

# EXPLORATION AND SETTLEMENT

## What is the 'New Frontier?'

Social Studies

Grade Level: 4-5

### INTRODUCTION:

On this Expedition, your students will explore the question, 'What is the New Frontier?' by observing many different explorers in Western history. They will compare the basic wants and needs of the past and the present, and will imagine what life as a time traveler might be like.

### SUMMARY:

#### Pre-Visit Activities:

1. Students make a journal entry imagining they are time travelers
2. The class discusses why a family would move, compare situations in their life and discussing what their desires would be for a new place; they then 'pack a bag' and discuss what items are most important to them

#### Museum Visit Activities:

1. Students will complete several activities in the *Spirit of the West* exhibit, such as comparing why the people in each scene are there; they will observe a scene of an emigrant family and specifically look at what they brought and what they may have to get rid of along the trail; they will identify the tools of the surveyors, both known and unknown, and pick which tool they think is the most important?
2. At the *1800s Homestead Ranch* students will make guesses about the function of different parts of the homestead; inside the cabin they will decide which items they would take if the cabin were on fire

#### Post Visit Activities:

1. Students will look at their bedroom and decide which three things would they take in a fire and explain why; they will make comparisons between past and present regarding wants and needs
2. Students will discuss their observations in the *Spirit of the West* scenes; they will also identify what skills and training are needed by explorers throughout time
3. Using a variety of resources, students will identify an unknown tool that they observed in the Explorers scene

### VOCABULARY:

exploration, settlement, pioneer, frontier, emigrant, immigrant

#### Oregon State Standards & Benchmarks:

##### History:

- Interpret chronological relationships presented in timelines and narratives
- Understand how history can be organized using themes, geography, or chronology
- Understand how individuals changed or significantly influenced the course of Oregon State history and local history

##### Geography:

- Identify patterns of migration and cultural interaction in the United States
- Identify and give examples of issues related to population increases and decreases
- Understand how physical environments are affected by human activities

#### Bend-LaPine School District Curriculum:

##### History:

- Create and interpret timelines of people, events and movements in U.S. history (4)

(continued on final page)

# PRE-VISIT ACTIVITIES

## TIME TRAVELERS

Have students imagine they are time travelers and write a journal entry or a short story. Prompts might be:

- Where would you go, the past or the future? Why?
- What do you think you will find? Who will you talk to/meet?
- How is that place/time different than today?

## PACK YOUR BAGS

The class discusses why a family would move from one place to another. Compare situations in their life, such as moving to a new house, or even a new town. Talk about what kinds of things you hope for when you make a move. Then assign them to ‘pack a bag,’ either actually or to pretend. What would they bring if they were going to move away, and could only take what fit in the bag? Discuss what items people chose, and why. What do they think is the most important?

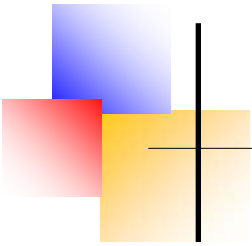
---

## 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.



# LEARNING EXPEDITIONS

## HIGH DESERT MUSEUM

# EXPLORATION AND SETTLEMENT

What is the 'New Frontier?'

