

## TEACHER'S GUIDE



Our Educational Role

About Your Visit

Discover the Museum

A History Timeline

Resources

Meeting State Learning  
Standards

Fort Walla Walla Museum  
755 Myra Road  
Walla Walla, WA 99362  
Phone (509) 525-7703  
[fwwm.org](http://fwwm.org)



Revised March 2020





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Teachers are welcome and encouraged to print or photocopy any part of this teacher's guide for classroom use.

A Teacher's Guide to Fort Walla Walla Museum may be downloaded from [fwwm.org/school-tours](http://fwwm.org/school-tours).





## OUR EDUCATIONAL ROLE

**F**ort Walla Walla Museum welcomes students to a rich educational environment. Here they can learn something about the soldiers, pioneers, and Indian people who once lived in this region as well as those who came later, forging our distinct cultural heritage.

Learning their own history can give students a sense of belonging and personal pride. It can help them to understand not only their common connections but also the complex challenges and relationships that built the community they experience today.

Seeing fascinating artifacts and listening to lively stories told by our guides, students discover that history is real life, not just a subject in school. A visit to the Museum can stimulate a student's imagination, foster curiosity, and help to develop social studies skills, such as asking questions, gathering data, and drawing conclusions.

We hope to open a world of exploration to young people and inspire them to learn about their own history. That is part of our mission to discover, preserve, and share Walla Walla's regional heritage.

## A BRIEF HISTORY OF FORT WALLA WALLA

Fort Walla Walla Museum is located on the site of the U.S. military Fort Walla Walla. It was established in 1858 to serve as a cavalry outpost and protect travelers on the Oregon Trail. During the 1870s, troops from the fort fought in the regional Indian Wars including the Battle of White Bird Canyon in 1877.

In later decades, the presence of the fort helped maintain peace between the Euro-Americans and the Homeland Tribes.

The fort closed in 1910 but reopened briefly during World War I as an artillery training facility.

Two earlier military Forts Walla Walla had existed in the region. The first, occupied in 1856, was situated on Mill Creek, a few miles east of Walla Walla. A few months later, a larger fort, including officers' quarters, barracks, storehouse, blockhouse, hospital, and stables, was built just east of what is now the corner of Main Street and First Avenue in Walla Walla. This site was used while the permanent fort was constructed at today's museum location.

Before the military arrived, three fur trade posts existed near the mouth of the Walla Walla River. Originally named Fort Nez Perce, the site was called Fort Walla Walla after the Hudson's Bay Company acquired it in 1821. By 1855 the fur trade had dwindled, and the post closed.

## CARRYING THE PAST INTO THE FUTURE

The Museum's roots can be traced to an early pioneer society that formed in 1886. Such societies continued to keep alive the stories of pioneer days in the valley. In the 1950s several historical groups joined together to establish a museum, and Fort Walla Walla Museum opened in 1968.

Today, the Museum welcomes visitors to its Entrance Building, opened in 2010, featuring a grand hall, museum shop, and three exhibit galleries. Four other large exhibit halls and an administration building overlook a pioneer village with 17 historic structures that were built between the mid-1800s and early 1900s.

In addition to 6,000 square feet of climate-controlled storage, Fort Walla Walla Museum provides archaeological services to the region.



### THE TRIBAL PEOPLE

To learn about the history and culture of the Homeland Tribes of our region, we encourage you, your students, and their families to visit **Tamástslikt Cultural Institute** in Pendleton, Oregon.



## HOURS

March through October:  
daily, 10 a.m. to 5 p.m.

November through February:  
daily, 10 a.m. to 4 p.m.

Closed Thanksgiving, Decem-  
ber 25, and January 1.

## STANDARD ADMISSION

Adults	\$9.00
Seniors (62+)	\$8.00
Students	\$8.00
Children (6-12)	\$4.00
Children under 6	Free

**Admission is free for students in a tour group.** This includes one adult chaperone per 10 students. Additional adults will be charged a reduced rate of \$7.50 for entry.

## SCHOOL TOUR SPONSORS

Blue Mountain Community Foundation, Braden Trust, Exchange Club of Walla Walla, J. L. Stubblefield Trust, Mary Garner Esary Trust, Pacific Power Foundation, Packaging Corporation of America.

