

ACTIVITIES, LESSONS, AND GAMES





MAKING A JOURNAL

Journals played an important part in the lives of pioneers. During their travels through the long miles of unfamiliar country, they recorded what they saw and experienced as well as the daily routine of the journey.

As settlers, they wrote about births and deaths, celebrations and hardships, their thoughts and feelings. Journals were also a way for the pioneers to remember important events to share with family members later, as letters were not always an option.

YOUR MISSION: Create your own journal as a record of your exploration into pioneer times. The activities and lessons in this Teacher's Guide can be copied and placed in your journal.

Below are the instructions for making a journal. Any size will do, but the easiest will be to make the pages 8.5 x 11 inches. Cut the cover slightly larger to allow the pages to fit inside.

SUPPLIES

- thin cardboard (cereal box type)
- construction paper
- plain white paper
- any additional pages the teacher wants inserted
- yarn
- hole punch
- glue
- markers
- scissors

INSTRUCTIONS:

- Cut two pieces of cardboard to the desired size of the cover.
- Cut construction paper to fit over each cover, front and back.
- Glue the construction paper to the covers.
- Gather all the pages to be placed into the journal.
- Add blank pages to allow for writing exercises and note taking.
- Place the pages between the covers and punch holes down one side.
- Lace and tie the journal together with yarn.
- Decorate the cover.
- Place your name on the cover.

- A Teacher's Guide to Activities, Lessons, and Games may be downloaded from fwwm.org/school_tours. Teachers are welcome and encouraged to print or photocopy any part of this publication.



PACKING TO MOVE

YOUR MISSION: Imagine that you are traveling across the plains in 1845 to the Oregon Territory from Missouri. Everything you take with you has to fit in a covered wagon and you still need to have room for food, traveling

supplies, and yourself. This means that you can take only items that are necessary because there is no room for extras. Make a list of the 10 most important items that you would take and describe why you chose each one.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

AT THE MUSEUM: Look for the hands-on station called “Pack Your Wagon.” Try your hand at packing for the long trip west as well and your new life in the Oregon territory. When you visit the Museum’s exhibits, look

at the artifacts and see if you can figure out what was most important to the early settlers. How is what they brought different from what you might have taken?



DIFFERENCES

YOUR MISSION: Artifacts are objects representing a particular culture or stage of technological development. Choose one item from the list of artifacts below. Draw a picture below and describe what you think the item looks like and of what you think it is made.

Clothes iron

Cook wagon

Loom

Harness

Water wagon

Washing Machine

Butter Churn

Plow

Barbed wire

Ox shoeing chute

Writing slates

Branding iron

AT THE MUSEUM: look for your artifact. In the space below, draw and describe what it actually looks like.

How close were you to the real description? What surprised you about the object?



AGRICULTURE & TRANSPORTATION

YOUR MISSION: Use information from your visit to the Agriculture and Transportation Exhibit halls to answer the following questions.

1. What was your favorite machine? How was it used.
2. What was the advantage of having a push-type header over a machine that was pulled? (Exhibit Hall 2)
3. How do you think the role of cook wagons changed when harvesting crews became smaller? (Exhibit Hall 2)
4. What was interesting about the Harris Combine? (Exhibit Hall 3)
5. How do you think an ox-shoeing chute worked? (Exhibit Hall 4)
6. Look at all the different kinds of transportation seen in Exhibit Hall 4 and in the Pioneer Village's Carriage Barn. What kind of transportation would you want to use and why?



SOLDIERS, PIONEERS, AND INDIAN PEOPLE

YOUR MISSION: Soldiers, pioneers, and Indian people are general names for the region's inhabitants during the 19th century. The Indian people that Lewis and Clark and other early explorers met had lived here for countless generations.

Think about how the Walla Walla area has changed since the first Euro-Americans arrived on the scene in the early 1800s. Below list 10 ways it has changed. What is here now that wasn't then? What is no longer here?

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Draw pictures of the way some scene or activity might have looked at the beginning of the 1900s and then at the end of the century.

1800

1900



PIONEER SLEUTH

YOUR MISSION: After visiting the Pioneer Village and listening to your tour guide, see if you can answer the following questions.

