

CHANGE & CONTINUITY

Why do some things change & some stay the same?

Social Studies

Grade Level: 4-5

INTRODUCTION:

On this Expedition, your students will explore the question, “Why do some things change and some things stay the same?” by comparing traditions and objects of the past and present.

SUMMARY:

Pre-Visit Activities:

1. Explore the Library of Congress website for activities and resources about inventions; discuss why things continue to be invented and changed
2. Students make a collage or bulletin board about current trends
3. Every student brings a family object to show the class that has special meaning or is tied to a family tradition (optional, have students fill out the attached student page, ‘A Piece of Our History’ instead of bringing the object to class)

Museum Visit Activities:

1. At the *Spirit of the West* exhibit, students will observe a sweat lodge and then compare it to a modern one in the *By Hand Through Memory* exhibit
2. At the *By Hand Through Memory* exhibit, students will observe items inside a tulle mat tipi, comparing past and present
3. Inside a reservation house students will find traditional and modern objects relating to religion, entertainment, and household jobs
4. Students will compare dresses and bags, looking for similarities and differences

Post Visit Activities:

1. Survey the class; where did students’ families originate from? Locate countries on map, list cultures represented
2. Have students interview a family member, asking questions such as, “What did you enjoy as a child, what was your favorite toy/game etc.?” Have student write a summary, comparing to kids today; bind together into a class book
3. Have students fill out the ‘Time Capsule’ student page; seal with photos and other objects in a cardboard tube to be given to parents and held until high school graduation, including a prediction about what the ‘next great thing’ will be when they finish high school

VOCABULARY:

tradition, invention, culture, past, present, future, originate, graduation, trend, predict, compare, curator

Oregon State Standards & Benchmarks:

Culture:

- Recognize and demonstrate a few simple cultural practices and customs.
- Identify a few cultural products, perspectives, and practices of a second language culture.

Bend-LaPine School District Curriculum:

History:

- Describe social, political and economic changes in Oregon, past and present (4)
- Know contributions of North American peoples (5)

Science & Technology

- Know that people are always inventing new ways to solve problems and get work done (4)

Science in personal & Social Perspectives

- Know that inventions are likely to lead to other inventions (5)

PRE-VISIT ACTIVITIES

EXPLORING THE WEB

Explore the Library of Congress website; there are multiple activities and resources for student learning—in particular, for activities regarding inventions, go to <http://memory.loc.gov/learn/features/science/flash.html>; the resource page, <http://memory.loc.gov/learn/features/science/resources.html> has numerous excellent links at the bottom for other interactive websites as well. Be sure to scroll to the bottom to find them . . . many are really exciting!

TRACKING TRENDS

Discuss with students what's 'hot' or the 'newest thing' now. Students could create collages or bring in a picture or label to add to a class bulletin board. Topics could be entertainment, food, clothing, cars, new technology, music, etc.

OUR TRADITIONS

Every student brings a family object to show the class that has special meaning or is tied to a family tradition. You may choose to have the students use the attached student page, 'A Piece of Our History' as a guide. Option: instead of bringing the object to class, have the students complete the student sheet and bring only that to class.

PREPARING FOR YOUR MUSEUM VISIT

Students: As the day of your Museum visit approaches, focus your students' thoughts on what they might experience at the Museum and how that fits in with what they are studying. Preparation should not be entirely academic, however; clarify students' expectations about things such as bathrooms, lunch plans, who they will spend the day with, etc. to alleviate unnecessary anxiety or disappointment.

Chaperones: Don't forget to prepare your chaperones! They are a valuable resource; use them to help make your field trip an educational success! Send them a letter explaining your educational goals/focus for the trip. Outline the tasks they will be responsible for throughout the day. Set aside time to talk with your chaperones and answer their questions.

Logistics: Remember to prepare student and/or chaperone materials in advance. Don't forget nametags with your school name, and have your confirmation form and admission fee ready when you arrive to avoid delays as you check in.