## ARRANGING A VISIT

**T**he Museum offers school tours from April to October and sometimes in March and November when possible. Prior arrangement is necessary. Please schedule your visit as far in advance as possible, and allow two hours for the tour. If you have time constraints, please let us know at the time of scheduling.

Call the Museum headquarters Monday through Friday between 10 a.m. and 4 p.m. at 509-525-7703. Please have the following information available when calling:

- Teacher's name
- School
- Address, phone number, and email address
- Grade level and number of students
- Number of adults (one free adult admission for every 10 students)
- Date and time of tour (including first, second, and third preferences)
- Curricular focus of trip
- Special needs of any of the students
- Whether students will visit the Museum Store

During the tour booking you may also want to inform us of:

- Any specifics the teacher would like the tour guide to cover (we will do our best to accommodate these requests)
- Other information about the class which will help the tour guides

## ADMISSION

Thanks to our generous sponsors, admission is free for all students in a tour group and for one adult teacher/chaperone for each 10 students. Admission for extra adults is \$7.50 each.

Following the visit, a thank-you note to one or more of the school tour sponsors (listed at left) would be appropriate and may help encourage further support. (See page 6.)





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## ABOUT YOUR VISIT

### CHAPERONES

Fort Walla Walla Museum requests there be one adult for every 10 students. Additional chaperones are welcome, and may help students understand the exhibits, but there is an admission charge for them. The Museum will attempt to provide one volunteer tour guide for every 25 students.

Give each chaperone a list of students in the group as well as information about special needs. It is helpful to both chaperones and tour guides if students are wearing name tags.

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### YOUR ARRIVAL

Please call the Museum at 509-525-7703 if your group will be arriving more than 15 minutes late.

When you arrive, unload near the doors to the Entrance Building. Bus parking is at the east side of the parking lot.

Please have students and chaperones gather outside the Museum Store for a brief orientation and to meet your tour guide.

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### YOUR TOUR GUIDE

Please let your students know that their tour guide will be a volunteer. The Museum is a private, nonprofit institution operated by a small staff and dedicated volunteers. This might be an opportunity to discuss the importance of volunteerism in our society.

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### LUNCH

There is no indoor eating facility at the Museum. Students often bring sack lunches and eat on the bus or, with permission, outdoors on the Museum grounds. Classes also may picnic in the adjacent Fort Walla Walla Park. You are welcome to use the Rotary shelter although you may be asked to leave if a party with a reservation arrives. You

*Continued on page 6*





can reserve the shelter for your class by calling the Walla Walla Parks and Recreation Department at 509-527-4527.

Food may not be brought into the exhibit areas since it can create a potentially harmful environment for artifacts. Please leave lunches on the bus or ask Museum staff where they may be left onsite.

**OTHER REMINDERS**

**The cemetery** in Fort Walla Walla Park is part of the Fort Walla Walla Historic District on the National Register of Historic Places. Please ensure that

your students treat it appropriately and respectfully.

Part of the visit will be spent outdoors in the **Pioneer Village**. Students should dress accordingly.

While they do not need to pay for admission, many students may wish to bring money for purchases at the **Museum Store**. Orders also may be placed in advance (see page 11).

Please note that **flash photography is not permitted in the Museum**. Light can be very detrimental to artifacts.



**THANK YOU**

We are pleased that you could take advantage of the school tour program at Fort Walla Walla Museum. Crucial partners in making this program admission-free are Packaging Corporation of America and Pacific Power Foundation. Please join us in sending a letter expressing your appreciation for this financial support. Write to:

Shawn Kelly, Mill Manager  
Packaging Corp. of America/ Wallula Mill  
P.O. Box 138  
Wallula, WA 99363

Bill Clemens, Community Relations Manager  
Pacific Power  
650 E. Douglas  
Walla Walla, WA 99362

Other sponsors are the Blue Mountain Community Foundation, Braden Trust, Exchange Club of Walla Walla, J. L. Stubblefield Trust, and Mary Garner Esary Trust.

The Museum’s dedicated volunteer docents also are important partners in providing this opportunity to area teachers and students.



