

# Champoeg Promise

## **Promise of a Good Life**

### Grades 1 & 2

## 2013 Teacher Resources

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**T**he Promise of a Good Life is designed to introduce and reinforce the concepts of time and history by comparing your students' day-to-day lives with that of children in the 1860s. Our examination of continuity and change through time will focus on various cues: stories, tools, food, trade, language and chores. Your students will explore life as it was in the Willamette Valley in the mid-19th century. They will discover a few of the cultural groups that lived here, and engage in activities of the time.

We hope you will find the enclosed material useful for enhancing your students' experience and helping you to find additional resources.

## Contents:

### Program Overview

A brief explanation of the program, including content standards.

### Pre- and Post- Activities

A few activities that can help your students prepare for their visit and reinforce their learning once you've returned to the classroom.

### Web Resources for Exploring History and Culture

Content-rich websites that offer curricula, lesson plans, primary source material, and information for exploring social science.

### Social Science Resources:

From the Oregon Department of Education's "Oregon Social Sciences Academic Content Standards" as Adopted August, 2011.

### Background Material on Champoeg History

"Can You Say Champoeg?"

"The Strange Story of Chinook Wawa"

Some background material on the trade language that was used for centuries in the Pacific Northwest prior to American settlement

"Whispers of the Past: A brief look at Champoeg History"



# Champoeg Promise Promise of a Good Life

## Program Overview

## Pre-Visit Activities

### History Mystery

Students look at a series of tools from the 19th century and speculate on their uses, who made them, what they are made of and what we would use today instead. They draw a picture of people using the tools.

### Then and Now

Homework or seat work: Activity sheet with pictures of articles from the 19th century and from today.

### Into the Eye of the Setting Sun

Students listen to stories about an early settler girl who lived near Champoeg and draw pictures of her experiences, comparing them with their experiences today.

## Post-Visit Activities

### Everyone Spoke Chinook Wawa

Students will use a short list of English words, alphabetically arranged, to look up Chinook Wawa words. They will match Chinook Wawa words to pictures.

### Telling the Future About the Past

Students will create a “time capsule” that represents major events that have happened to their class this school year.

### Oregon’s State Seal

Students will identify pictures on the Oregon State Seal to better understand Oregon history.

### Dominick the Rooster

Students will create stick puppets and re-create the story they heard at Champoeg.



## Champoeg Promise Promise of a Good Life

## Oregon Social Sciences Content Standards

### Content Standard

### Champoeg Promise

#### Grade 1

1.2 Compare the ways people lived in the community in the past with the way they live in the present.

#### Onsite Program

##### Pre-visit Activities:

History Mystery

Then and Now

Into the Eye of the Setting Sun

##### Post-visit Activities:

Telling the Future

#### Grade 1

1.5 Use terms related to time to sequentially order events that have occurred.

#### Onsite Program

##### Post-visit Activities:

Telling the Future About the Past

#### Grade 1

1.8 Identify and compare historical fact and fiction in folktales and legends.

#### Onsite Program

##### Pre-visit Activities:

Into the Eye of the Setting Sun

##### Post-visit Activities:

Dominick the Rooster

Everyone Spoke Chinook

#### Grade 2

2.1 Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.

#### Onsite Program

##### Pre-visit Activities:

Into the Eye of the Setting Sun

History Mystery

##### Post-visit Activities:

Oregon's State Seal

Everyone Spoke Chinook

#### Grade 2

2.2 Identify when the local community was established and identify its founders and early settlers and recognize continuity and change in local and regional communities over time.

#### Onsite Program

##### Pre-visit Activities:

Into the Eye of the Setting Sun

##### Post-visit Activities:

Everyone Spoke Chinook

Oregon's State Seal



## Champoeg Promise Promise of a Good Life

## Oregon Social Sciences Content Standards

### Content Standard

### Champoeg Promise

Grade 2

2.4 Differentiate between events that happened in the recent and distant past.

Onsite Program

Pre-visit Activities:

History Mystery

Into the Eye of the Setting Sun

Post-visit Activities:

Telling the Future About the Past

Grade 2

2.20 Compare and contrast past and present situations, people and events in neighborhoods and communities.

Onsite Program

Pre-visit Activities:

History Mystery

Into the Eye of the Setting Sun

“It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, **making connections between the past, present and future**, and the ability to evaluate historical and contemporary issues.” Oregon Department of Education, Oregon Social Sciences Academic Content Standards, Adopted 2011.

# Onsite Program

## **Introduction: Time Line**

Students are welcomed by the interpreters dressed in 19th century costume and are introduced to the concept of “the past.” They are then broken into three groups. Each group rotates through the following areas, then meets back in the auditorium for a wrap-up.

## **Auditorium: Lottie Metheny Kirkwood**

First person account of Lottie Metheny Kirkwood, who was a young girl in the first major American wagon train into the Willamette Valley in 1843. Her family ran the ferry that has since become the Wheatland Ferry. Lottie discusses how her mother would make decorations and patterns on cloth. She will demonstrate as she talks about the process.

The interpreter comes out of “first person” and leads the children in a discussion of what they use for decorations and why. Where do they get their decorations? Do they make them? From what materials?

Students will create and decorate a simple cloth pouch and make a button spinner toy to put in their pouch.

## **Exhibit Area: Just Arrived**

A family just arrived after a long journey on the Oregon Trail. How did they get here and what did they bring with them? Students will be led on a sensory exploration of the tools, food and clothing that families needed as they started new lives in the Oregon Country. They also will conduct a scavenger hunt throughout the exhibit area, and play a matching game comparing objects from the past to their present day counterparts.

## **Barn: Chores**

Students will sort beans, listen to a story and discuss and compare chores done now to chores done in the 1860s. They will plant a bean of their choice to take home and grow, and process corn the way it was done in the old days, tasting a bit of cornbread made from hand-ground corn.



## Champoeg Promise Promise of a Good Life

Pre-Visit Activity  
Grade 1-2

# Then and Now

### Objectives

Students will:

1. Understand the concept of now (the present) and then (the past); and
2. Make connections between things used now and things used in the past

### Time Required:

One 30 minute class period, or homework assignment

### Materials:

Now and Then Activity Sheet, one for each student

### Vocabulary:

history  
past  
present

### Background

When we study history, we are studying the past. The past is sometimes called “then.” We might ask an adult, “When you were my age, what was it like then?” We mean, what was it like in the past?

### Process:

1. Hand out the Now and Then Activity Sheets
2. Depending on skill levels, read the directions or have the students follow them on their own.
3. Once they have completed the assignment, students can color the objects.
4. Discussion questions:
  - Look at the picture of the stove from now. What makes it hot?
  - Look at the picture of the stove from the past. How did it get hot? Why couldn't the people heat their food in the past the way we do now?
  - Look at the picture of the flashlight. What makes it glow? How is that different from a candle?