1. What is one thing different about a trip to the doctor then as opposed to now?
2. Name one ingredient the pioneers used when making soap.
3. Why did women use sidesaddles when horseback riding?
4. Describe one tool in the blacksmith's shop and its use.
5. Why do you think the door in the Prescott Jail is made as it is?
6. Why would the men have left their own shaving mugs at the barbershop?
7. Do you remember the large "key" in front of the Railroad Depot? What was it used for?
8. Who were the immigrants who developed the first commercial vegetable gardens in the Walla Walla Valley?

**THEN AND NOW**

YOUR MISSION: Imagine you are a research assistant, and your job is to collect data. While you are at the Museum look for the answers to the following questions. Then compare what you learn about pioneer life to your life

today. You will find some of the information in the exhibits, the tour guide will answer some questions, and you may need to ask questions. Record careful and accurate data because it will be used later.

DATA	THEN	NOW
1. What do you write on?		
2. What are your chores?		
3. How do you get your food?		
4. What do your parents do?		
5. How do you get clean?		
6. What kinds of clothes to you wear?		
7. What do you do aside from school and chores?		
8. How many students are in your class?		
9. How do you get from place to place?		



POST-VISIT PROJECTS*

DAY IN THE LIFE

YOUR MISSION: Write two letters to an imaginary friend or relative who has remained in the East while you and your family traveled to the Northwest.

For the first letter, pretend it is the 1860s. Use the data you gathered as a “research assistant” (see page 8) as well as other information you have collected to describe your everyday life.

For the second letter, return to the present time. Describe what your life is like today.

STEP BACK IN TIME

YOUR MISSION: Now that you have visited the Museum and have seen a little about what life was like in pioneer days, imagine that you lived then. You can pretend to be a child or an adult.

Draw a picture of what you think a building in your town would have looked like. Write a few sentences describing the differences between such a building then and now.

WHEAT HARVEST

YOUR MISSION: Based on information that you have learned, imagine you are an adult working in wheat harvest in the early 1900s. Write two separate entries in your diary.

In the first, describe a day that you spent as one of the crew on a wooden combine drawn by a team of mules. In the second entry, tell about your day as a helper in the cook wagon, preparing food, serving, and cleaning up.

* Note for Teachers: you may wish to assign one or more of these projects in advance of the Museum visit so your students will be prepared.



CREATING A BRAND

ABOUT BRANDS: Branding is a way to identify ownership of cattle and other livestock. Historically it has involved the use of a hot iron, which leaves a mark on the side, hoof, horn, or ear of the animal.

Farmers and ranchers have their own special brands, which are registered so that each will be unique. People use their names, the names of their ranches, or symbols that are meaningful to them.

The design is usually creative, with letters, numbers, and symbols drawn with loops or tails or turned sideways. Brands, which are read from left to right and top to bottom, usually have stories behind them.

YOUR MISSION: Design your own livestock brand. You can base your brand on the examples below, on brands you saw in the Museum brands exhibit, or on information you found elsewhere.

EXAMPLES

Initials: **JHD** for John Henry Doe

Symbols: **OIO** used by someone originally from Ohio.

Creative use of name: **KT** for Katie Barr

I-O for “I Owe,” used by someone who Borrowed money to get into the cattle business!

Name of the ranch: **$\frac{M}{V}$** which is read “M Bar V”

DISCUSSION:

Why did you design the brand like you did?

What does each part of the brand mean?

Do any of your families have a brand? If so, why is it designed the way it is?

Are any of the brand designs in the class the same?

How would you decide who gets to use the brand since two brands can't be alike?

**PIONEER WORD SEARCH**

YOUR MISSION: Find the words listed below in the word search. They can be across, down, or diagonal and may be spelled forward or backwards.

- | | | |
|---------------|-----------------|----------------------|
| 1. pioneer | 6. cannon | 11. cabin |
| 2. blacksmith | 7. slate | 12. windmill |
| 3. horse | 8. outhouse | 13. mill stone |
| 4. combine | 9. wheat | 14. trail |
| 5. saddle | 10. water wagon | 15. Fort Walla Walla |

P M V W C A N N O N T O U L B
D I N H Z A T J S R F I E A P
B L O K G A B P A L Q L Z O H
T L G N E M C I U N D E N Y T
J S A H E N L F N D V W P K I
K T W Q G E A P A U C H Q Z M
A O R K H O R S E L V Z T I S
C N E S U O H T U O R N R J K
H E T I B Y Q H E N I B M O C
S L A T E C U P A G Z U F T A
I V W P K Q D W I N D M I L L
F O R T W A L L A W A L L A B

**EXPLORERS & TRAPPERS CROSSWORD PUZZLE**

YOUR MISSION: Complete the crossword on the next page by filling in a word that fits each clue below. You may need to read more about the Lewis and Clark Expedition to answer a few of the more challenging entries. The answer to the puzzle is on page 14.