## WHAT TO SEE AT THE MUSEUM

### ENTRANCE BUILDING

At the Entrance Building, your students' journey begins with an imaginary ride on a historic stagecoach and continues to the hall's three exhibit galleries. Students will see old-time fashions, antique toys, fur trade items, a Lewis and Clark diorama, military uniforms, a 38-star Garrison Flag, and many other artifacts and photos that tell Walla Walla's colorful story. They also will learn about the remarkable friendship between the Albert G. Lloyd family and the Palouse Indian people of the area.

### EXHIBIT HALL 2

Exhibit Hall 2 presents a lesson in horse-era farming. Here an entire, pre-combine stationary threshing outfit shows how wheat was harvested in the early 1900s. Meanwhile, a cook-house stands ready to feed the tired, hungry crew.

### EXHIBIT HALL 3

On display is the next technological development in horse-era agriculture, a 1919 Harris combine complete with models of the 33 mules that pulled it. The exhibit may be the only one in the U.S. showing the operation in its entirety.

### EXHIBIT HALL 4

In Exhibit Hall 4, vehicles that once were driven through the farms and villages of the valley depict early transportation, from a fancy doctor's buggy to a heavy delivery wagon. A sheep wagon stands ready for use on the summer range.

### EXHIBIT HALL 5

The doors of Exhibit Hall 5, once part of Walla Walla's 1908 fire station, open to an exhibit of fire equipment including a horse-drawn steam pumper. Here, your students also can see what it might have been like to visit the Washington State Penitentiary in the early 1900s.

### PIONEER VILLAGE

Down the hill is the Pioneer Village, which includes 17 original structures.

Most are described below, along with several replica buildings.

- Pioneer Cabin: built of hand-hewn logs from an 1877 cabin; inside, a tableau of pioneer life with household articles from a butter churn to a bed made in Walla Walla in 1870.
- Martin Harness Shop: features actual materials and tools used when harness makers were vital to horse-powered agriculture.
- Ransom Clark Cabin: a log house dating to 1859, it displays items used by the Clark family, including an 1878 spinning wheel and handmade loom. Students will hear about sleeping arrangements for the Clark family and the purpose of the breezeway.
- Jacky Play Cabin: built as a play cabin about 1925; used later as a clubhouse and Boy Scout meeting place.
- Union School: includes desks, chalkboard, books, slates, and an organ for singing lessons. Students can imagine a day at school as it was in 1867 when this school was built.
- Toner School: built in 1911 near Stateline, Oregon.
- Prescott Jail: cowboys and harvest hands who celebrated a bit too freely on payday may have seen the inside of this jail, built in 1903.
- Illa-Poot-Mii Cabin: belonged to a member of the Walla Walla tribe who served as an army scout and interpreter during the region's 1855 treaty council.
- Blacksmith Shop: a replica building that includes all the tools necessary for shoeing horses or repairing wagons and farm equipment. Students might ask how the metal tires were made to fit to a wagon's wheels.



*Continued on page 8*



- Elliott Carriage House: built around 1900, it housed the Elliott family's horse, "Goldie."
- Barbershop and Bathhouse: a building that dates to about 1890 with furnishings from local barbershops, including an 1870 barber chair.
- Babcock Railroad Depot: a visit to an 1880s train station. Artifacts are from the Union Pacific, Walla Walla Valley Railroad, Northern Pacific, and Dorsey Baker's company, one of the first railroads in the Northwest.
- Doctor's Office: a medical office of the late 1880s equipped with furnishings, instruments, and supplies of the day.
- Kennedy Playhouse: a miniature house built in 1905 for Henrietta Baker Kennedy. The dolls and other items are all originals collected by the Museum.
- Saturno Italian Farmstead: the original farmhouse of Pasquale Saturno, an Italian immigrant who came here about 1876. Italian immigrants developed the early commercial gardens that are the basis of today's Sweet Onion fame.



## DISCUSSION

**E**ncourage your class as they look at the artifacts to see if they can figure out what was most important to the early settlers. How is what the pioneers brought different from what the students themselves might have taken? Here are a few more questions for students to consider:

How did an ox-shoeing chute work?

What food was served in the cookhouse?

What is one way a visit to the doctor was different from a visit today?

If you had lived in pioneer times, what kind of chore would you have preferred?

What would have been your favorite kind of transportation?

Where did pioneer families keep their clothes?

What did families do in the evenings?

Why did farmers brand their livestock? And why did they have to register the brand?

Which old toy would you have liked to play with?

