native American Creation Stories
- Native American Rituals (Becoming a Woman)
- Quotes from Native Americans

*Visual*

- Mural size photograph of “Outside an Indian Lodge”
- Mural size painting of “Interior of Ceremonial Lodge”
- Mural size photograph of Fort Rock
- Photo of “Nisqually girl wearing cedar bark skirt and holding a basket”
- Map of “Major Native American Groups of 1850”
- Map of “Languages in Western North America”
- Map of “Native American Epidemics and Death in Oregon”
- Artifacts: Native American baskets, clothing, canoes, tools, Dentalium shells, etc.

*Kinesthetic*

- Walk-in Cedar Plank House
- Replica of Fort Rock Shelter
- Replica of Columbia Plateau Salmon Drying Racks

*Audio*

- Background forest sounds, rainfall, bird calls, etc.

## AREA 3 – Lure of the West: Exploration and Trade (1500s-1830s)

### **Overview**

Area 3 highlights the journeys of European and American sea captains who sailed the North Pacific shores in the late eighteenth century, hoping to find the Northwest Passage, expand their territory claims and to develop commercial trade routes with Asia. This section also examines scientific discoveries of Lewis and Clark and David Douglas as well as the importance of the Hudson's Bay Company and the fur trade in the Pacific Northwest.

- Gallery Question: *What motivated explorers to make expeditions to the Pacific Northwest?*

### Answer to Gallery Question

In the late 18<sup>th</sup> century, nation-states of Europe and the United States invested their resources in developing connections with the distant North Pacific coast in search of new territories, riches, and scientific discoveries.

### *Imperial Exploration*

Exploration of the Northwest coast began as early as the 1500s when Spanish trade ships passed by the coastline on their way to the Philippines. By the 1700s the Spanish, British, French, Russians, and Americans were all exploring the Northwest United States and trading (especially sea otter pelts to sell in China) with Native Americans.

- Gallery Questions: *How were the natural resources of Oregon valued differently by explorers than the Native Americans? What desirable goods or commodities might the explorers have offered the Native Americans in exchange for the "soft gold" of their furs?*

### Answer to Gallery Questions: Commercial Exploration

Native Americans bartered pelts of sea otter, beaver, martin, fisher, and lynx for metal objects such as axes, files, chisels, saws, nails, hinges, kettles, as well as glass beads, Dentalium shells and clothing. The region's furs grew in value – they became "soft gold."

- Gallery Questions: *What was the object of Lewis and Clark's mission? Do you think Lewis and Clark met their mission and goals? Why or why not?*

Answer to Gallery Questions: Scientific Exploration/Lewis and Clark

The 18<sup>th</sup> century celebrated the Enlightenment. The “Age of Reason” was a time to discover, collect, inventory and analyze. Nation-states dispatched exploring expeditions to collect specimens, chart coastlines, and log observations.

President Jefferson ordered Lewis and Clark to explore the interior of North America and find a water route for trade. Jefferson envisioned the commodities of the United States passing by rivers and a short portage to the west, and in return attracting the wealth of Asia. Along this route would reside generations of yeomen farmers, the backbone of democracy. Between 1804 and 1806 Lewis and Clark’s party recorded their travels in more than 2,000,000 words, drafted maps, and identified dozens of plants and animals new to science. They opened relations with Native American tribes and strengthened American claims to the Oregon Country.

- Gallery Questions: *How was the HBC trade network different/unique than previous trade networks established between Native Americans in the Pacific Northwest? What does this tell you about these different communities (Euro-American and Native American)?*

Answer to Gallery Questions: Hudson’s Bay Company Trade Ship: Trade Goods

Founded in 1670, the Hudson’s Bay Company (HBC) dominated the fur trade of Canada. In 1821 the British Parliament merged the North West Company of Montreal into the HBC, which took over operations in the Columbia watershed. Dr. John McLoughlin, the company’s chief factor, supervised construction of Fort Vancouver in 1825. Until 1846 he governed the region and its fur-based economy. HBC trade ships brought trade goods (metal objects, clothing, tobacco, beads, blankets, etc.) to Fort Vancouver and exported furs to China and England.

Native Americans quickly became aware of the monetary value that certain resources held in the eyes of the new explorers. This discovery allowed them to trade for resources that were previously unavailable. They became valued players in the trade network and integrated new trade items into their culture. Eventually Native Americans became dependent on European trade goods as their populations were decimated by disease and their traditional life-ways (subsistence practices, ceremonies, social structures) deteriorated.