# Now and Then

Name \_\_\_\_\_

1. Which of these things is used to **COOK**?

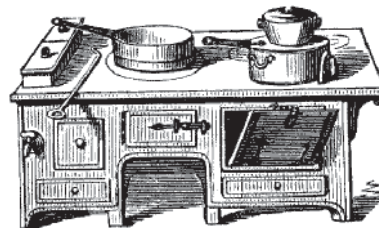
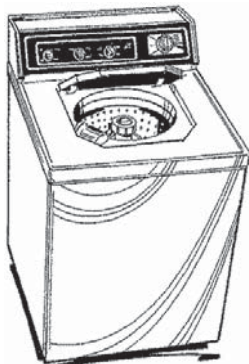
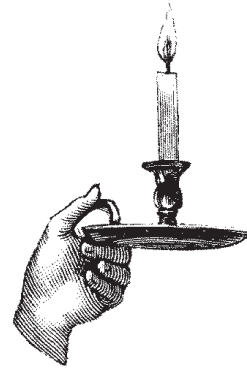
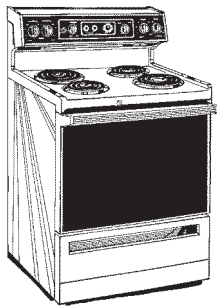
Draw a line from the thing used **NOW** to cook and the thing used **THEN** to cook.

2. Which of these things is used to make **LIGHT**?

Draw a line from the thing used **NOW** to make light and the thing used **THEN** to light the way.

3. Which of these things is used to **WASH CLOTHES**?

Draw a line from the things used **NOW** to wash clothes to the thing used **THEN** to wash clothes.







## Champeeg Promise Promise of a Good Life

Pre-Visit Activity  
Grade 1-2

# History Mystery

### Objectives:

Students will:

1. “read” a tool used in the past to discover its purpose, and
2. compare the tool used in the past with what we use today to do the same thing.

### Time Required

Two 30 minute class periods

### Materials

Copies of Object pictures (one for each group of students)

Digging Stick

Mortar and Pestle

Scythe

Two-person saw

“Reading an Object” Activity sheet (one for each group)