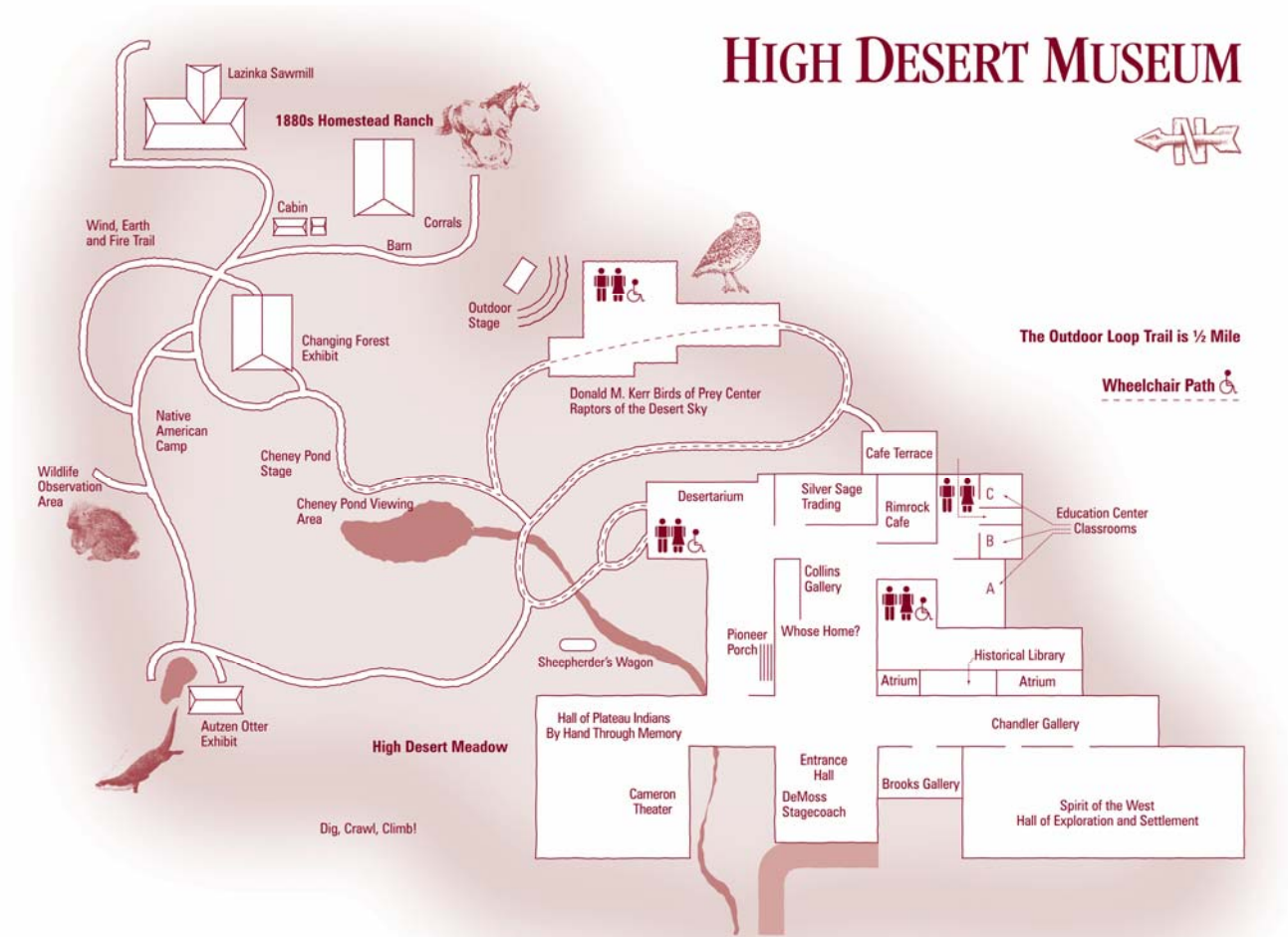
**STUDENT PAGES**

Grade Level: 4-5

### INTRODUCTION:

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

EXHIBIT TITLE	DONE?
Spirit of the West—"Hall of Exploration and Settlement"	
Emigrants Scene	
Explorers Scene	
1880s Homestead Ranch	



# SPIRIT OF THE WEST

## WHY ARE THEY HERE?

In each of the following areas, you will be looking for information to help you fill in the chart below.

Look for clues in the scene, as well as on the text panels as you enter each area.



SCENE/ITEM	DATE	WHY ARE THEY HERE?
FIRST PEOPLES		
FUR TRADERS		
FUR FORTS		
EMIGRANTS		
EXPLORERS		
HARD ROCK MINERS		
PLACER MINERS		
SETTLERS		
BUCKAROOS		

## WHAT TIME PERIOD WOULD YOU LIVE IN?

If you could go back in time and live in any of the time periods in the Spirit of the West exhibit, which would it be? Why? Write your answer below...