**Exhibit Features**

*Verbal*

- Explanatory text
- First-hand accounts and quotes from explorers and fur traders
- Captain Cook’s Ship Log, 1778

### *Visual*

- Artifacts: model ships, specimens, trade objects, scientific equipment, Hudson's Bay Company objects
- Map: Route of Lewis and Clark 1804-1806
- Map: Exploration – 1808-1830
- Map: Exploration – 1830-1845
- Image: Portraits of Lewis and Clark
- Image: Painting of Fort Vancouver on the Columbia River, 1820

### *Kinesthetic*

- Replica campsite of David Douglas
- Walk-through replica of HBC Trade Ship

### *Audio/Visual*

- Theater: *In Quest of the Unknown* (video on map making and exploration in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries)

### *Audio*

- Excerpts from David Douglas's diary
- Background sounds: ship at sea

## **PEOPLE**

- James Cook
- George Vancouver
- Nunez Gaona
- Bruno Hezeta
- Robert Gray
- Meriwether Lewis and William Clark
- John C. Fremont
- David Douglas
- John Kirk Townsend
- John Jacob Astor
- John McLoughlin
- Nathaniel Wyeth
- Native Americans, Hawaiians, French Canadians

## AREA 4 – Lure of the West: American Re-settlement (1840s-1870s)

### Overview

Area 4 examines missionaries, the Oregon Trail, Indian wars and treaties.

### Background

Missionaries, who came to Oregon to convert native peoples as well as fur traders to Christianity proved more successful in assisting Euro-American settlers. Oregon Trail travelers came to Oregon for a variety of reasons including economic opportunity, free land, health and a new life. The artifacts in the covered wagon provide a sense of the everyday life, routine, and hardships these settlers faced on the overland journey. Euro-American re-settlement of Oregon dramatically changed Native American life-ways. In the 1850s the federal government participated in treaty negotiations with Native American tribes and relocated many to reservations – a process that resulted in the cession of millions of acres of Native lands to the newcomers.

- Gallery Question: *What are some of the cultural differences between Native Americans and Euro-American missionaries? How did these cultural differences play out at the Whitman Mission?*

### Answer to Gallery Questions: *Missionaries: Incident at Waiilatpu*

A wave of religious enthusiasm was sweeping through America between 1800 and 1840. Missionaries hoped to spread Christianity saw the “uncivilized” Native Americans and fur traders as a population in need of salvation. Missionaries also hoped Native Americans would adopt a sedentary agricultural lifestyle and cease traditional religious and cultural practices.

On November 29, 1847, Cayuse Indians attacked and killed thirteen people at the Whitman Mission located in current-day southeastern Washington. The incident resulted from years of frustration and anger. During Marcus Whitman’s stay hundreds of Native Americans had died of measles, dysentery, and other ailments. Each year more immigrants flowed in over the Oregon Trail, bringing white men’s diseases. The Whitmans had insisted that the Cayuse become farmers, but the men were hunters and fishermen and the women were diggers of roots and bulbs. Fear and misunderstanding led inevitably to enmity and death.

### *The Oregon Trail*

In 1843 more than 900 emigrants crossed overland to Oregon; 3000 arrived in 1845. By 1850 nearly 10,000 new settlers had selected homes in the Oregon Country. In 1850 Congress passed the Oregon Donation Land Act. It provided

320 acres to each man and 640 acres to married couples. Native Americans and African Americans were denied these lands. By 1855, 7,437 settlers had filed on 2.5 million acres south of the Columbia River. For thousands the Oregon Country was a land of promise and potential.

- Gallery Question: *Imagine that you are going on a long journey to a new home today. List five things that your family would absolutely need for the trip?*

Answer to Gallery Question: Answers will vary for each student.

### *Conflicts*

The newcomers took the land and drove the Native Americans from their villages. As the population grew, starvation loomed. Those with guns killed the elk and deer; in 1853 the Oregon legislature made it illegal for Native Americans to own guns or purchase ammunition. Warfare erupted among the tribes along the Rogue River, in the Yakama country, and on Puget Sound. In the 1870s the Modoc War, Nez Perce War, and Shonshoni-Bannock conflicts were the final round in the dispossession and subjugation of the Native peoples.

- Gallery Questions: *How and why did the U.S. Federal Government hope to change Native American culture and life-ways? How do you think the loss of Native American land has affected Native American cultures and how have Native Americans maintained their sovereignty in Oregon today?*

Answer to Gallery Questions: *Treaties and Reservations*

Between 1851 and 1855 federal officials negotiated 18 treaties – each with promises of goods, services, and in some instances, reserved rights and lands. None of these treaties were ratified. Between 1853 and 1865 the government secured and ratified 12 more treaties. These agreements took away almost all Native American lands in Oregon. The tribes were compelled to remove to reservations, token remnants of their lands. Hundreds died of malnutrition, disease, and the trauma of loss of home, family, and everything familiar. From the early 1850s to the 1950s, they were subjected to “civilization” programs. They were expected to learn to farm, to speak English and adopt Euro-American customs.