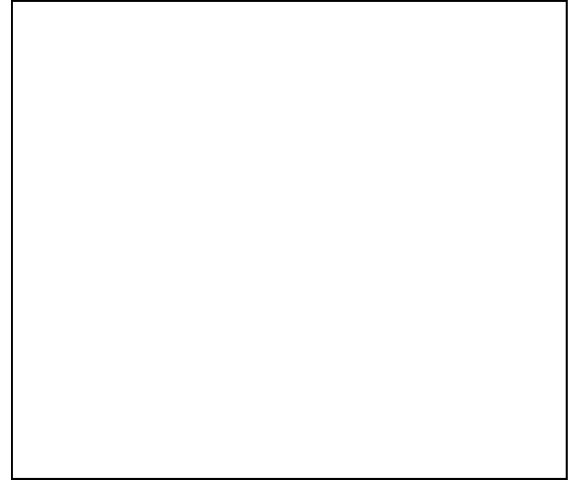
A PIECE OF OUR HISTORY

In this activity, you will be exploring a tradition or family object that has special meaning to your family. Take this Student Page home and fill it out with the help of someone like your mom or dad, a grandparent, etc.

OBJECT OR TRADITION

In the box, draw a picture of the object or tradition you will be describing.

What is it?



WHERE DID IT COME FROM?

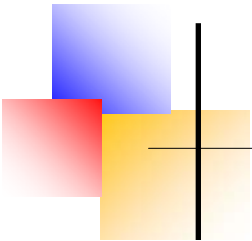
Where did the object come from, or how did the tradition get started in your family?

FAVORITE THINGS

What do you really like about this object or tradition?

PLANS FOR THE FUTURE

What will happen to this object or tradition as you get older?



LEARNING EXPEDITIONS

HIGH DESERT MUSEUM

CHANGE AND CONTINUITY

Why do some things change and some things stay the same?

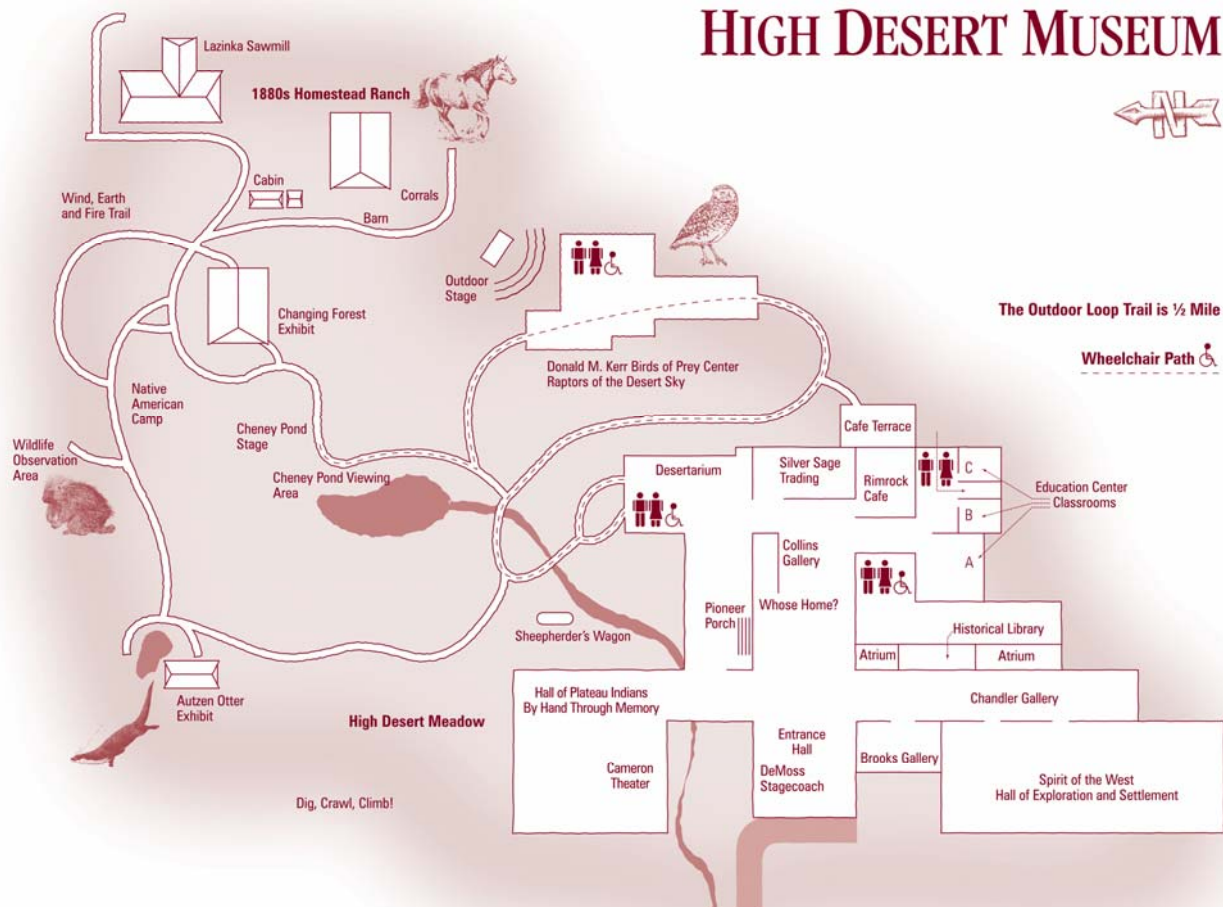
STUDENT PAGES

Grade Level: 4-5

INTRODUCTION:

On this Expedition, you will visit the following areas in order to complete activities related to the theme, 'Change and Continuity': (*you do not have to visit the exhibits in the order listed*)

EXHIBIT TITLE	DONE?
Spirit of the West—"Hall of Exploration and Settlement"	
By Hand Through Memory—"Hall of Plateau Indians" - Scenes:	
Summer Tipi	
Reservation House	
Dress Case	



SPIRIT OF THE WEST

SCENE: FIRST PEOPLES

Look at the sweat lodge in this scene. Sketch it here:



Sweat lodges were used by Native Peoples for cleansing, spiritual ceremony and restoration. The hole inside is for hot rocks; water is sprinkled onto the rocks with sagebrush boughs to create steam for the “sweat.” When in use, the shelter is covered with mats.

BY HAND THROUGH MEMORY

SCENE: TULE MAT SUMMER TIPI

This tipi shows the mix of old and new in the lives of today’s Native Americans. Look inside the tipi. What is one thing that you didn’t expect to see there?



Why do you think the Museum curator chose to put that in the tipi?

For each box below, list at least two things you see in or on the tipi that would ‘fit’ in that time period— but do not repeat items!

1,000 YEARS AGO

100 YEARS AGO

TODAY

BY HAND THROUGH MEMORY

SCENE: SWEAT HOUSE

Look at the sweat lodge in this scene. Sketch it here:



Compare it to the sweat lodge in the First Peoples scene of *Spirit of the West*.

How are they the same? How are they different?

SAME

DIFFERENT

SCENE: RESERVATION HOME

When Native Americans were moved to reservation homes like this one, they were forced to make many changes. However, they did keep many of their old ways in this new life.

What is the year in this scene? _____



For each category below, find one 'old' and one 'new' item in this reservation home:

CATEGORY	OLD	NEW
RELIGION	_____	_____
ENTERTAINMENT	_____	_____
CLOTHING	_____	_____
FOOD/COOKING	_____	_____

BY HAND THROUGH MEMORY

SCENE: DRESS CASE

Plateau Native Americans still express their identity and the changes in their culture by combining the old and the new.

What three items do you see repeated in this display case? Write them in the three boxes on the left. Then compare how they have stayed the same over time, and how they have changed.



ITEM	HOW THEY ARE THE SAME	HOW THEY HAVE CHANGED
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#1 <hr/>	<hr/>	<hr/>
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#2 <hr/>	<hr/>	<hr/>
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#3 <hr/>	<hr/>	<hr/>
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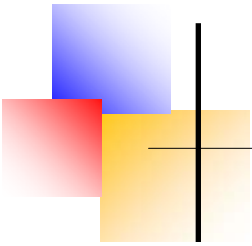
Look at the photos above the dresses. What 'old' traditions do you see in these new photos?

#1: Bride & friends <hr/>	<hr/>
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#2: Baby & mom <hr/>	<hr/>
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#3 & #4: Women <hr/>	<hr/>
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Why do you think these Native Americans have blended 'old' and 'new' as time goes by?



LEARNING EXPEDITIONS

HIGH DESERT MUSEUM

CHANGE AND CONTINUITY

Why do some things change and some things stay the same?