Object descriptions

### Vocabulary

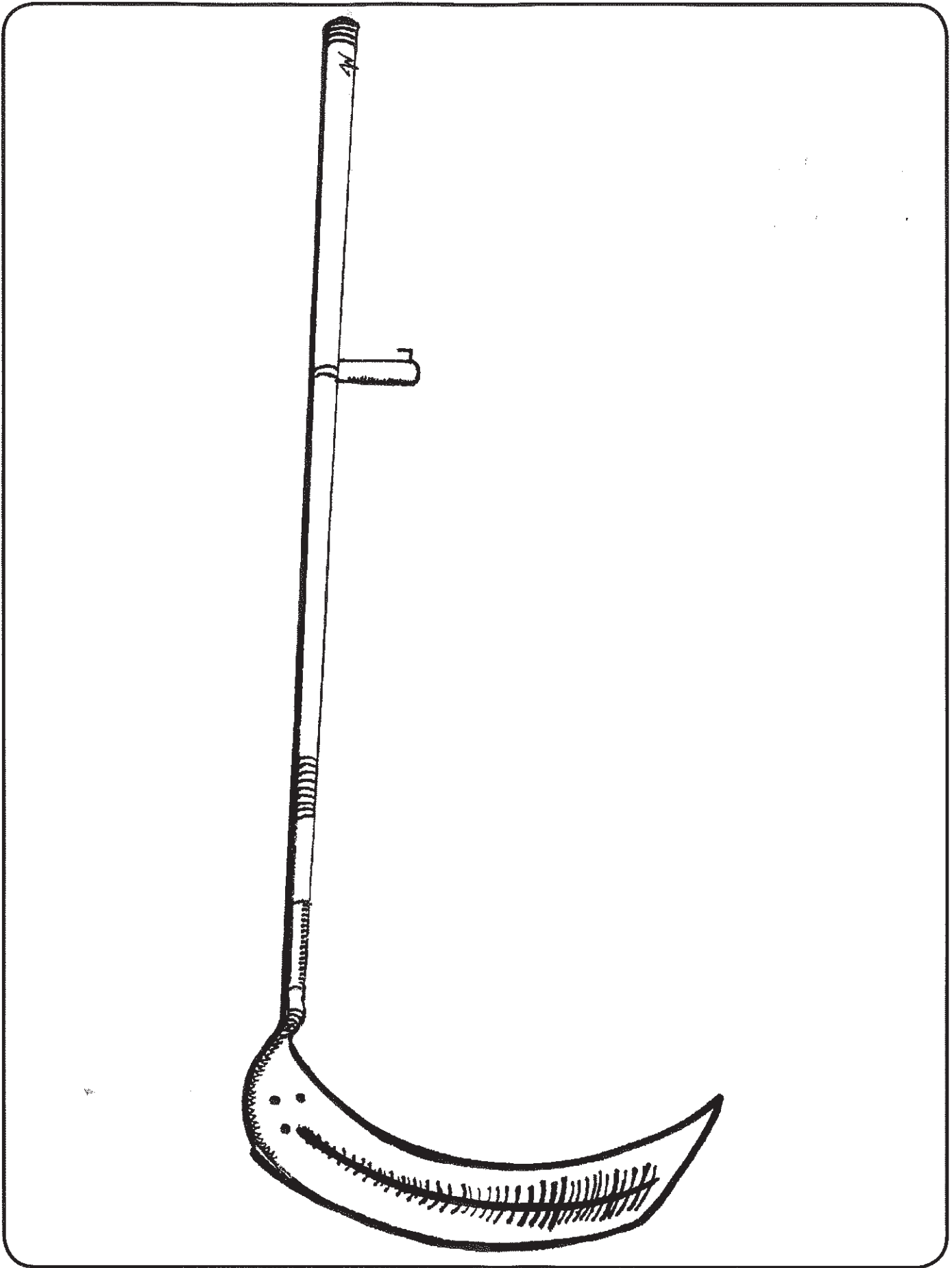
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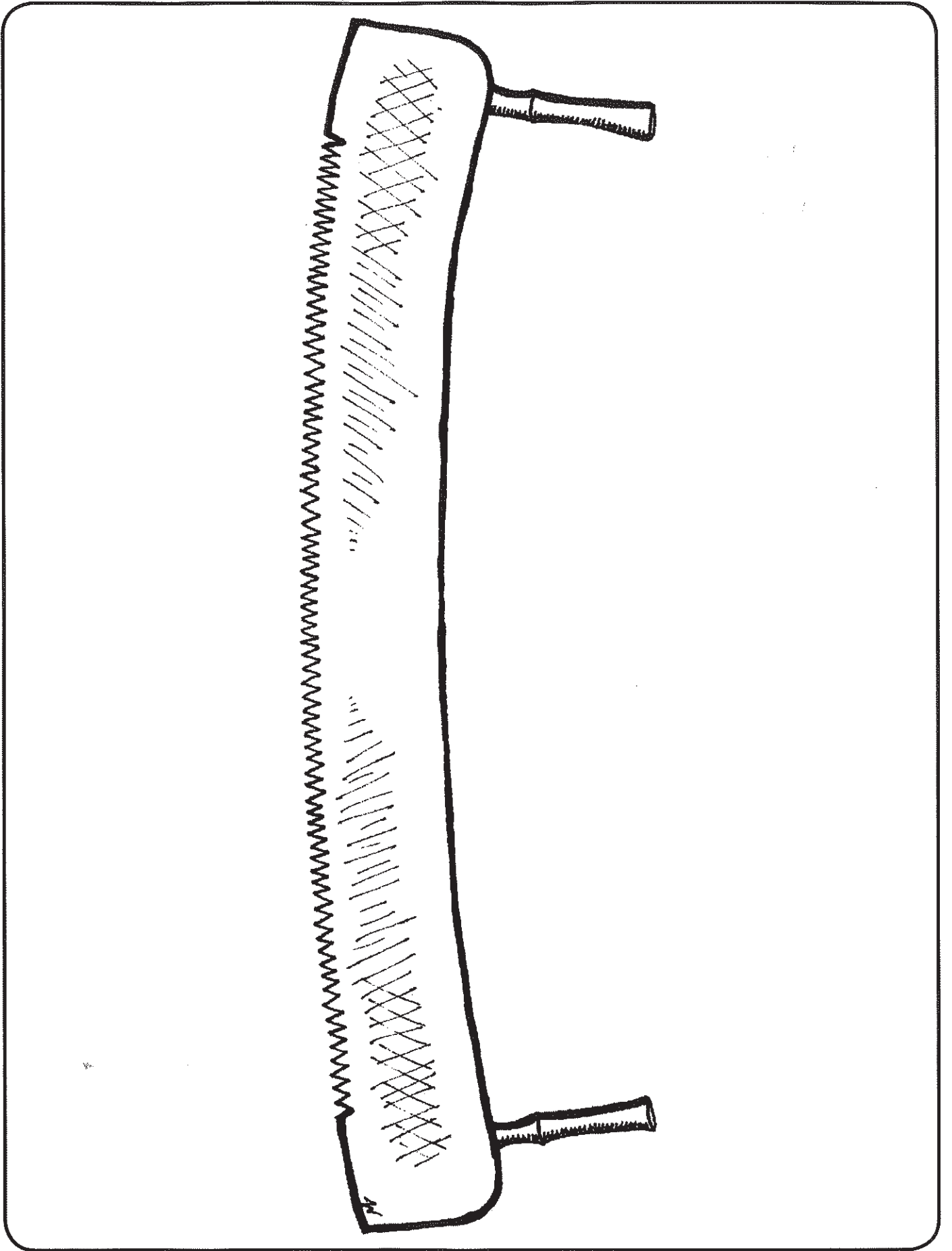
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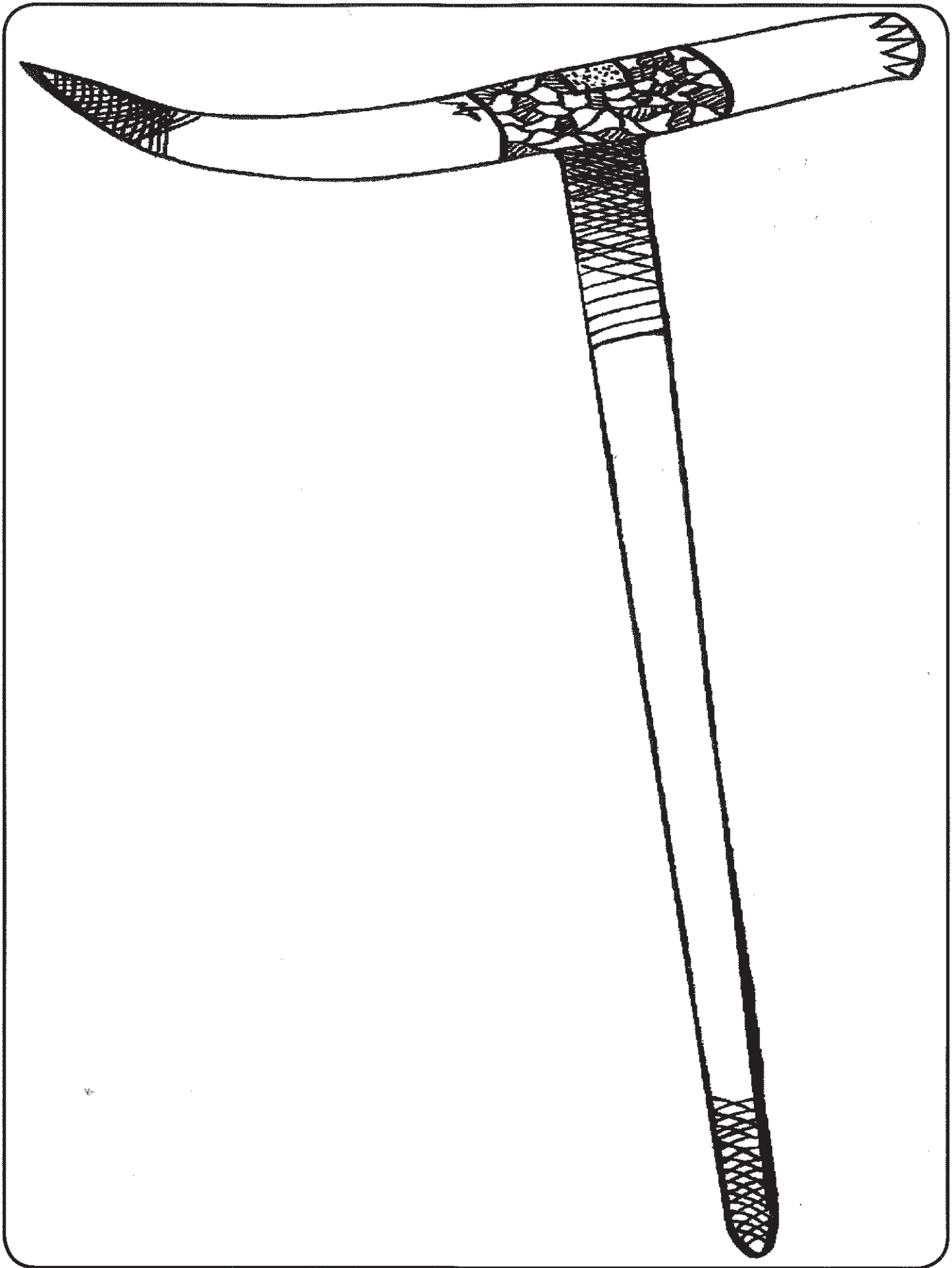
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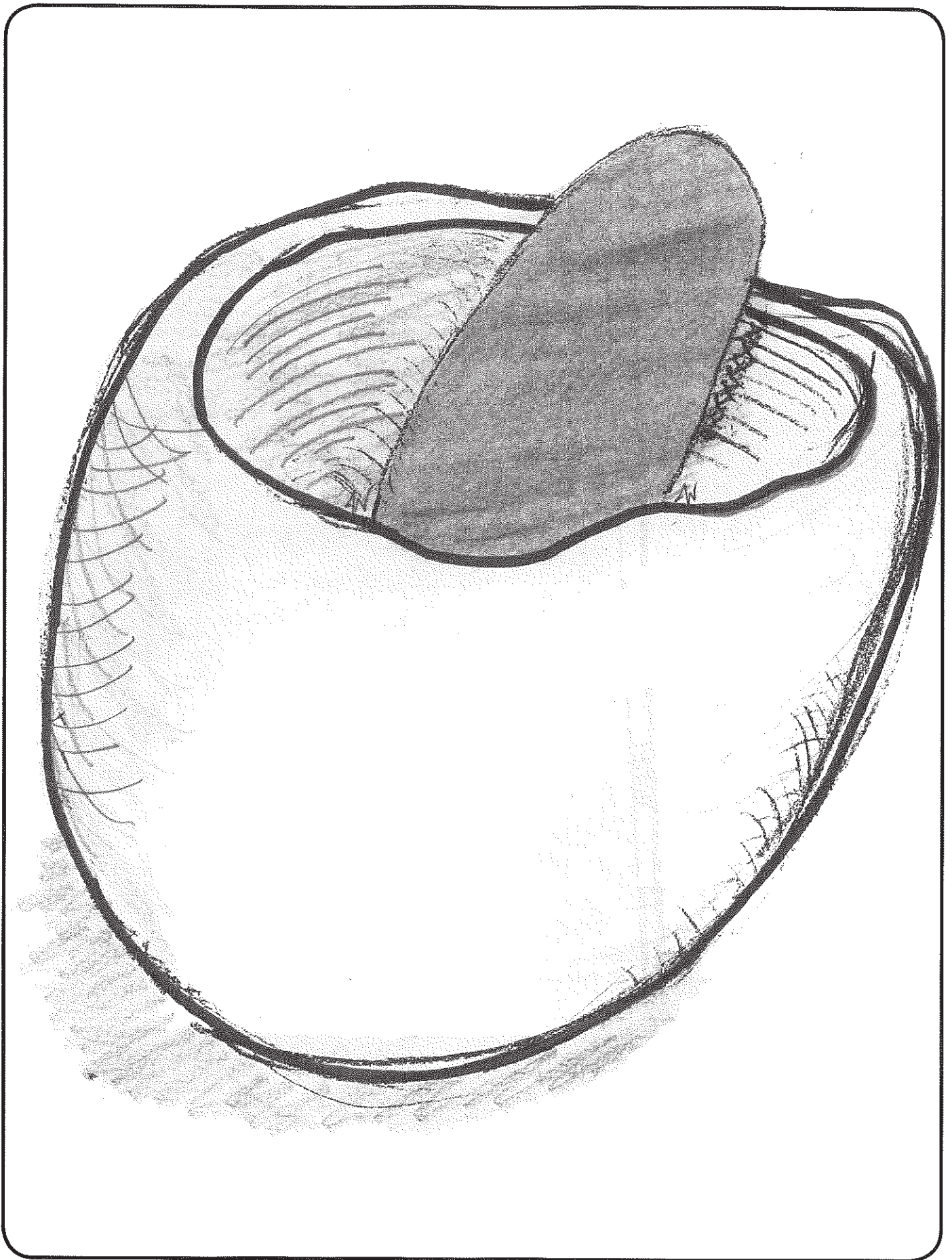
### Background