Today Indians live off and on reservations in Oregon and tribal governments play a prominent role in Indian life and are vital to Indian sovereignty and culture. Reservations are now headquarters for tribal facilities, gaming and community centers, and economic, educational, and cultural agencies as well.

## **Exhibit Features**

### *Verbal*

- Explanatory Text
- First-hand accounts from missionaries, Oregon Trail travelers, and Native Americans
- Primary Source Document: "Indian Supplies" list

### *Visual*

- Catholic (1840) and Protestant (1845) Ladders
- Image: Painting of Wascopam Mission
- Image: Portrait of Reverend Jason Lee
- Image: Drawing of "Murder of Marcus Whitman, November 29, 1847"
- Image: Drawing of "Crossing of the Platte Mouth of Deer Creek"
- Map: "Oregon Trail"
- Map: "Location of Indian Wars"
- Map: "Map of Reservations and Federally Recognized Tribes"

### *Kinesthetic*

- Replica of Oregon Trail Wagon

### *Audio*

- Diary excerpts from Marcus and Narcissa Whitman
- Diary excerpts from Oregon Trail travelers
- Hymn singing

## **PEOPLE**

- Reverend Jason Lee
- Father Francis Norbert Blanchet
- Father Modeste Demers
- Mary Walker
- Marcus Whitman
- Narcissa Whitman
- George Gibbs
- Margaret Frink
- Cayuse Indians

## AREA 5 – What Shaped Modern Oregon (1860s-Present)

### Overview

Area 5 features displays on 20<sup>th</sup> century immigration, transportation, and the growth of Oregon industries as well as World War II and Japanese internment.

- Gallery Questions: *What are some of the industries that shaped Oregon and continue to influence the modern Oregon economy?*

### Answer to Gallery Questions: Abundant Oregon

Oregon “boosters” shaped public opinion about Oregon as a land of opportunity, wealth, and health to draw people, money, industry, and jobs to the region. Industries such as ranching, farming, fishing, timber, and mining grew and flourished throughout the state. Between 1860 and 1920, a web of railroad lines tied together distant parts of the Oregon Country. Developers forged transcontinental lines that linked the Pacific Northwest with the nation. Wheat, lumber, canned fish, cattle, and wool moved out. People and manufactured goods moved in. Just as settlers in the early 19<sup>th</sup> century, many different groups of immigrants came to Oregon in search of work and a better life.

- Gallery Question: *What are some of the ethnic groups that came to Oregon and contributed toward Oregon’s economic growth and cultural heritage?*

### Answer to Gallery Question: Ethnic Labor

Ethnic communities thrived in the Oregon Country. Basques engaged in range industries congregated in Malheur County. Scandinavians made up a large part of the population engaged in fishing and sawmill work in Clatsop and Coos Counties. By the 1880s, Chinese miners constituted more than 40% of the population of Grant County. Jewish merchants, immigrants from Germany and Russia, settled in the Willamette Valley towns and in trade centers like Baker City and Roseburg. In the latter half of the 20<sup>th</sup> century, new waves of immigrants poured into Oregon. Spanish-speakers from Mexico and Central America came to work and then live. Vietnamese and Hmong refugees fled warfare and turmoil in southeast Asia to find new homes in Portland. Immigration has helped to diversify Oregon.

- Gallery Questions: *What major event/war occurred in the 1940s that impacted life in the United States? In what ways do you think this war changed the lives of Japanese and Japanese-Americans in Oregon and in the West?*

Answer to Gallery Questions: 20<sup>th</sup> Century Immigration and Links to the World

Four generations of Japanese-Americans have helped shape the economy and culture of Oregon. Hard-working and determined, the Issei, or immigrant generation, charted the way. The course was hard: manual labor on railroads, establishing truck farms and orchards, and living humbly to try to save money to buy land.

In December 1941 President Franklin D. Roosevelt signed Executive Order 9066, which ordered the army to transport all West Coast Japanese and Japanese-Americans to internment camps. Many lost everything: homes, farms, and personal effects.

Succeeding generations – Nisei, Sansei, and Yonsei – have fared better. They have recouped family fortunes, gained higher educations, and entered professions. Like immigrants from many lands, Japanese-Americans have added to the multiple faces and cultures of “blended” America.

*Yasui Store*

Masuo Yasui, an immigrant of 1902, and his brother, Renichi Fujimoto, used their earnings as railroad laborers to purchase a variety store at First and Oak in Hood River. The Yasui Brothers’ store sold kimonos, fans, soy sauce, pots, pans, watches, candy, toys, and clothing. The store connected the old world of Japan with the new world of America.

In December 1941 the U.S. Treasury Department shut down the Yasui Brothers Store in Hood River. The brothers were forced to sell their merchandise below cost and close the store permanently. In 1942, Minoru Yasui (a lawyer) defied relocation orders claiming they violated his constitutional rights. He was stripped of his American citizenship and fined \$5,000 and sentenced to 9 months in solitary confinement. After WW II, Yasui became a national champion of civil liberties and practiced law in Colorado.