ACROSS

4. A person who investigates the unknown.
6. What medicine can do for an illness.
7. Used with 22 Across to start fires.
8. The man originally chosen by President Jefferson to lead the expedition.
9. What landmark was named after Sacagawea's baby?
11. A feather which has been trimmed to be used as a pen by dipping it in ink.
12. Captain Lewis' Newfoundland dog.
16. One more than nine.
17. The equipment needed by explorers and trappers.
18. A vessel or container to hold water for drinking.
20. What explorers and trappers need to show them direction.
22. Used with 7 Across to start fires.
23. A body of persons on a journey or excursion for a specific purpose.

DOWN

1. The animal sought for its fur for hats.
2. A daily record of experiences or observations.
3. The St. Louis area camp where the expedition began the journey.
5. The furthest west the expedition traveled before turning around.
10. The main navigator on the expedition. He accidentally shot Captain Lewis.
12. A non-verbal way to communicate or talk.
13. One __ __ time.
14. Eight Across' first name.
15. How many young men came from Kentucky to join the expedition.
18. The man chosen by Captain Lewis to draw maps and co-lead the expedition.
19. Opposite of yes.
21. Interpreter of Shoshone for the expedition. She was the only woman on the trip.



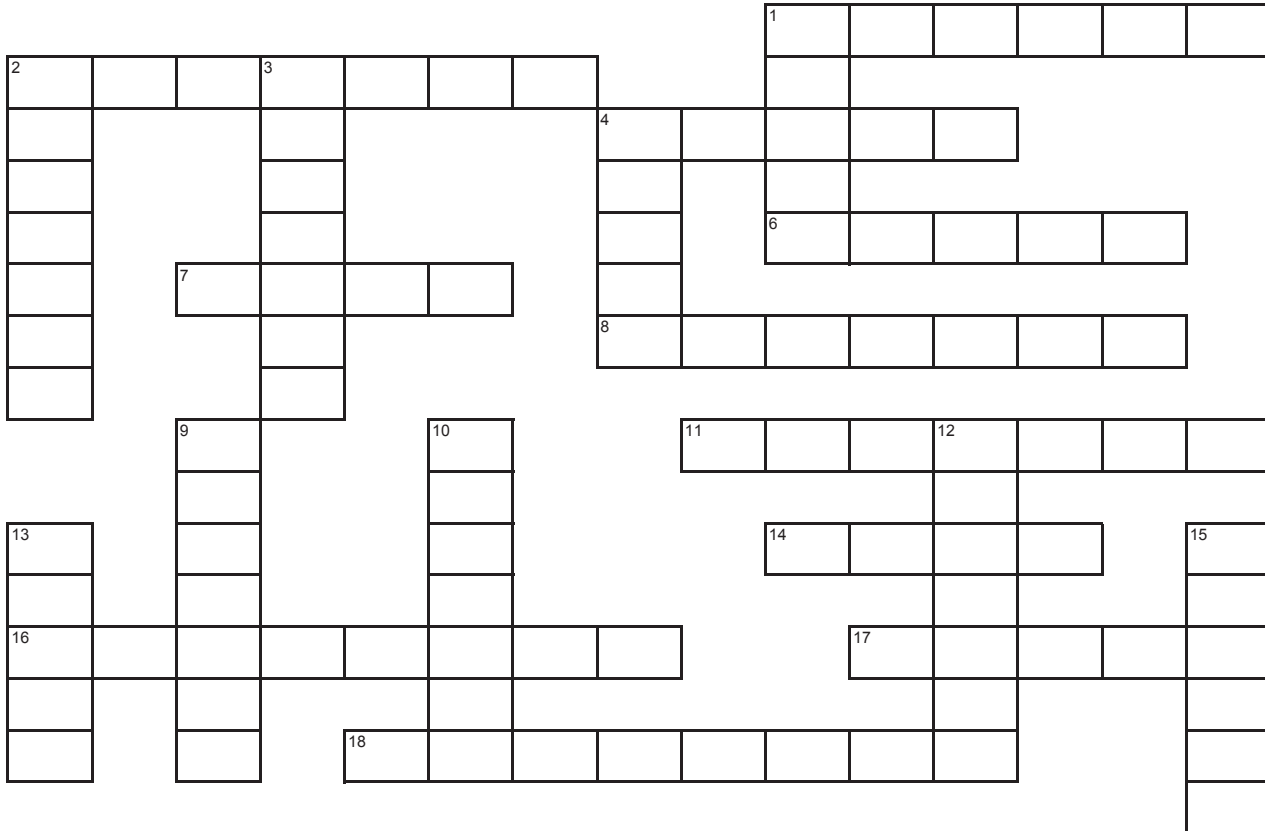
EXPLORERS & TRAPPERS CROSSWORD PUZZLE

1 2 3
4 5
6
7
8
9 10
11
12 13 14 15
16
17 18 19
20 21
22
23



WHEAT CROSSWORD PUZZLE

YOUR MISSION: Complete the crossword by filling in a word that fits each clue.



ACROSS

- 1 Place to find pastry
- 2 Machine that cuts wheat
- 4 Grain that yields white flour
- 6 Bread or pizza
- 7 365 days equals a _____
- 8 Oregon _____ 85% of its wheat
- 11 A whole seed of a cereal grain
- 14 Your body needs _____ to grow
- 16 A storage unit for wheat
- 17 Ground wheat is called
- 18 Saltine or Wheat Thins

DOWN

- 1 Sandwiches are made with
- 2 Chocolate Chip _____
- 3 Wheat is measured in _____
- 4 The flag is red, ___ & blue
- 9 During the summer you _____ the wheat
- 10 Used to pull equipment
- 12 Spaghetti _____
- 13 Wheat is grown in a _____
- 15 Wheaties or Corn Flakes

OREGON WHEAT GROWERS LEAGUE

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CLASSIC OLD-SCHOOL GAMES

Below are a few examples of different kinds of games that children of the 19th and early 20th centuries played.

THE POST

Children sit in two rows facing each other. One person is chosen for the postmaster. Each player chooses a town or city, and the postmaster writes it down. The postmaster then calls out the name of two places (“The post is going between Portland and Seattle!”). The two people who have those cities get up and switch places. The postmaster tries to be faster than one of them and take that person’s new seat. If the postmaster yells, “The general post is going out!” then everyone must switch places.