As we saw in our “Then and Now” activity sheet, different tools were used in the past to get work done. We still do the same work today, but we use different tools than were used in the past. We’re going to take a look at some tools from 150 years ago. Let’s see what we can discover about them just by looking at pictures of them.









# First/Second Grade Object Descriptions

## Digging Stick

A digging stick was one of the most important tools that a Native American woman owned, particularly in the Northwest. She used the stick to dig up edible roots and bulbs, such as camas. The long part of the stick is made of wood, sharpened on the end and hardened in a fire. It is about three and half feet long. The shorter cross-piece at the top - where she puts her hands - might be made from horn or antler.

## Mortar and Pestle

This is another food tool used by Native American women. Some nuts and seeds can't be eaten raw or whole. Acorns, for example, were an important and plentiful food source, but must be ground up and cooked before they can be eaten. A mortar and pestle - both made of stone - were used for the grinding. The bowl-like mortar was roughly a foot across, and had to be shaped - a difficult task when you don't have any steel or iron! (They had to use another, harder rock to do it.) The pestle, too, was stone, but the women probably just found a rock that was the right shape.

## Two-person Crosscut Saw

Today, if we want to cut off the end of a log, or cut down a tree, we use a chainsaw. But the settlers had no little motors, so they had to use hand saws. All saws had steel blades with sharp teeth for cutting wood. This particular saw is about six feet long, and is useful only if you have a friend to help you do the sawing; one person pulls a wooden handle from one side, then the other person pulls the other wooden handle from the other side, back and forth. But you have to have two people. If there is only one of you, you must use a different kind of saw. (This is traditionally called a "two-man" saw, but women chopped and sawed wood too when there was a need.)

## Scythe

Wheat, to make bread, was the Willamette Valley's most important crop from settler times into the 20th century. Today, harvesting is done with a huge mechanical "combine" (which combines several jobs into one step). But through the middle of the 19th century, every harvesting step had to be done by hand. The farmer's first step - usually in the hottest part of summer - was cutting the whole field of ripe wheat, using a scythe. He cut the wheat stalks near the ground with sweeping motions of the blade. Every so often he would stop and re-sharpen the blade with a special sharpening stone.

A farmer bought the steel blade for a new scythe - about two and half feet long - from a store or blacksmith. But he would make his own handle out of wood, so it would be just the right size for him, roughly shoulder height.

# History Mystery: Reading an Object

Write the names of people in your group:

---

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Look at the picture.

This is something that people used in the past to get work done.

What do you think this thing is made of?

Does it have handles? If so, how many and where?

Does it have parts that move? If so, what do you think the moving parts are for?