## **Exhibit Features**

### *Verbal*

- Explanatory Text

### *Visual*

- Artifacts: artifacts representing mining, timber, fishing, ranching, farming industries, ethnic communities (especially Chinese and Japanese), labor, World War II, and Japanese Internment
- Images: Illustrations and photographs of ranching, hops, farming, mining, salmon canneries, railroads, labor, ethnic communities, and Lewis and Clark Centennial

### *Kinesthetic*

- Walk-in replica of Yasui Grocery Store

### *Audio/Visual*

- Theater: Oregon – Land of Sunshine (film footage from the Oregon Historical Society’s collections).

## **PEOPLE**

- Albert Geiser
- R.D. Hume
- Simon Benson
- Masuo, Renichi, and Minoru Yasui

## **AREA 6 – Oregonian Culture**

### **Overview**

Area 6 examines Oregon’s trend-setting legislation, such as the “bottle bill” land-use planning, and public beach access and modern current issues.

### **Background**

Oregon’s controversies and modern issues have led to important dialogues that take as their focus the sustainability of the state’s natural resources and the health and stability of Oregon communities. Current policies and controversies are tied to the past and affect the way we live today.

- Gallery Questions: *How do you think the political culture of Oregon has been unique in the history of the United States?*
- *In what ways have Oregonians secured the future livability of this state?*

Answer to Gallery Questions: Oregonian Culture

Reform beckoned and Oregonians seized its promise. The independence and individualism of those who settled in Oregon shaped the current culture of Oregon today. Oregonians continue to take pride in charting a course for America. The following is a list of national trendsetting legislation initiated in Oregon.

- 1902 – First initiative and referendum laws
- 1903 – First voter’s pamphlet
- 1908 – First recall amendment to state constitution
- 1914 – First eight-hour day for women workers
- 1919 – First gasoline tax to fund highways
- 1951 – First statewide laws to control air pollution
- 1971 – First mandatory beverage container deposit law
- 1973 – First statewide land-use planning law
- 1994 – First Death with Dignity Act
- 1996 – First vote-by-mail for federal offices

*Modern Oregon Issues: Newberry Lunch Counter*

Modern Oregon Issues are ten audio/visual interviews/documentaries on the topics listed below. Each video provides different viewpoints and perspectives on a contemporary issue facing Oregonians today. Each Modern Oregon Issue video is four minutes in length.

1. Fish
2. Urban Growth
3. Indian Casinos
4. Racism
5. Taxation
6. Education
7. Rural vs. Urban
8. Air and Water Quality
9. Assisted Suicide
10. Forests

- Gallery Questions: *How are current policies and controversies tied to the past and how do these issues affect the way we live today?*

Answer to Gallery Questions: Answers will vary with each student.

### *Concluding Questions*

- *What is your relationship to the natural resources of Oregon or the place you call home?*
- *How will your actions and decision impact your community both today and in the future?*
- *As you exit the exhibit notice the mirrors in front of the mural. Why do you think the mirrors are there?*

### **Exhibit Learning Objectives**

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Below you will find a description of the overlying theme and learning objectives of *Oregon My Oregon*. Consider asking your students the questions related to each learning objective as you walk through the exhibit. Although teachers are not limited to teaching these educational messages in their classrooms, these themes are featured throughout the exhibit text and educational materials located in this guide.

#### **Theme:**

Much can be learned about the history of a place by exploring the everyday lives of the different people that have made it their home.

#### **Learning Objectives and Questions:**

1. The natural resources of Oregon have had a significant impact on the human history of the area.
  - a. What is/was the relationship between the land and the people of each period?
  - b. How have different people 'valued' Oregon's resources throughout time?
  - c. How do people's view of the land and natural resources affect the history of Oregon and the people who have lived here?
2. Oregon is shaped by the individual vision, struggles, and strengths of the people who have lived here.
  - a. Why did people in the past make Oregon their home? Why do they now?
  - b. What were the sacrifices or struggles associated with living in Oregon? Now?
  - c. How did the imagination, desire, and dreams of those who called Oregon home shape its development?

3. Each of us influences the history of the place we call home – we are just one citizen (of a state, nation, world) in a community that is influenced by the past and shapes the future.
  - a. Who are the people and what are some of the significant events that have influenced Oregon? –(including National, regional, and local events)
  - b. How are some of Oregon’s current policies and controversies tied to the past?
  - c. How do issues in Oregon’s past still affect the way we live today?
  - d. How is history influenced by the people who record it?

### **Exhibit-Related Activities**

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#### **At the Museum Activity for Elementary School Students Museum Observation Log**

**Theme Focus:** Students will keep observation logs to compare and contrast change over time in the following exhibit sections: First Oregonians (Area 2), Lure of the West: Exploration and Trade (Area 3), Lure of the West: American Re-settlement (Area 4).