---



---



---

# SPIRIT OF THE WEST

## SCENE: EMIGRANTS

Look at the things this family has brought with them across the Oregon Trail. Find the items that have been thrown away by other families in order to lighten the heavy wagon load.

What might this family need to get rid of if they are going to make it all the way to Oregon?



*I think they will need to get rid of \_\_\_\_\_ because*

---

## SCENE: EXPLORERS

Look at the tools in this scene. Find at least 6. (You might know what some of them are, and you might not know some others; that's okay!)

Which tool do you think was the most important to these explorers?



*I think the most important tool is the \_\_\_\_\_ because*

---

Choose two of the tools and draw them here:

A TOOL I KNOW:

I think it's used for \_\_\_\_\_

---

A TOOL I DON'T KNOW:

I think it's used for \_\_\_\_\_

---

# 1880S HOMESTEAD RANCH

## INSIDE THE CABIN...

Look around the inside of the cabin. A homestead family would have had 4 people living together in a cabin like this. How many people are in your family? How does their home compare to your home?



If this cabin were to catch fire, and you only had a chance to grab three things and take them with you, what would they be? Why would you choose those items?

ITEM:

WHY WOULD YOU CHOOSE THAT?

---



---



---



---



---



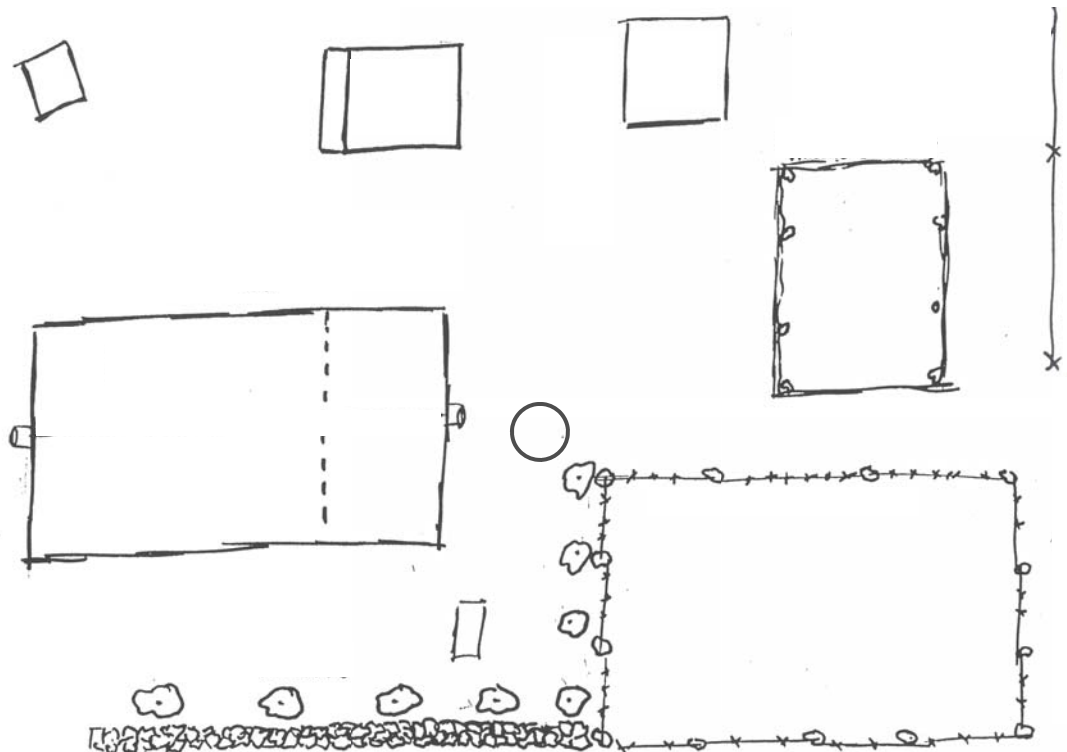
---

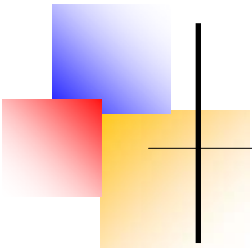
## LOCATION: OUTSIDE THE CABIN

Label the drawing of the 1880s Homestead Ranch below with the right letters from the list on the left.