## Process

1. Divide the class into four groups.
2. Give each group one of the object pictures.
3. Ask them to discuss this object and speculate (guess!) what it was used for. Have them fill out the “Reading an Object” activity sheet.
4. Once their activity sheets are completed, have them share their work with the rest of the class. Use the object descriptions to help them fill in the gaps in their knowledge.
5. Questions to guide discovery:  
Is this tool still used today? By whom?  
In the past, this tool would be used by a family member to get work done. Is the work that this tool was used for still done in families? If not, where is it done?
6. Extension:  
Have the students draw a picture of a person or people using the tool. Have them draw another of people doing the same work with modern tools.





## Champoeg Promise Promise of a Good Life

Pre-Visit Activity  
Grade 1-2

# Past and Present

## Objectives

### Students will:

1. Listen to stories from the past, specifically the stories of Charlotte Metheny Kirkwood who arrived in the Willamette Valley in 1843 when she was five years old.
2. Draw pictures from Charlotte's life and draw pictures from their own lives doing similar things; and compare Charlotte's day-to-day life with their own, looking for similarities and differences.

## Time Required

Variable, at least one 30-minute classroom period; can be extended depending on discussion and how many stories are used.

## Materials

Drawing materials for each student  
Excerpts from "Into the Eye of the Setting Sun"  
"Flying Cloud" quilt block  
"Parts of a Saddle" coloring page

## Background

Charlotte Matheny Kirkwood  
1838-1926

Charlotte Matheny was five years old when her family moved from Missouri to the Willamette Valley. Perhaps "move" is too tame a word, for her family was with the first large wagon train to settle in the Willamette Valley, part of the Emigration of 1843.

Her father, Daniel Matheny, purchased the ferry operation that crossed the Willamette River at the Methodist Mission. This ferry crossing still operates today and the ferryboat now in use is named the "Daniel Matheny IV." It is referred to as the Wheatland Ferry, crossing from what is now Willamette Mission State Park in Marion County to the unincorporated town of Wheatland in Yamhill County. Charlotte's family lived on the Yamhill County side of the river. This site is about 20 miles upstream from Champoeg.

Charlotte was an inquisitive, observant child and we are fortunate that as an adult she wrote the story of her early years in the Willamette Valley. Her descendants published her manuscript in 1991, under the title *“Into the Eye of the Setting Sun: A Story of the West When it Was Young.”* It is an engaging portrait of life along the river in the mid-19th century. We have a number of copies for sale in the Champoeg Store. It is delightful reading and Charlotte offers exceptional insight into life along the river in the mid-19th century.

Students will “meet” Charlotte Matheny during their visit to Champoeg. A living history interpreter will engage them a story from Charlotte’s childhood.

## **Process**

1. Explain to the students who Charlotte Matheny Kirkwood was. Help them understand that she was a real person who was their age about 150 years ago. She lived in the past. Because she wrote down stories about her life, we know what her life was like.
2. There are five short vignettes in the attached excerpts from Charlotte’s memoir:
  - a. Barbeque
  - b. Ill Manners
  - c. Jumping High
  - d. School and Teachers
  - e. Giving Gifts

Choose one or more to read to your students. There are discussion questions associated with each of the stories.

3. After reading and discussing the story, ask students to draw a picture of what Charlotte is describing.
4. Have the students share their pictures.
5. Ask them to think about something in their own lives that is similar (refer to the discussion questions). Have them draw a picture of themselves and/or their family doing that activity.
6. Have the students share their pictures, and make connections between Charlotte’s life and their own. What is the same? What is different?
7. Explain to the students that they will meet someone pretending to be Charlotte Matheny Kirkwood. They will be able to ask her questions about her life if they want to learn more.

## **Extension**

Associated with the last story, “Giving Gifts”, are two additional activities. In this story, Charlotte refers to a quilt in the “Flying Cloud” pattern. She also mentions a saddle that had a long skirt. There are two coloring pages associated with this story that can enrich the students’ understanding.

**Excerpts from:**  
**Into the Eye of the Setting Sun**  
**A Story of the West When it was New**  
**By Charlotte Matheny Kirkwood**

Published by the Family Association of Matheny, Cooper, Hewitt, Kirkwood and Bailey, 1991  
Limited printings available at Champoeg Store.

Use these excerpts to help children form mental images of what day-to-day life was like during the early days of American settlement in the Willamette Valley. See the background material on Charlotte Matheny in the Pre-Activity called, "Past and Present."

## **Barbeque**

"My father was a friendly man. He liked his neighbors and liked to see them around. Mr. Sawyer was like him and they enjoyed (giving a barbeque) together. Everyone from far and near would be asked.

"The people who came brought whatever they wanted to and. . . .spread their dinner on the big community table and everyone helped himself.

"Real barbequed meat was a great delicacy and had the flavor that was all its own. It was cooked in a deep pit and took a long time. The pit was dug several days before the time set for the feast - the size, of course, depending upon the size of the beef - then large rocks were thrown into the pit, and a roaring fire built on top of them.

"For three days and nights the fire was kept going. The night watches were kept by our boys and boys from neighboring homes. As likely as not, daylight would find twenty-five or thirty boys telling stories or nodding by the bonfire." (p.137)

### **Discussion questions:**

Have you ever gone to a dinner or picnic where many people were invited?

What time of year was it?

What kind of food did you have?

Did your family bring food to share?

Does your family ever cook food on the barbeque?

How is it different from the way Charlotte's family cooked barbeque?

Does your family cook anything in a pit in the ground?

Where does your family do most of the cooking?

## Ill Manners

“Mother tried very hard to make a lady out of me, but I got one bitter lesson that she never knew about. I was only about seven and Mrs. Lancefield was visiting at sister Mary’s. I was there too, and stood for a few moments between Mrs. Lancefield and the fire. She finally said, “Charlotte, has no one ever told you that it is the height of ill manners to stand between anyone and fire?” I knew that Mother had told me many times, but I was so embarrassed that I could not say a word. I wanted to say something in defense of Mother, but could not, and I was terrible worried about it. It was certainly the last time I made that mistake, and it was a long time before I could think of it without feeling uncomfortable.” (p. 101)

### Discussion questions:

Charlotte was disciplined for standing in front of the fire. She was told it was “ill manners” to do so. Today we might say “bad manners” instead.

Why was it bad manners for Charlotte to stand between Mrs. Lancefield and the fire?

Where was the fire?

Why was the fire important?

Do we think standing in front of the fire is bad manners today?

Can you think of a time when it might be bad manners to stand in front of something?  
(the television?)

What are some things we consider bad manners?

## Jumping High

“I liked to run against the wind - it seemed then that I was going very fast indeed. I ran a great deal: when my heart was heavy, when I was lonely, even when I was hungry, running seemed to help. And I could jump, too. Farther than most young folk can these days, I think, but maybe not, it may have seemed so to me. In any case, I could jump quite far enough to have had one dreadful, dreadful thing happen to me. . . .