#### **Objectives**

While visiting the *Oregon My Oregon* exhibit students will:

- Identify and describe physical and human characteristics of regions in Oregon.
- Identify patterns of migration and cultural interaction in Oregon.
- Interpret data and chronological relationships presented in timelines and narratives.
- Compare and contrast change over time in Oregon.

#### **Location of Activity**

Areas 2, 3, & 4, of the *Oregon My Oregon* exhibit. See a floor plan of the exhibit on page 11 of this guide for location of sections.

#### **Time of Activity**

45 minutes to 1 hour

### Set-up

Print off and distribute copies of the *Compare and Contrast Observation Log for Elementary Students* located on pages 30-31 of this guide. Make sure that each student has a clipboard and pencil to work with in the gallery. You might want to supply students with additional scratch paper so they can record and draw artifacts or images they find interesting in the exhibit.

### Introduction

Before your visit to *Oregon My Oregon* let students know that they will be making observation logs and comparing aspects of daily life in Oregon throughout three different eras in history.

### Conclusion

At the end of the exhibit or back in the classroom ask students the following questions:

- What are some of the similarities and differences in the peoples, cultures, and places displayed in the exhibit?
- What do your observations tell you about how life has changed in Oregon from the First Oregonians section to the American Re-settlement section?

**Compare and Contrast Observation Log – Elementary Students**  
**OREGON MY OREGON**

*Describe the daily life/routine of people in each section listed below.  
 How did they live? What did they eat? What tools did they use? What traditions/customs did they practice? How did they interact with other cultures?*

<b>Native Americans (First Oregonians – Area 2)</b>	<b>Explorers and Fur Traders (Lure of the West – Area 3)</b>	<b>Oregon Trail Settlers (Lure of the West – Area 4)</b>
<i>Where did they live?</i>	<i>Where did they live?</i>	<i>Where did they live?</i>
<i>How did they get around (travel)?</i>	<i>How did they get around (travel)?</i>	<i>How did they get around (travel)?</i>
<i>What kinds of foods did they eat?</i>	<i>What kinds of foods did they eat?</i>	<i>What kinds of foods did they eat?</i>
<i>How did they get their food?</i>	<i>How did they get their food?</i>	<i>How did they get their food?</i>
<i>What kind of clothing did they wear?</i>	<i>What kind of clothing did they wear?</i>	<i>What kind of clothing did they wear?</i>
<i>What objects did they value and why?</i>	<i>What objects did they value and why?</i>	<i>What objects did they value and why?</i>
<i>What traditions/customs did they practice?</i>	<i>What traditions/customs did they practice?</i>	<i>What traditions/customs did they practice?</i>

**OVER**

*Describe the similarities and differences of the daily life/routine of people listed in each section below*

<b>Native Americans (First Oregonians - Area 2)</b>	<b>Explorers &amp; Fur Traders (Lure of the West Area - 3)</b>	<b>Oregon Trail Settlers (Lure of the West - Area 4)</b>
<u>Similarities</u>		
<u>Differences</u>		

- What are some of the similarities and differences in the peoples, cultures, and places displayed in the exhibit?
- What do your observations tell you about how life has changed in Oregon from the First Oregonians section to the American Re-settlement section

**Observations/Conclusion**

## **At the Museum Activity for Middle School Students**

### **Museum Observation Log**

**Theme Focus:** Students will keep observation logs to compare and contrast change over time in the following exhibit sections: Lure of the West: Exploration and Trade (Area 3), Lure of the West: American Re-settlement (Area 4) and What Shaped Modern Oregon (Area 5).

#### Objectives

While visiting the *Oregon My Oregon* exhibit students will:

- Identify and compare physical and human characteristics of different regions and eras in Oregon history.
- Identify, locate, and compare the cultural characteristics of places and regions in Oregon.
- Identify patterns of migration and cultural interaction in Oregon
- Identify and give examples of chronological patterns and recognize them in related events over time.
- Compare and contrast change over time in Oregon.
- Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.
- Understand how various groups of people were affected by events and developments in Oregon state history.

#### Location of Activity

Areas 3, 4, & 5 of the *Oregon My Oregon* exhibit. See a floor plan of the exhibit on page 11 of this guide for location of areas.

#### Time of Activity

45 minutes to 1 hour

#### Set-up

Print off and distribute copies of the *Compare and Contrast Observation Log* located on pages 34-35 of the guide. Make sure that each student has a clipboard and pencil to work with in the gallery. You might want to supply students with additional scratch paper so that students can record and draw artifacts or images they find interesting in the exhibit.

### Introduction

Before your visit to *Oregon My Oregon* let students know that they will be making observation logs and comparing aspects of daily life in Oregon throughout three different eras in history.