Where would you ...

- A—store tools
- B—plant herbs
- C—get water
- D—wash clothes
- E—keep livestock
- F—store food
- G—use the 'bathroom'
- H—sleep
- I—eat meals





# LEARNING EXPEDITIONS

## HIGH DESERT MUSEUM

# EXPLORATION AND SETTLEMENT

What is the ‘New Frontier?’

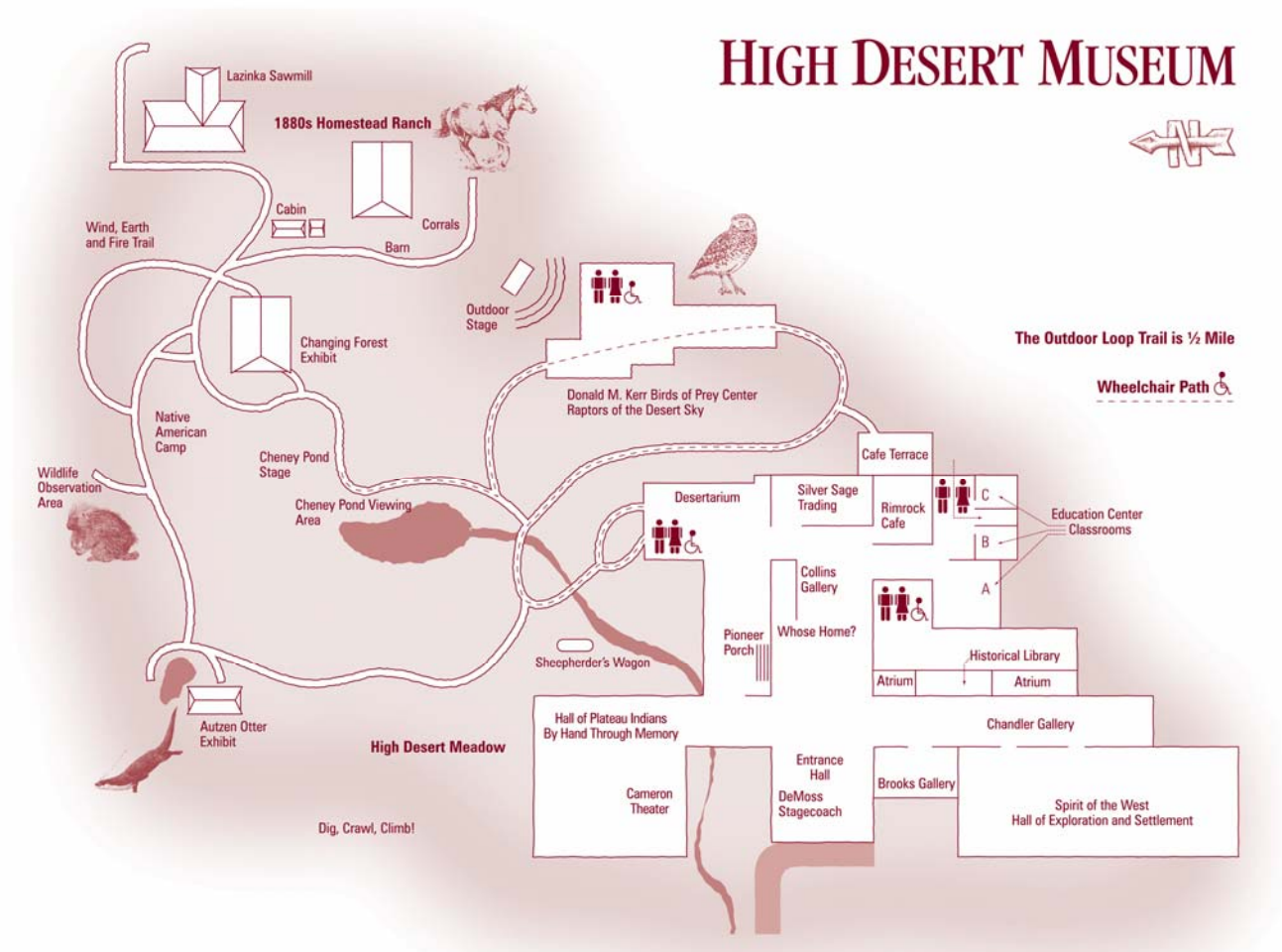
**CHAPERONE PAGES**

Grade Level: 4-5

### INTRODUCTION:

On this Expedition, you will visit the following areas in order to complete activities related to the theme, ‘Exploration and Settlement’: *(you do not have to visit the exhibits in the order listed)*

EXHIBIT TITLE	DONE?
Spirit of the West—“Hall of Exploration and Settlement”	
Emigrants Scene	
Explorers Scene	
1880s Homestead Ranch	



## SPIRIT OF THE WEST

## WHY ARE THEY HERE?

In each of the following areas, you will be looking for information to help you fill in the chart below.

Look for clues in the scene, as well as on the text panels as you enter each area.



SCENE/ITEM	DATE	WHY ARE THEY HERE?
FIRST PEOPLES	1790	<i>They live here and use the land's resources for survival</i>
FUR TRADERS	1826	<i>They are trapping beaver for their valuable pelts</i>
FUR FORTS	1826	<i>They support the trapping brigades and send furs to Europe</i>
EMIGRANTS	1853	<i>They are traveling on the Oregon Trail</i>
EXPLORERS	1855	<i>They are mapping the area and cataloging its resources</i>
HARD ROCK MINERS	1863	<i>They are mining for resources such as silver or iron</i>
PLACER MINERS	1877	<i>They are panning for gold</i>
SETTLERS	1885	<i>Towns provided a place to live and trade goods &amp; services</i>
BUCKAROOS	1895	<i>They are working on ranches &amp; herding cattle to market for sale</i>