“. . . I ran along the path that skirted the open field. It was a sunny path and the ground felt warm to my bare feet. Now and then I would jump as far as I could, and look back at my tracks in the moist earth and measure the distance with my eyes. Surely this was a mighty jump, but the next time perhaps, I could do even better. So I ran till the wind beat about my ears. Now for the great, great jump - the one that was to outdistance the very greatest jump that I had made in my whole life.

“I gathered my feet together and launched into the air. Dear! Dear! If I had only looked before I made that leap. The same instant that my feet left the ground, I saw what lay directly in the spot where I must light. But in midair there was nothing I could do to check myself or change my course, so there I landed - with my bare feet in a tangle of twisted, squirming gopher snakes. They were wrapped in a ball as big as a milk pan, sunning themselves after the manner of snakes in the early springtime.” (p.91)

### Discussion questions:

Charlotte was running along the path in her bare feet. Do you run around outside in your bare feet? If not, why not? If so, when?

Charlotte was proud of her ability to run and jump. What are some of the things you can do that you are proud of?

What do you think Charlotte did when she landed in the pile of snakes?

## School

“When more people had come to settle on our side of the river, we had a school of our own and I went to it for several terms. We had very few books. I had a spelling book, an old arithmetic, and the Bible. . .When books came into the country, I read and studied everything that I could get hold of.

“Mr. Burnap taught our school for a time. . . Most of the time he stayed with us. In those days, teachers boarded around - that is, they boarded around till they came to our house, then they just stayed on till school was over. Mr. Burnap came to us almost at once, and stayed with us all through the winter.” (pp. 99-100)

### Discussion questions:

Do you think we have more books than Charlotte did? Why?

When Charlotte was a girl, teachers would stay in the homes of their students. Would you like that? Why or why not?

Do you think Charlotte’s school had a library? Why or why not?

## Giving Gifts

“[Joe was from Mexico] - a saddle maker, and an artist at anything he undertook. . . Once I made him a quilt - he was always good and kind to children, and I was glad to make it for him. I pieced it into a “flying cloud” pattern, and the calico patches were many-colored and very bright. I quilted it just as carefully as I possibly could, and Joe was pleased. I knew he was pleased for when Christmas came again I had a present from Joe.

“It was the finest saddle in all the country; he must have worked on it for weeks. There was not a space of plain leather as large as a ten cent piece but was covered by intermingling, graceful patterns, carved and stamped and burnished till the whole surface glistened. The seat of the saddle was of fine black leather, stitched in white to look like big white feathers had been scattered over it. The saddle skirts were so big they covered the sides of the horse, and the wonderful leatherwork that was done on them made everyone look upon it with envy.”  
(p.116)

### Discussion questions:

Have you ever made a gift for someone?

Has someone ever made a gift for you?

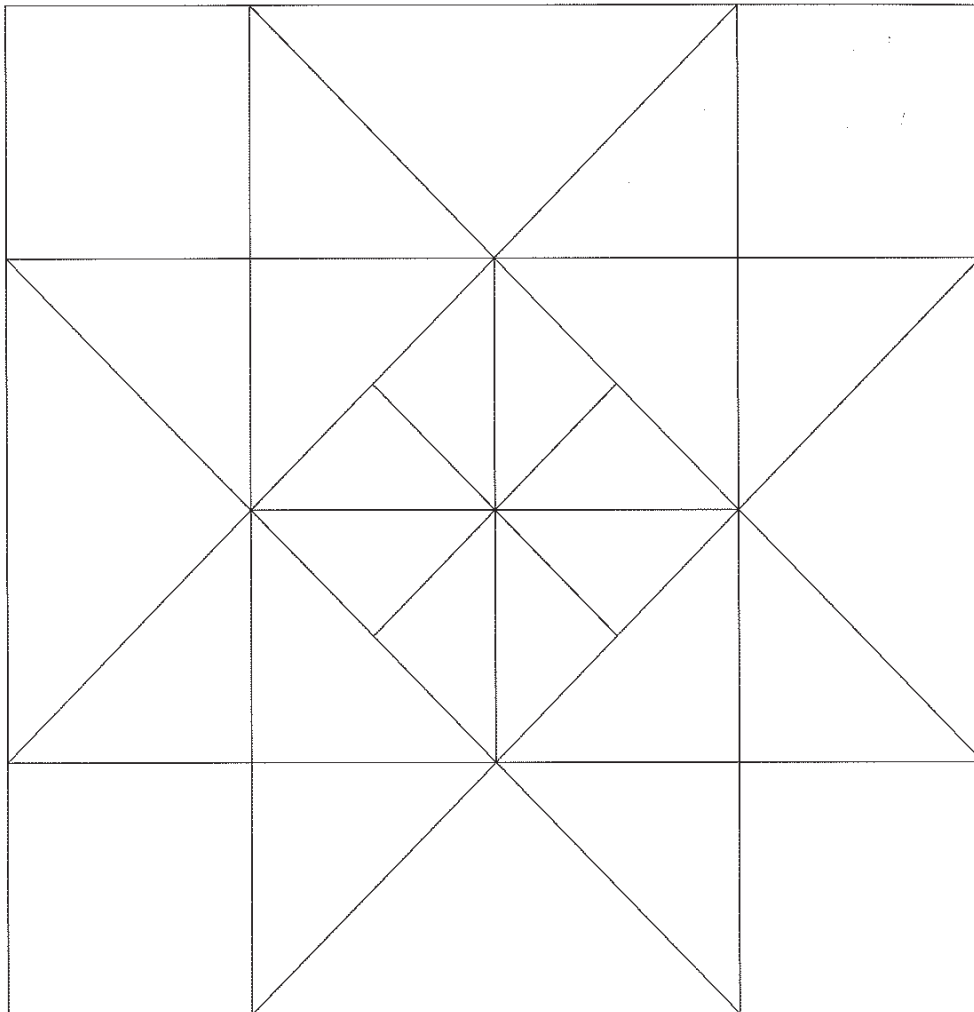
What is a quilt?

Why would Charlotte need a saddle?

Note: This story has an extension activity associated with it. “Flying Cloud” and “Parts of a Saddle” are coloring pages your students can take home or complete in class.

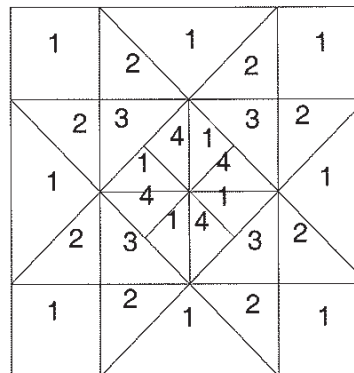
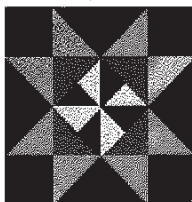
Charlotte gave Joe a quilt.  
It had a pattern called "Flying Cloud."