### Conclusion

At the conclusion of the exhibit or back in the classroom ask students if they noticed any similarities or differences in the peoples and cultures they examined in the exhibit.

- What do their observations tell them about how life has changed in Oregon from the Fur Trade and Exploration era section to modern Oregon?
- What are some of the causes and effects that created change in Oregon?
- What are some of the lasting influences, events, and developments in Oregon history?

**Compare and Contrast Observation Log – Middle School Students**

**OREGON MY OREGON**

*Describe the daily life/routine of people in each section listed below.  
How did they live? Where did they work? What jobs did they work at? What tools did they use? What traditions/customs did they practice? How did they interact with other cultures?*

<b>Explorers and Fur Traders (Lure of the West – Area 3)</b>	<b>Oregon Trail Settlers (Lure of the West – Area 4)</b>	<b>20<sup>th</sup> Century Immigrants (What Shaped Modern Oregon? – Area 5)</b>
<i>What kinds of tools did they use?</i>	<i>What kinds of tools did they use?</i>	<i>What kinds of tools did they use?</i>
<i>How did they get around (travel)?</i>	<i>How did they get around (travel)?</i>	<i>How did they get around (travel)?</i>
<i>What did they do for a living?</i>	<i>What did they do for a living?</i>	<i>What did they do for a living?</i>
<i>What kind of clothing did they wear?</i>	<i>What kind of clothing did they wear?</i>	<i>What kind of clothing did they wear?</i>
<i>What objects did they value and why?</i>	<i>What objects did they value and why?</i>	<i>What objects did they value and why?</i>
<i>How did they interact with other cultures?</i>	<i>How did they interact with other cultures?</i>	<i>How did they interact with other cultures?</i>
<i>What traditions/customs did they practice?</i>	<i>What traditions/customs did they practice?</i>	<i>What traditions/customs did they practice?</i>

**OVER**

*Describe the similarities and differences of the daily life/routine of people listed in each section below*

<b>Explorers and Fur Traders (Lure of the West - Area 3)</b>	<b>Oregon Trail Settlers (Lure of the West Area - 4)</b>	<b>20<sup>th</sup> Century Immigrants (What Shaped Modern Oregon - Area 5)</b>
<u>Similarities</u>		
<u>Differences</u>		

- What do your observations tell about how life has changed in Oregon from the Fur Trade and Exploration era section to modern Oregon?
- What are some of the lasting influences, events, and developments in Oregon history?

**Observations/Conclusion**

## **At the Museum Activity for High School Students**

### **Museum Observation Log**

**Theme Focus:** Students will keep observation logs to compare and contrast change over time in the following exhibit sections: Lure of the West: American Re-settlement (Area 4) and What Shaped Modern Oregon (Area 5), and Oregonian Culture (Area 6).

#### Objectives

While visiting the *Oregon My Oregon* exhibit students will:

- Locate and identify places and regions most prominent in contemporary events in Oregon.
- Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.
- Identify and understand different methods of extracting and using resources, and analyze and compare the affect on the environment.
- Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment.
- Recognize and interpret continuity and/or change with respect to particular historical developments in the 20<sup>th</sup> century.
- Interpret the relationship of events occurring over time.

#### Location of Activity

Areas 4, 5 & 6 of the *Oregon My Oregon* exhibit. See a floor plan of the exhibit on page 11 of this guide for location of areas.

#### Time of Activity

45 minutes to 1 hour

#### Set-up

Print off and distribute copies of the *Compare and Contrast Observation Log* located on pages 38-39 of the guide. Make sure that each student has a clipboard and pencil to work with in the gallery. You might want to supply students with additional scratch paper so that students can record and draw artifacts or images they find interesting in the exhibit.

### Introduction

Before your visit to *Oregon My Oregon* let students know that they will be making observation logs and comparing aspects of daily life in Oregon throughout three different eras in history.

### Conclusion

At the conclusion of the exhibit or back in the classroom ask students if they noticed any similarities or differences in the cultures, issues, or events they examined in the exhibit. Ask the following questions.

- How life has changed in Oregon from American Re-settlement to modern Oregon?
- What are some of the significant events, developments, groups, and people in the history of Oregon after 1900.
- Can you trace any current modern issues to any of the themes addressed in the exhibit?
- How are current policies and controversies tied to the past and how do these issues affect the way we live today?