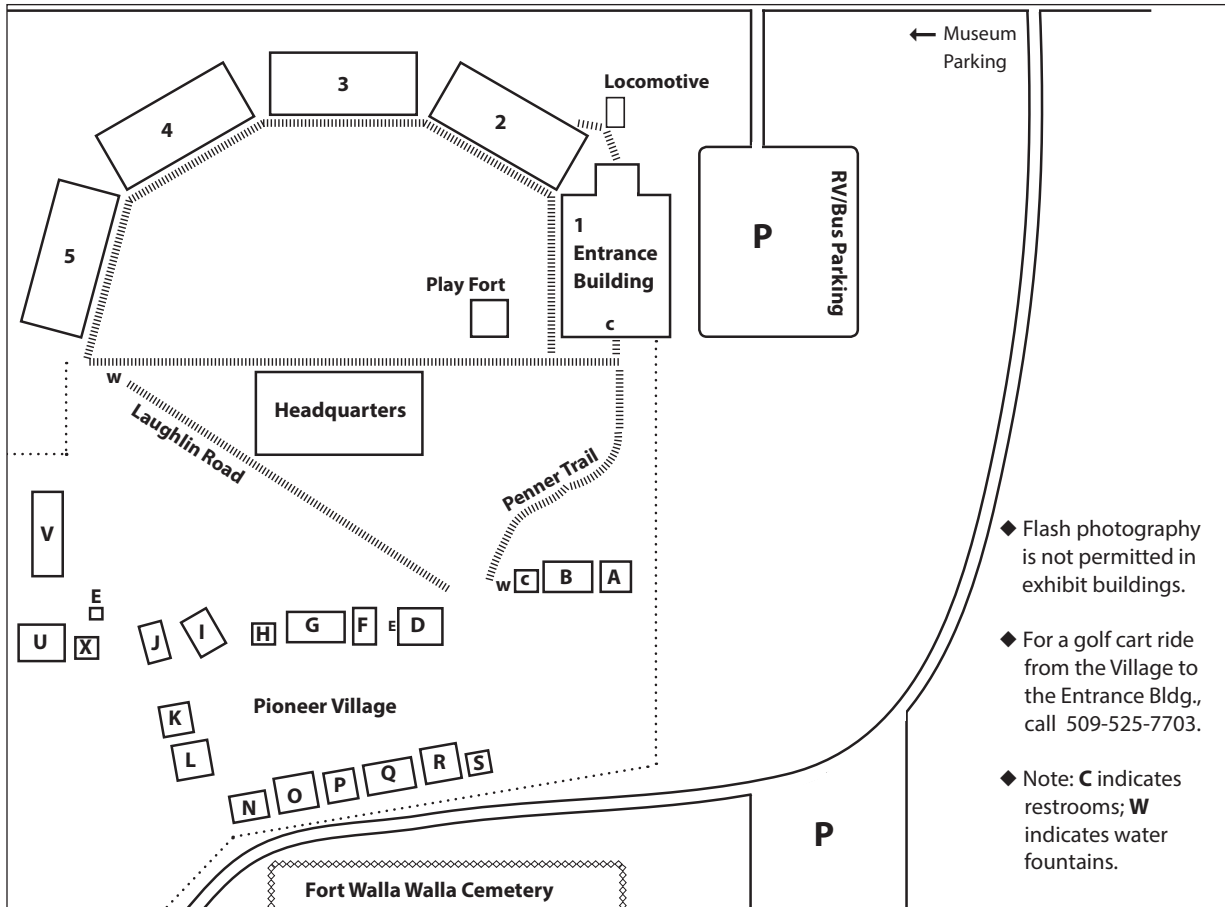
In the Military and Indian People Gallery, there is a photo of a little boy wearing Indian clothing. Who was he?

Why were there soldiers at the fort?