NAME \_\_\_\_\_

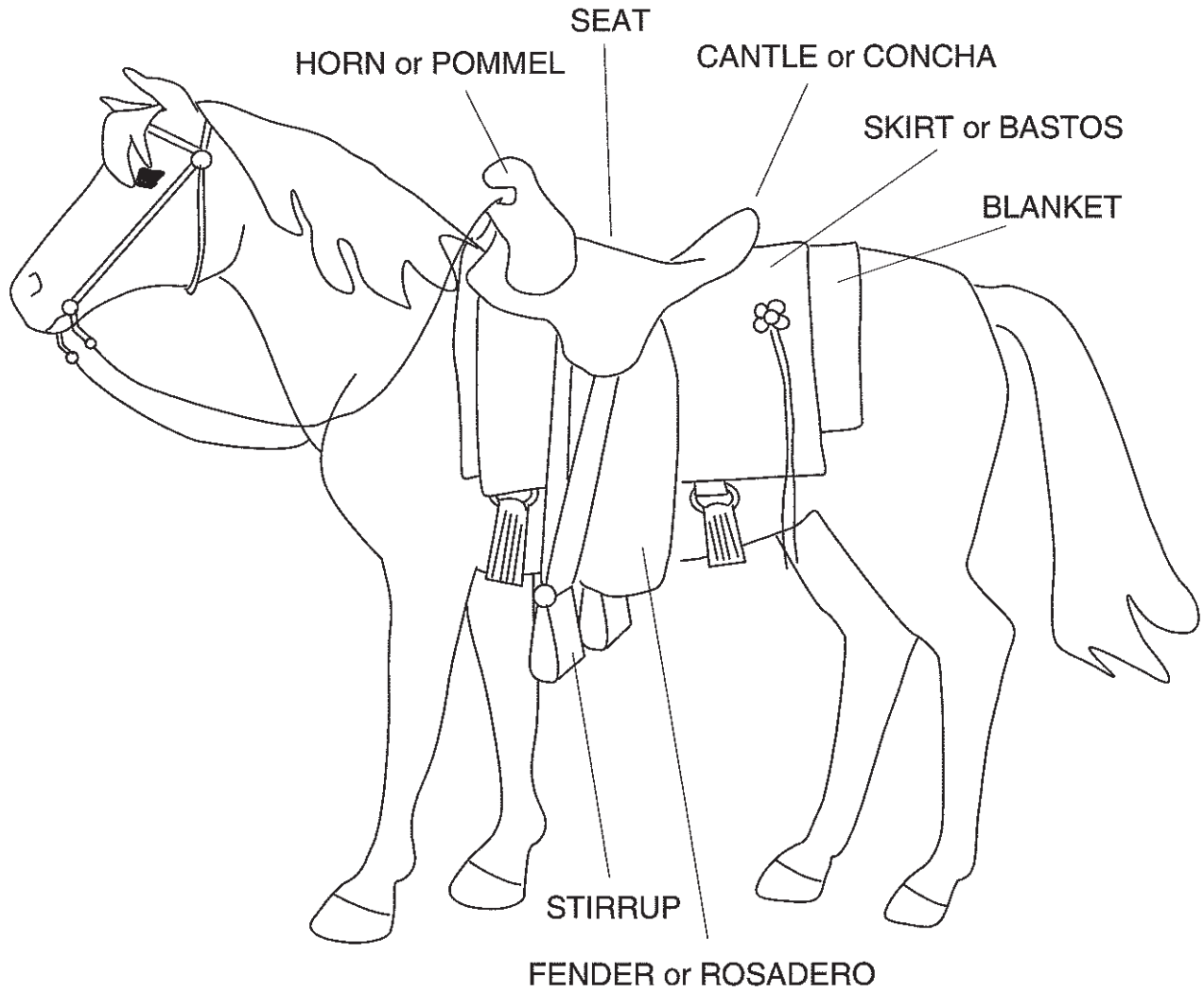


You can make a Flying Cloud quilt block.

Use four colors.  
Use the guide to know what  
color to put in what space.



Joe made a saddle for Charlotte.  
The seat was black.  
The skirt covered the side of the horse.



NAME \_\_\_\_\_



## Champoeg Promise Promise of a Good Life

Post-Visit Activity  
Grade 1-2

# Everyone Spoke Chinook

## Objectives

Students will:

1. Use alphabetized list of English words to look up their Chinook Wawa translation
2. Complete a worksheet matching Chinook Wawa words with their pictures.

## Time Required

One 30 minute class period, or homework assignment

## Materials

Everyone Spoke Chinook Wawa activity sheet (2 pages)

## Background

When we were at Champoeg, the woman pretending to be Charlotte Matheny Kirkwood spoke some Chinook Wawa to us. She taught us a few words. We're going to learn a few more. Chinook Wawa was used throughout this area by the native peoples, and then later by the people who arrived from other places. It was a language that was easy to learn. People who spoke many different languages learned to talk to each other by using Chinook Wawa.

## Process

1. Hand out the Everyone Spoke Chinook Wawa Activity Sheets.
2. Depending on skill levels, read the directions or have the students follow them on their own.
3. Students are to use the short dictionary of English terms to look up the Chinook Wawa words to complete the matches.

Discussion questions:

Who used Chinook Wawa in the past?

Why isn't it spoken much today? Who speaks it?



# WORD LIST

Use this list to find the right Chinook Wawa word.  
Match the word with the picture.

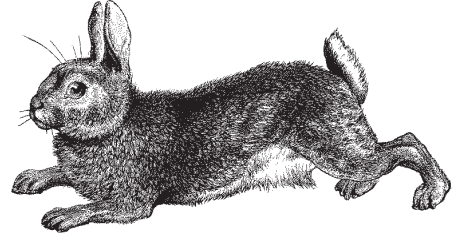
ENGLISH	CHINOOK WAWA
apron. ....	... kehsu
beads. ....	kamosuk
bear. ....	.itswoot
beaver. ....	eena
bed. ....	bed
candle. ....	.lashandel
deer. ....	.mowitch
door. ....	lapote
finger. ....	.ledoo
frog. ....	wakik
hair. ....	yakso
key . . . . .	.lekleh
mouth . . . . .	.laboos
nose . . . . .	.nose
potato. ....	.wappato
rabbit . . . . .	kwitshadie
shoes . . . . .	.shoes
table. ....	latahb
trousers. ....	.sakoleks
whale. ....	.ekkoli

# Everyone spoke Chinook Wawa!

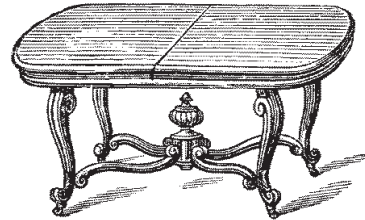
Thlahiyam! Draw a line matching the English word with the Chinook Wawa word.  
Use the WORD LIST to find the right Chinook Wawa word.