**Compare and Contrast Observation Log – High School Students**  
**OREGON MY OREGON**

<i>What are some of the significant events, developments, groups, and people in the history of Oregon after 1900?</i>		
<b>American Re-settlement (Lure of the West – Area 4)</b>	<b>What Shaped Modern Oregon? (Area 5)</b>	<b>Oregonian Culture (Area 6)</b>
<i>Who are some of the people that lived in Oregon at this time?</i>	<i>Who are some of the people that lived in Oregon at this time?</i>	<i>Who are some of the people that lived in Oregon at this time?</i>
<i>How did they get around (travel)?</i>	<i>How did they get around (travel)?</i>	<i>How did they get around (travel)?</i>
<i>What did they do for a living?</i>	<i>What did they do for a living?</i>	<i>What did they do for a living?</i>
<i>How did they use natural resources?</i>	<i>How did they use natural resources?</i>	<i>How did they use natural resources?</i>
<i>What natural resources did they value and why?</i>	<i>What natural resources did they value and why?</i>	<i>What natural resources did they value and why?</i>
<i>How did they interact with other cultures?</i>	<i>How did they interact with other cultures?</i>	<i>How did they interact with other cultures?</i>
<i>What traditions/customs did they practice?</i>	<i>What traditions/customs did they practice?</i>	<i>What traditions/customs did they practice?</i>

**OVER**

*Describe the similarities and differences in significant events, developments, groups, and people in the history of Oregon after 1900?*

<b>American Resettlement (Lure of the West - Area 4)</b>	<b>What Shaped Modern Oregon? (Area 5)</b>	<b>Oregonian Culture (Area 6)</b>
<u>Similarities</u>		
<u>Differences</u>		

- How life has changed in Oregon from American Re-settlement to modern Oregon?
- How are current policies and controversies tied to the past and how do these issues affect they way we live today?

**Observations/Conclusion**

**Elementary School**  
**Oregon Department of Education Core Standards**

<b>Academic Subject</b>	<b>Standards</b>	<b>Museum Area</b>
Civics and Government	<b>4.15.</b> Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes)	4, 5
Economics/ Financial Literacy	<b>5.17.</b> Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers	3, 5
Geography	<p><b>3.11.</b> Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon’s and the Northwest’s physical systems.</p> <p><b>3.12.</b> Identify and analyze Oregon’s natural resources and describe how people in Oregon and other parts of the world use them</p> <p><b>5.9.</b> Explain migration, trade, and cultural patterns in the United States</p> <p><b>5.10.</b> Describe how physical and political features influence events, movements, and adaptation to the environment.</p>	<p>2, 3, 5</p> <p>2, 3</p> <p>3, 4, 5</p> <p>2, 3, 4, 6</p>
Historical Thinking	<p><b>4.5.</b> Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.</p> <p><b>5.6.</b> Use primary and secondary sources to formulate historical questions to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.</p>	<p>4, 5</p> <p>2, 3, 4, 5</p>

Historical Knowledge	<b>5.2.</b> Locate and examine accounts of early Spanish, French and British explorations of North America, noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.	3, 4
Social Science Analysis	<b>3.18.</b> Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence. <b>3.19.</b> Identify and compare different ways of looking at an event, issue, or problem	3, 4 2, 3, 4, 6

**Middle School**  
**Oregon Department of Education Core Standards**

Academic Subject	Standards	Museum Area
Geography	<b>6.15.</b> Explain how people have adapted to or changed the physical environment in the Western Hemisphere	2, 3, 4
	<b>8.11.</b> Identify and describe patterns and networks of economic interdependence, migration, and settlement.	2, 3, 4

Historical Thinking	<b>6.8.</b> Analyze cause-and effect relationships, including the importance of individuals, ideas, human interests and beliefs.	2, 3, 4, 6
	<b>8.7.</b> Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.	2, 3, 4
	<b>8.8.</b> Evaluate information from a variety of sources and perspectives	2, 3, 4, 5, 6
Civics and Government	<b>8.20.</b> Analyze the changing definition of citizenship and the expansion of rights *Understand the effects of 19 <sup>th</sup> century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.	2, 3, 4, 5, 6
	<b>6.17.</b> Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere	2
Social Science Analysis	<b>8.27.</b> Examine the various characteristics, causes, and effects of an event, issue, or problem_*Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.	3, 4, 6

**High School**  
**Oregon Department of Education Core Standards**

Academic Subject	Standards	Museum Area
Historical Knowledge	<p><b>HS.2.</b> Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.</p> <p><b>HS.5.</b> Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.</p> <p><b>HS.7.</b> Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States</p>	<p>All Areas</p> <p>4, 5, 6</p> <p>3, 4, 5, 6</p>

**High School**  
**Oregon Department of Education Core Standards**

Academic Subject	Standards	Museum Area
Historical Thinking	<p><b>HS.10.</b> Evaluate an historical source for point of view and historical context.</p> <p><b>HS.13.</b> Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts *Recognize and interpret continuity and/or change with respect to particular historical developments in the 20<sup>th</sup> century.</p> <p>*Understand how contemporary perspectives affect historical interpretation.</p>	<p>3, 4, 5</p> <p>All Areas</p>

Civics and Government	<b>HS.28.</b> Evaluate how governments interact at the local, state, tribal, national, and global levels	2, 3, 4, 5
	<b>HS.33.</b> Explain the role of government in various current events.	5, 6
	<b>HS.34.</b> Explain the responsibilities of citizens (e.g., vote, pay taxes).	All Areas
	<b>HS.35.</b> Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change	All Areas

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## Suggested Readings and Resources for Teachers

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### Area 2: First Oregonians

Aikens, Melville C. *Archaeology of Oregon*. Portland, Or. : U.S. Dept. of the Interior, Bureau of Land Management, Oregon State Office, 1993.