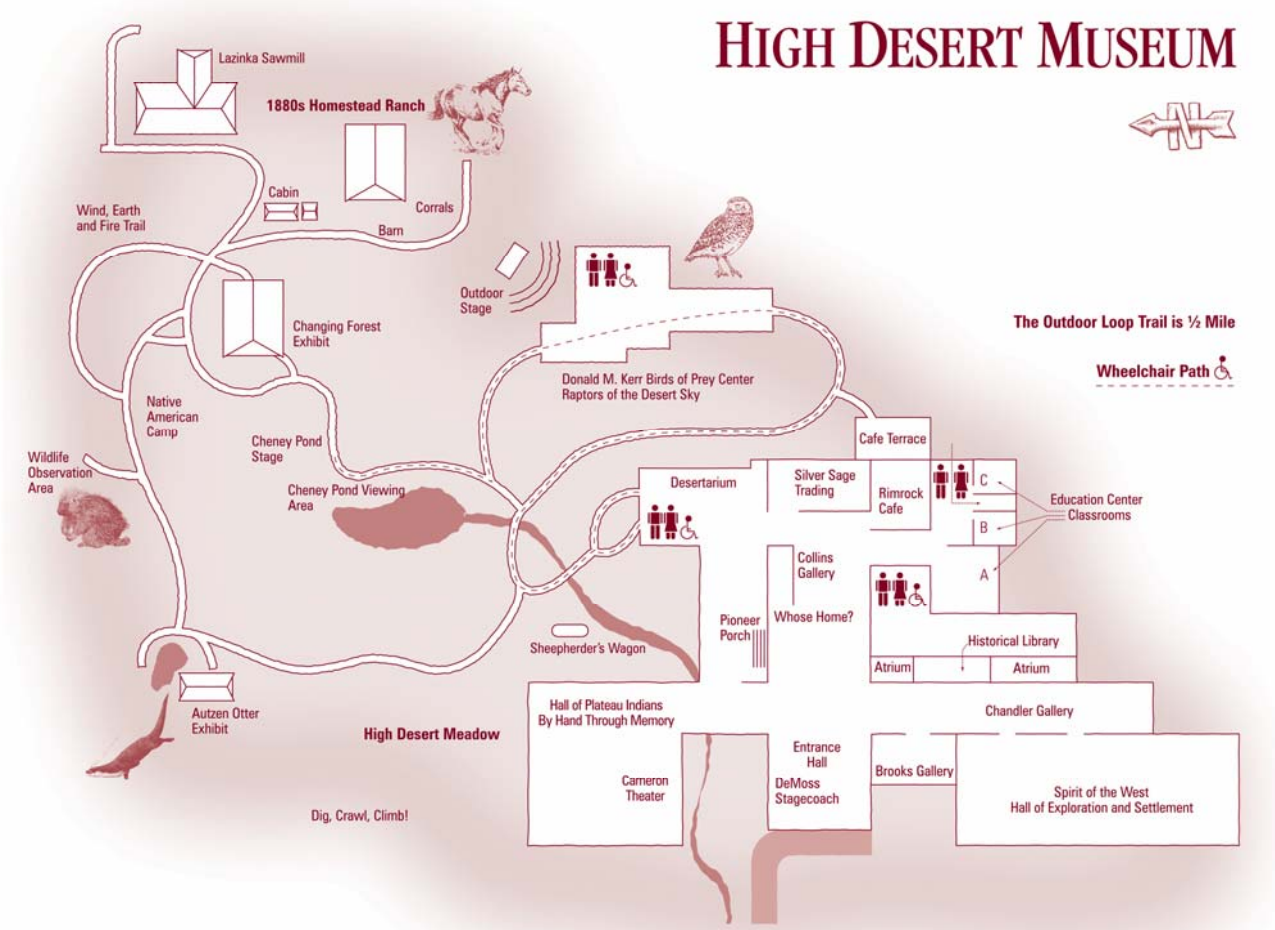
CHAPERONE PAGES

Grade Level: 4-5

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SPIRIT OF THE WEST

SCENE: FIRST PEOPLES

Look at the sweat lodge in this scene. Sketch it here:



Sweat lodges were used by Native Peoples for cleansing, spiritual ceremony and restoration. The hole inside is for hot rocks; water is sprinkled onto the rocks with sagebrush boughs to create steam for the “sweat.” When in use, the shelter is covered with mats.

BY HAND THROUGH MEMORY

SCENE: TULE MAT SUMMER TIPI

This tipi shows the mix of old and new in the lives of today’s Native Americans. Look inside the tipi. What is one thing that you didn’t expect to see there?

Student answers will vary

Why do you think the Museum curator chose to put that in the tipi?

Student answers will vary



For each box below, list at least two things you see in or on the tipi that would ‘fit’ in that time period— but do not repeat items!

1,000 YEARS AGO

lodgepole pine logs
tule mats
hemp string

100 YEARS AGO

blankets
lantern, if different materials

TODAY

cooler, hat
lawn chair
jacket
light bulb

BY HAND THROUGH MEMORY

SCENE: SWEAT HOUSE

Look at the sweat lodge in this scene. Sketch it here:



Compare it to the sweat lodge in the First Peoples scene of *Spirit of the West*.

How are they the same? How are they different?