## MUSEUM GROUNDS



### Entrance Building

Grand Hall  
Exhibit Galleries  
Museum Store  
Restrooms

### Exhibit Halls 2-5

2. Stationary thresher, cookwagon, steam engine, water wagon
3. 1919 combine, hitch, 33-mule team
4. Buggies, sheep wagon, branding irons, farm wagons

5. Horse-drawn fire pumper, territorial prison

### Pioneer Village

- A. Blockhouse
- B. Davis Cabin
- C. Restrooms
- D. Pioneer Cabin
- E. Outhouse
- F. Martin Harness Shop
- G. Ransom Clark Cabin
- H. Jacky Play Cabin
- I. Union School
- J. Toner School

- K. Prescott Jail
- L. Illa-Poot-Mii Cabin
- N. Blacksmith Shop
- O. Elliott Carriage House
- P. Barbershop and Bathhouse
- Q. Babcock Railroad Depot
- R. Doctor's Office
- S. Kennedy Playhouse
- U. Saturno Farmhouse
- V. Vineyard
- W. Drinking Fountain
- X. Italian Garden





## OUR HISTORY: A TIMELINE OF EVENTS

- 1805-1806 Lewis and Clark Expedition passes through the Walla Walla Valley.
- 1818 Fort Nez Perce fur trade post established near the mouth of the Walla Walla River; renamed Fort Walla Walla in 1821.
- 1836-1847 Whitman Mission.
- 1843 Oregon Trail Great Migration.
- 1848 Territory of Oregon established.
- 1853 Territory of Washington established.
- 1856 First two military Fort Walla Wallas built.
- 1858 Permanent Fort Walla Walla completed; the region's tribes repel Lt. Col. Steptoe's soldiers; Col. Wright's troops defeat the northern tribes; region opened to settlers; Albert Lloyd makes a treaty with Palouse Indian leader.
- 1859 Oregon State admitted to the Union; the act is signed by President James Buchanan.
- 1860s Idaho gold rush.
- 1861 Civil War begins.
- 1862 The City of Walla Walla incorporated.
- 1865 President Lincoln assassinated; Civil War ends.
- 1869 Transcontinental railroad completed.
- 1870 Telegraph line between Walla Walla and Portland completed.
- 1875 Dorsey Baker's railroad allows increased export of agricultural products from the Walla Walla area.
- 1876-1878 Battle of the Little Big Horn, Nez Perce War, Bannock-Paiute wars.
- 1889 Washington State admitted to the Union; the act is signed by President Benjamin Harrison.
- 1908 Formal opening of Pioneer Park on East Alder Street in Walla Walla.
- 1910 Fort Walla Walla closed.
- 1917 Fort Walla Walla reopened as a World War I training base.
- 1922 Veteran's hospital opened on the former Fort Walla Walla grounds.
- 1930s End of horse/mule-powered agricultural era.
- 1939-1945 World War II. Walla Walla Army Airbase and McCaw Army Hospital established during this time.



## THE MUSEUM STORE: PRE-ORDERING

We invite you and your class to visit the Museum Store, which, in addition to items for parents and teachers, offers educational toys, interesting books, and pioneer game sets. A sample of the many selections includes fort model kits, toy canteens, dream catcher kits, Jacob's Ladders, Oregon Trail maps, arrowheads, marbles, and much more.

A pre-order packet is available online so that you may order items and pay in advance if you wish. We recommend this especially for large groups.

For more information and to download the pre-order packet go online to [fwwm.org/school-tours](http://fwwm.org/school-tours).

Preorders need to be received two weeks in advance, but the store also offers "Grab Bags" that you can order with only four days notice.

If you need help, contact Kt Sharkey, Museum Store manager, at 525-7703, [store@fwwm.org](mailto:store@fwwm.org).



## BOOKS AVAILABLE AT THE MUSEUM STORE

### AGRICULTURE

*This Was Wheat Farming* by Kirby Brumfield, 1968. (Teacher's Resource.)

### FORT WALLA WALLA

*A Military History of the Columbia Valley 1848-1865* by George L. Converse, 1988.

*An Illustrated History of Fort Walla Walla* by James Payne and Laura Schulz, 2011.

### LEWIS & CLARK

*The Adventures of Lewis & Clark* by John Bakeless, 2002.

*Lewis and Clark Coloring Book* and *The Story of Sacajawea Coloring Book* by Peter Copeland, 1983 and 2002.

*Wind Hard From the West* by Robert Heacock, 2015. (Teachers' resource.)

*The White Stallion* by Sandra Stredwick, 2006.

*Sacajawea's Son* by Marion Timling, 2001.

*The Truth about Sacajawea* by Kenneth Thomasma, 1997.

### PIONEER & OREGON TRAIL

*We'll All Go Home In The Spring* by Robert A. Bennett, 1984.