Buan, Carolyn M. & Richard Lewis, eds. *The First Oregonians*. Portland: Oregon Council for the Humanities, 1991.

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- Zucker, Jeff, Kay Hummel & Bob Hogfoss. *Oregon Indians*. Portland: Western Imprints, 1983.

### **Area 3: Lure of the West: Exploration and Trade**

#### Exploration

- Beckham, Stephen Dow. *Lewis and Clark: From the Rockies to the Pacific*. Portland, OR.: Graphic Arts Center Publishing Company, 2002.
- Cook, Warren. *Flood Tide of Empire: Spain and the Pacific Northwest, 1543-1819*. New Haven, CT.: Yale University Press, 1973.
- Nokes, J. Richard. *Columbia's River: The Voyages of Robert Gray, 1787-1793*. Tacoma, WA.: Washington State Historical Society Press, 1991.
- Ronda, James P. *Lewis and Clark Among the Indians*. Lincoln: University of Nebraska Press, 1994.

#### Fur Trade

- Franchere, Gabriel. *Adventure at Astoria, 1810-1814*. Hoyt C. Franchere, ed. Norman, OK.: University of Oklahoma Press, 1967.
- Mackie, Richard. *Trading Beyond the Mountains: The British Fur Trade on the Pacific, 1793-1843*. Vancouver: University of British Columbia Press, 1997.
- Malloy, Mary. *"Boston Men" on the Northwest Coast: The American Maritime Fur Trade, 1788-1844*. Kingston, OT and Fairbanks, AK.: The Limestone Press, 1998.
- Ronda, James. *Astoria and Empire*. Lincoln, NE.: University of Nebraska Press, 1990.

### **Area 4: Lure of the West: American Re-Settlement**

#### Missions

- Jeffrey, Julie Roy. *Converting the West: A Biography of Narcissa Whitman*. Norman, OK.: University of Oklahoma Press, 1991.
- Thompson, Erwin. *Shallow Grave at Waiilatpu: The Sagers' West*. Portland, OR.: Oregon Historical Society, 1973.

#### Oregon Trail

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## On-Line Resources

### *Oregon History Project*

An on-line resource for learning about Oregon's Past

<http://www.oregonhistoryproject.org/>

*National Historic Oregon Trail Interpretive Center*. Baker City: U.S. Department of Interior, Bureau of Land Management, Vale district. 1 August 2002.

<http://www.or.blm.gov/NHOTIC/> The Oregon Trail Interpretive center in Baker, Oregon is the basis for this website which includes photographs, brief history of Oregon Trail, regional and natural resource information for the surrounding area. Educational resources include available download of their Oregon Trail Resource Guide. Resources Available: Text and Images

Schwartz, E. A. *Native American Documents Project*. San Marcos: California State University, 30 March 2000. <http://www.csusm.edu/projects/nadp/nadp.htm> This site includes a collection of reports of the Commissioner of Indian Affairs and board of Indian Commissioners, and the federal government's Allotment data Collection. Easy to use index helps to find specific subjects, reservations, persons, and locations within these government documents on the redistribution of Indian lands act of Congress. Also included are indexed letters received by the Office of Indian Affairs, newspaper editorials, and government reports, and a list of suggested secondary works on allotment and homesteading. Resources Available: Text and Images.

United States National Archives-National Archives and Records Administration. Washington D.C. <http://www.archives.gov> This site contains resources for teaching with historical documents and specific examples for document analysis worksheets, locating publications, and historical research. Extensive links are provided for Constitution, Presidential libraries, and so forth. Resources Available: Text, Images, and Maps.

Oregon Blue Book- <http://bluebook.state.or.us/cultural/history/history.htm>.

Kam Wah Chung & Co. Museum-

<http://members.tripod.com/~rexs13/kamwahchung.htm>

Oregon Jewish Museum- <http://www.ojm.org/>

Timeline of black History in the Pacific Northwest-  
[www.endoftheoregontrail.org](http://www.endoftheoregontrail.org)

Oregon in the Military- <http://usgw.org>

Indian History- [www.critfc.org](http://www.critfc.org)

Center for the Study of Women in Society (University of Oregon)-  
<http://csws.uoregon.edu/>

A World of Difference: Portland Women of the YMCA, 1901-2000 and Women  
and Social Movements in the United States, 1775-2000-  
<http://womhist.binghamton.edu/>