SAME

used for same purposes
designed the same way
both are near water sources

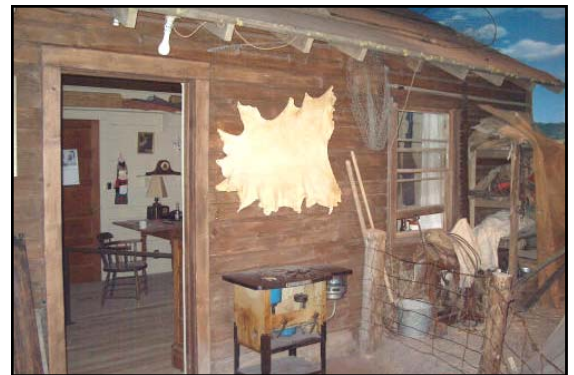
DIFFERENT

clothing and other items are modern, made of fabric

SCENE: RESERVATION HOME

When Native Americans were moved to reservation homes like this one, they were forced to make many changes. However, they did keep many of their old ways in this new life.

What is the year in this scene? 1963 (on calendar)



For each category below, find one 'old' and one 'new' item in this reservation home:

CATEGORY	OLD	NEW
RELIGION	<i>Traditional clothing and picture on calendar both suggest ceremonies still take place</i>	<i>Crucifix, religious painting are symbols of Christianity</i>
ENTERTAINMENT	<i>Child's doll is wearing traditional clothing</i>	<i>TV, radio, phone, the doll is modern</i>
CLOTHING	<i>Dress on table, other traditional items in trunk</i>	<i>Coats, etc. for everyday wear, boots, sewing machine, apron</i>
FOOD/COOKING	<i>Root/berry baskets on top shelf for collecting items at harvest</i>	<i>Stove, pots and pans, Pepsi, etc.</i>

BY HAND THROUGH MEMORY

SCENE: DRESS CASE

Plateau Native Americans still express their identity and the changes in their culture by combining the old and the new.

What three items do you see repeated in this display case? Write them in the three boxes on the left. Then compare how they have stayed the same over time, and how they have changed.



ITEM	HOW THEY ARE THE SAME	HOW THEY HAVE CHANGED
#1 Dresses	<i>The tail pattern and the dress style are the same throughout</i>	<i>The materials used for the dress and it's decorations have changed</i>
#2 Bags	<i>The style of the bag is the same</i>	<i>The materials have changed, size of bag has varied, natural dyes have been replaced with commercial ones, etc.</i>
#3 Moccasins	<i>The style is the same, and all are made from hides</i>	<i>Sequined beads have replaced traditional beads, and there are more geometric designs now instead of floral</i>

Look at the photos above the dresses. What 'old' traditions do you see in these new photos?

#1: Bride & friends

She is wearing a traditional 'choker,' probably a family heirloom

#2: Baby & mom

The baby is being carried in a traditional cradle board

#3 & #4: Women

The women are wearing some traditional clothing, jewelry & other accessories

Why do you think these Native Americans have blended 'old' and 'new' as time goes by?

Student responses will vary

POST-VISIT ACTIVITIES

ALL AROUND THE WORLD

Survey the class; where did students' families originate from? Locate the different countries on a map and mark with pins or Post-it flags. Make a list of the different cultures represented, and then send kids home with the assignment of finding out if the family has kept any objects or traditions from that culture.

WHEN I WAS A KID . . .

Have students interview an elderly family member or friend, asking questions such as, "What did you enjoy as a child, what was your favorite toy/game etc.?" Brainstorm a list of other questions to ask. Talk about proper etiquette for interviewing someone. Students should take notes so that they can write a summary of the interview, comparing to kids today. Share some of their discoveries in small groups or as a class. You may choose to bind the stories together into a class book.

TIME CAPSULES

Discuss why people make time capsules. What do they include? What do they hope to accomplish? Have students fill out the 'Time Capsule' student sheet. Include photos and other objects in a cardboard tube and seal it, to be given to their parents and held until their High School graduation.

TIME CAPSULE

The time capsule you are making will be sealed until you graduate from High School. Fill out this sheet with your answers today, and best guesses about what the future will be like!

QUESTION	THIS YEAR: _____	THE YEAR I WILL GRADUATE: _____
What is your favorite . . .		
music?		
sport?		
movie?		
place to eat?		
Who are your three best friends?		
What clothing is 'in style?' (<i>Clip a picture from a magazine or newspaper.</i>)		
What is the 'hottest' new invention or gadget?		
What is a big thing going on in world news?		
What do you plan to do when you graduate from High School?		