*Western Pioneers Coloring Book* by Peter Copeland, 1996.

*Across the Wide and Lonesome Prairie* by Kristiana Gregory, 1997.

*Pioneer Life from A to Z* by Bobbie Kalman, 1998.

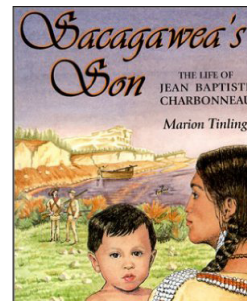
*Postal History of Walla Walla County, WA* by Robert E. Keatts, 2003. (Teachers' resource.)

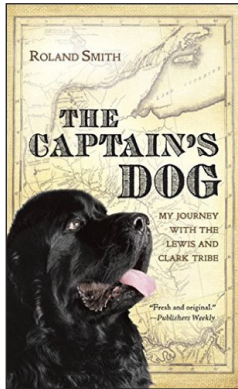
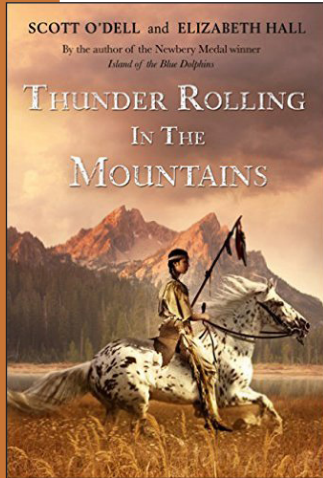
*My Face to the Wind: The Diary of Sarah Jane Price, a Prairie Teacher* by Jim Murphy, 2001. (One of a series.)

*Westward Expansion in the United States* by Nell Muolf, 2013.

*Daughters of the West* by Anne Seagraves, 1996. (One of a series.)

*Soldiers, Pioneers & Indian People* by Laura Schulz, Paul Franzmann, and James Payne, 2007.





## SUPPLEMENTAL READING: GRADES 4 - 8

Blumberg, Rhoda. *The Incredible Journey of Lewis and Clark*. New York: Harper-Collins, 1995.

Blumberg, Rhoda. *York's Adventures with Lewis and Clark: An African-American's Part in the Great Expedition*. New York: HarperCollins, 2004.

Bruchac, Joseph. *Sacajawea*. New York: Houghton Mifflin Harcourt, 2000.

Duncan, Dayton. *The West: An Illustrated History for Children*. New York: Little, Brown and Company, 1996.

Ericsson, Paul. *Daily Life in a Covered Wagon*. New York: Penguin, 1997.

Greenwood, Barbara. *A Pioneer Sampler: Daily Life of a Pioneer Family 1840*. New York: Houghton Mifflin, 1995.

Henshaw, Dorothy. *The Buffalo and the Indians: A Shared Destiny*. New York: Houghton Mifflin, 2006.

Kalman, Bobbie. *Early Health & Medicine*. New York: Crabtree, [1983] 1991.

Kalman, Bobbie. *Early Schools*. New York: Crabtree, [1982], 1991.

Kudlinski, Kathleen V. *Facing West: A Story of the Oregon Trail*. New York: Penguin, 1994.

Lanky, Kathryn. *The Journal of Augustus Pelletier: The Lewis and Clark Expedition, 1804*. Scholastic, 2000.

Marshall, Joseph III. *In the Footsteps of Crazy Horse*. New York: Abrams, 2015.

McCarthy, Pat. *Heading West: Life with the Pioneers—21 Activities*. Chicago: Chicago Review Press, 2009.

Moss, Marissa. *Rachel's Journal: The Story of a Pioneer Girl*. Orlando: Harcourt Brace, [1998], 2001.

O'Dell, Scott. *Thunder Rolling in the Mountains*. New York: Houghton Mifflin, 1992.

Schanzer, Rosalyn. *How We Crossed the West: The Adventures of Lewis and Clark*. National Geographic, 2002.

Smith, Roland. *The Captain's Dog: My Journey with the Lewis and Clark Tribe*. New York: Harcourt, 2008.