## WHAT TIME PERIOD WOULD YOU LIVE IN?

If you could go back in time and live in any of the time periods in the Spirit of the West exhibit, which would it be? Why? Write your answer below...

*(Student answers will vary)*

# SPIRIT OF THE WEST

## SCENE: EMIGRANTS

Look at the things this family has brought with them across the Oregon Trail. Find the items that have been thrown away by other families in order to lighten the heavy wagon load.



What might this family need to get rid of if they are going to make it all the way to Oregon?

*I think they will need to get rid of \_\_\_\_\_ (Student answers will vary) \_\_\_\_\_ because*

---

## SCENE: EXPLORERS

Look at the tools in this scene. Find at least 6. (You might know what some of them are, and you might not know some others; that's okay!)



Which tool do you think was the most important to these explorers?

*I think the most important tool is the \_\_\_\_\_ (Student answers will vary) \_\_\_\_\_ because*

---

Choose two of the tools and draw them here:

A TOOL I KNOW:

*Student selections will vary*

I think it's used for \_\_\_\_\_

---

A TOOL I DON'T KNOW:

I think it's used for \_\_\_\_\_

---

# 1880S HOMESTEAD RANCH

## LOCATION: INSIDE THE CABIN

Look around the inside of the cabin. How many people are in your family? The Robbins family had 4 people, and they lived together in a cabin like this. How does their home compare to yours?



*Student answers will vary*

If this cabin were to catch fire, and you only had a chance to grab three things and take them with you, what would they be? Why would you choose those items?

ITEM:

WHY WOULD YOU CHOOSE THAT?