HOOPS AND GRACES

In Victorian times, “Graces” was considered an appropriate activity for both boys and girls. By pioneer times, though, it was considered an exercise for ladies only, and was meant to help them learn to be graceful. Each player holds two long tapered rods, and a small light hoop (often decorated with ribbons) is shared between them. One player crosses her two rods and places the hoop where the rods form an X. As the player pulls the sticks apart the hoop flies through the air and the other player must catch it on one or both rods. The hoop continues to be passed back and forth.

ISPY

One player is “it” and covers her eyes while the other players hide. When everyone is hidden, they all call out “Whoop!” The player who is “it” then looks for the hidden players. If she sees one she must call that person out by name, “I spy John!” If your name is called you must run to the center, while the person who is “it” tries to tag you. If you are tagged, you are next to look for hidden players.

THE ELEMENTS

Everyone sits in a circle. One player throws a handkerchief in the air and calls out one of the elements — air, earth, water, or fire. If air, water, or earth is called out, the person whom the handkerchief touches must name a creature that belongs to that element before the caller counts to 10 (which he does as quickly as he can). The one with the handkerchief then tosses it and calls out

another element. If the creature named is wrong, has already been named, or if time runs out, that player must pay a forfeit. If the leader calls out fire, everyone must be silent because no creatures live in that element!

THREE-LEGGED RACES

Three legged races are played by pairing up all the racers. Each racer has to tie one leg to his or her partner’s leg, creating “three legs” between the two of them. Teamwork and cooperation are a must if a team is going to win this race!

STATUES

Statues is a variation of freeze tag with a fun twist. The person who is “it” causes the other players to freeze by looking at them with direct eye contact. However, when he is not looking at the other players they are free to move. When a player is finally able to tag him, that player becomes “it” and now has the ability to freeze the statues.

BLIND MAN’S BLUFF

The game starts with one player blindfolded in the middle of the circle. The person who is blindfolded spins around with his hand pointed out. When he stops, the person he is pointing to steps into the circle. The blindfolded player has to guess the other player’s identity. If he gets it right, the other player will now take his place in the center of the circle and a new round begins.

Sources: pioneerexperience.com, weareteachers.com, and littlehouseontheprairie.com.