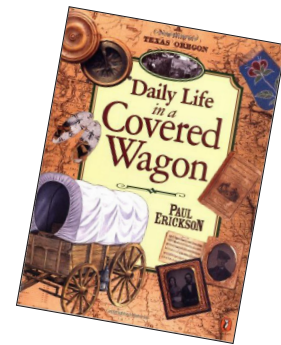
Steffoff, Rebecca. *Children of the Westward Trail*. Brookfield, CT: The Millbrook Press, 1995.

Van Leeuwen, Jean. *Bound for Oregon*. New York: Penguin, 1994.

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### Sources:

*Junior Library Guild, School Library Journal, BestChildren'sBooks.org, and Scholastic Books.*





## LESSONS, GAMES, AND PUZZLES

A selection of learning activities, games, and educational puzzles can be found on the Museum website, [fwwm.org/school-tours](http://fwwm.org/school-tours). You may download and print these out for your use.

Following are a few examples of what you will find in the online document. Some will help prepare your class before the visit; others are excellent follow up.

### ACTIVITIES AND LESSONS:

- **Making a Journal:** Instructions for creating a journal such as the pioneers may have used to record what they saw and experienced along the way.
- **Packing to Move:** A worksheet encourages students to imagine what they would take with them on a journey across the plains in 1845.
- **Pioneer Sleuth:** Questions for students to consider such as, “Why did women use sidesaddles?”
- **Soldiers, Pioneers, and Indian People:** Students list ways the area has changed since 1800.
- **Day in the Life:** Students write a letter to an imaginary cousin in the East about the Northwest in the 1860s.
- **Branding:** After learning about the brands in the Agriculture Exhibit, students design their own brands and discuss what they signify.

### GAMES

Besides the games children still play today — baseball, jump rope, tag, and hide-and-seek, to name a few — children of early Walla Walla played other imaginative games your class might like to try out. See the box at right for a few examples.

### PUZZLES

The online pdf document also contains word searches and crossword puzzles that can be downloaded and printed. The puzzles use terms and topics related the lives of people in the 1800s.



### GAMES FROM LONG AGO

#### Hop, Step, and Jump

Mark a starting point (on the ground if possible). Everyone lines up behind the line. One at a time, each person takes a hop on one leg, then one long step, then one long jump with both legs. Mark each person's spot or have them stay in their spot until everyone has had a turn. The person who covers the most distance is the winner.

#### Ducks Fly

Players face the leader, who says what to do. Then they copy the actions of the leader. The leader will say “ducks fly” and flap his arms. The players also flap their arms. The leader continues with other actions like “cats meow,” “dogs bark,” etc. But the leader also tries to trick others by making such statements as “sheep oink.” The players must remain quiet until the leader says it correctly.

#### Comical Concert

Players all choose an instrument to imitate, and either they or the conductor come up with the sound each instrument will make. For example, boom for the drum, plink for the harp, baroomph for the tuba. After the players know their sounds, a song is chosen to which everyone knows the tune, and the band members “play” their instruments as the conductor conducts. The conductor may ask members to play louder or softer.



## WASHINGTON SOCIAL STUDIES LEARNING STANDARDS\*

**A** trip to Fort Walla Walla Museum along with related learning activities can help meet Washington State Social Studies standards, particularly for fourth grade. The following components especially are supported by a museum visit.

### History

*By the end of fourth grade, students will:*

- ▶ Create timelines to show how historical events are organized into time periods and eras (H1.4.1).
- ▶ Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: growth of northwest coastal, Puget Sound, and plateau tribes prior to treaties; maritime and overland exploration, encounter, and trade (1774-1849); immigration and settlement (1811-1899); territory and treaty-making (1854-1889) (H1.4.2).
- ▶ Analyze and explain how individuals have caused change in Washington State history (H2.4.1).
- ▶ Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history (H2.4.2).
- ▶ Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington (H2.4.3).
- ▶ Explain why individuals and groups in Washington state history differed in their perspectives (H3.4.1).
- ▶ Explain how the events of Washington state history contributed to the different perspectives between native and non-native people (H3.4.3).
- ▶ Compare information provided by different historical sources (H4.4.3).

### Social Studies Skills

*By the end of fourth grade, students will:*

- ▶ Identify the concepts used in documents and sources (SSS1.4.1).
- ▶ Evaluate primary and secondary sources (SSS1.4.2).
- ▶ Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations (SSS2.4.1).
- ▶ Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places (SSS3.4.1).