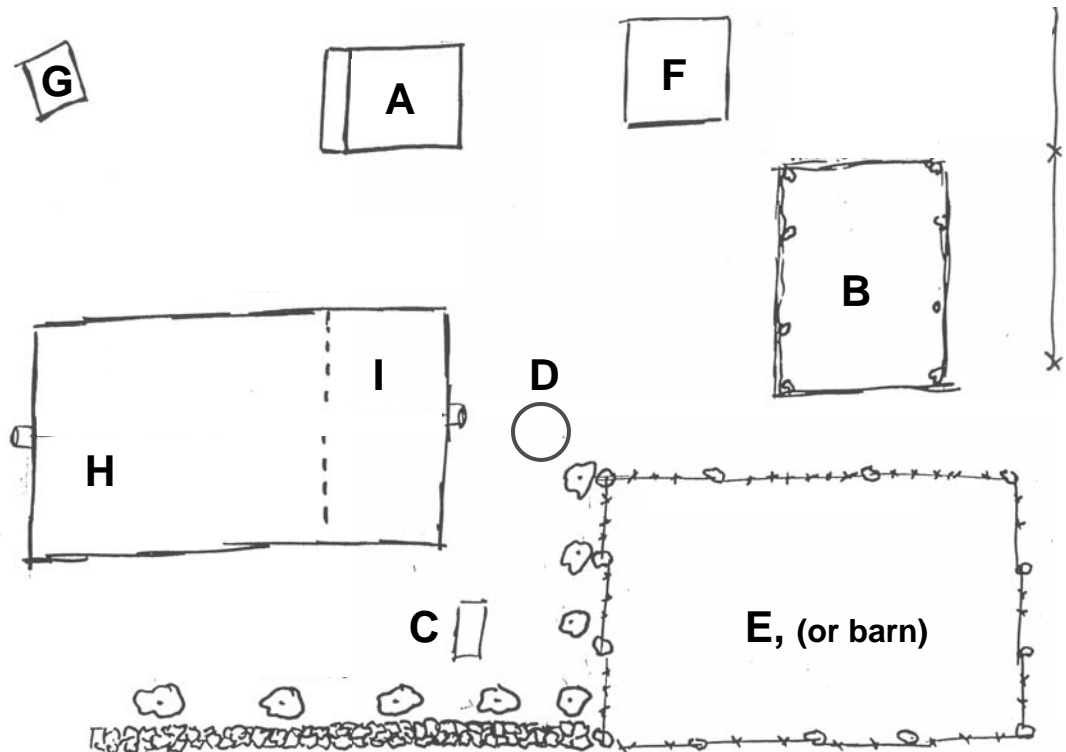
*Student answers will vary*

## LOCATION: OUTSIDE THE CABIN

Label the drawing of the Robbins homestead below with the right letters from the list on the left.

Where would you ...

- A—store tools
- B—plant herbs
- C—get water
- D—wash clothes
- E—keep livestock
- F—store food
- G—use the 'bathroom'
- H—sleep
- I—eat meals



# POST-VISIT ACTIVITIES

## WHAT DO YOU NEED?

After doing the activity at the *Settlers' Cabin*, discuss which items students chose to 'save' from the fire. Make a list, and compare items students chose, and their reasons for them. Then assign students to look at their bedroom that evening, decide which three things would they take in a fire and explain why. Compare some of those items to the ones the settlers had in their cabin. Make comparisons between past and present regarding wants and needs and how that determines the items they chose.

## WHAT WERE THEY THERE FOR?

Talk about the different scenes the students saw in the *Spirit of the West*. Discuss what students wrote about why they think those people were there at that particular time and place. When you talk about the explorers and what they are there to do, identify the skills and training that were needed to do that job. Have students refer back to their Time Travel journal/story and determine what skills they would need if they were to travel through time. Write another journal entry describing their 'training.'

## IDENTIFY THAT TOOL

Using a variety of resources (books, internet, family members, etc.), students will identify the unknown tool that they observed in the Explorers scene of *Spirit of the West*. Has that tool been replaced by something else today, or is it still being used?

### **Bend-LaPine School District Curriculum (continued):**

Geography:

- Identify how geographic factors have influenced Oregon settlement patterns, traveling routes (4)
- Know ways Native Americans and early settlers adapted to and changed the environment (5)