*\*Revised 2019 Social Studies K-12 Learning Standards, adopted September 17, 2019.*



## OREGON SOCIAL SCIENCES ACADEMIC CONTENT STANDARDS\*

**A** trip to Fort Walla Walla Museum and associated learning activities can be used to meet some of the Oregon State Social Sciences Grade Level Standards, particularly for fourth grade. The following are especially supported by a visit to the Museum.

### Historical Knowledge

- ▶ 4.12. Explain how diverse individuals, groups . . . circumstances, and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).
- ▶ 4.13. Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).

### Historical Thinking

- ▶ 4.15. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- ▶ 4.16. Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- ▶ 4.17. Use primary and secondary sources to explain events in Oregon history.

### Social Science Analysis

- ▶ 4.18. Infer the purpose of a primary source and from that the intended audience.
- ▶ 4.19. Compare eyewitness and secondhand accounts of an event.
- ▶ 4.20. Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.
- ▶ 4.21. Analyze historical accounts related to Oregon to understand cause-and-effect.
- ▶ 4.22. Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.
- ▶ 4.23. Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.



*\*Adopted May 17, 2018*



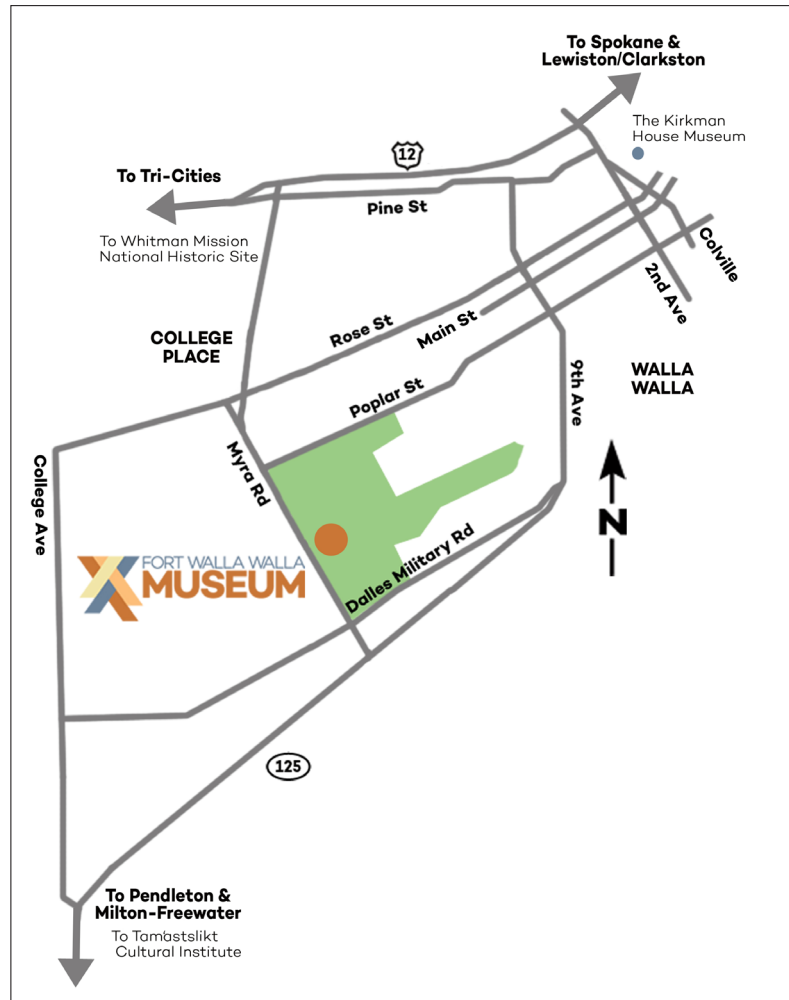
## OUR LOCATION

### DIRECTIONS

**From US 12,** Take the exit toward Washington 125/ Prescott/Pendleton. Drive to Myra Road, using caution on the roundabouts. Pass through intersections at Rose, Poplar, and Whitman streets. Turn left into Fort Walla Walla Park.

**From 125-N,** turn left onto S.E. Myra Road. Cross the intersection at The Dalles Military Road and turn right into Fort Walla Walla Park.

From the park entrance, follow the road up the hill to the Museum.



## CONTACTS

Please call the Museum at 509-525-7703 for information and assistance.