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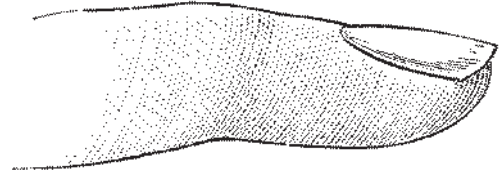
**latahb**



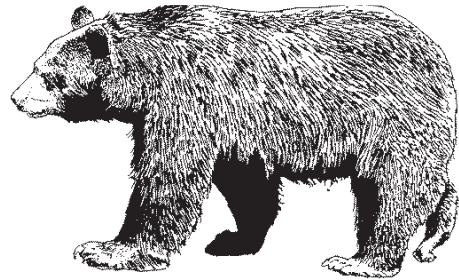
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**itswoot**



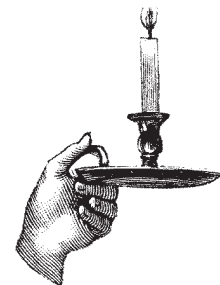
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**ladoo**



**laboos**





## Champoeg Promise Promise of a Good Life

Post-Visit Activity  
Grade 1-2

# Telling the Future about the Past

## Objectives

Students will:

1. Create a time capsule that represents the major events that have happened in their class this school year.
2. Understand how we know about the past from different points of view

## Time Required

Three 30-minute class periods

## Materials

A solid cardboard box, about the size of a shoebox  
Plain paper to wrap the box

## Vocabulary

capsule  
events

## Background

There was an old time capsule at the Champoeg Visitor Center. It was placed in the ground in 1928, and discovered by Champoeg Park staff in 1981. How many years did it stay buried? The capsule contained things that people in the 1920s wanted us to know. It had newspaper articles, business cards, pamphlets and other paper information. Today, we are going to make a time capsule that represents some of the events that have happened to us during our school year. We will seal the capsule and leave it for the next class to discover.

## Process

1. Have students brainstorm a list of significant events that have happened during the school year. These could include awards, presentations, plays, field trips, visitors, interesting projects, etc.
2. Have the students put the events in chronological order.
3. For each event, ask the students how they can best represent that event for inclusion in the time capsule. What does represent mean? Show them the shoe box. It's not very big. How can we get as much information in the box as possible?
4. Suggest that some things can be copied, such as an item in the school newspaper. Some things can be represented by objects. For instance, a toy bee could represent a spelling bee. They can write stories, draw pictures, and make small figures or objects.

5. Divide the students into groups of three. Assign each group the task of creating something that represents one of the class events.
6. Give the students time to create their contributions. You might want to consider it a homework assignment or a library project.
7. Have the students share their contributions with the rest of the class. Have them put their contribution into the box.
8. Seal the box and wrap it in plain paper. Have each student sign his or her name on the outside of the box.
9. Tell the students that next year, you will show the next class the things in the box, and repeat the process with them!



## Champeog Promise Promise of a Good Life

Post-Visit Activity  
Grade 1-2

# Dominick The Rooster Comes to Life

## Objectives

Students will:

1. make stick puppets based on the characters in the Dominick the Rooster story they heard at Champeog.
2. create a puppet show based on the story
3. make up their own story using these characters

## Time Required

Variable - at least one 30 minute classroom period or take home assignment

## Materials

Copies of puppet sheet (one per student)  
Copies of story (one per student)  
Scissors  
Glue  
Craft Sticks  
  
Crayons, markers or colored pencils

## Background

When we were at Champeog, the teacher in the barn told the story of Dominick the Rooster. To day, we are going to make stick puppets of the characters in the story. You can use the puppets to tell the story in your own words, and you can also make up a story of your own.

## Process

1. Hand out a copy of the puppet sheet and the “Student” story to each child.
2. Read the background information and the “Teacher” story to the class.
3. Tell them to color, cut and then glue their puppets onto sticks. One puppet per stick.
4. Once they have completed their puppets, have them practice telling the story with their puppets.
5. If time permits, have the students share their versions of the story.

## Extension

1. Have students make up their own stories and share them with the class.

## Questions for Discussion

1. Why was Mama so worried about her seeds?
2. What important job did the children have in this story? What jobs do you do to help your family?

## Note:

The figures for the puppets were taken from *A Pioneer Sampler*, by Barbara Greenwood

## TEACHER STORY

### “Mama, her cucumber seeds, and the old family rooster - Dominick”

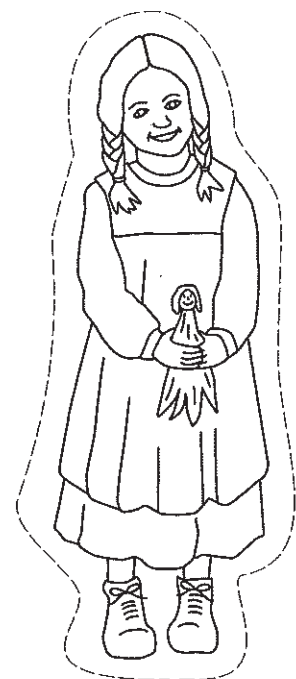
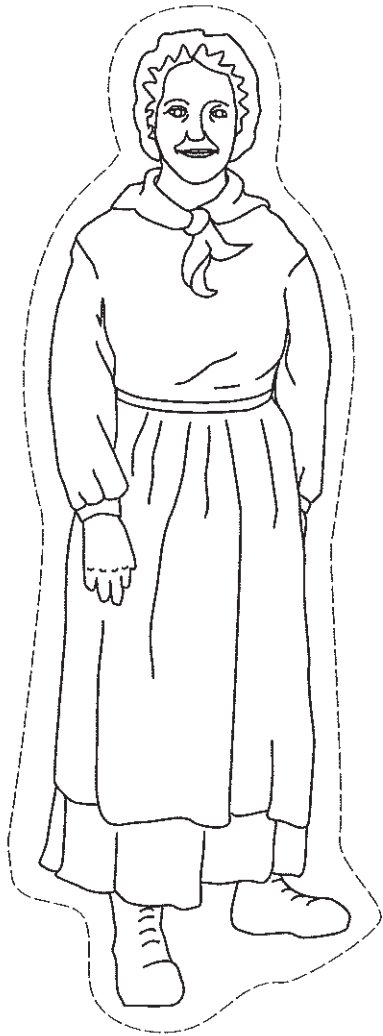
from *Hatchet, Hands and Hoe*, by Erica Calkins, 1996

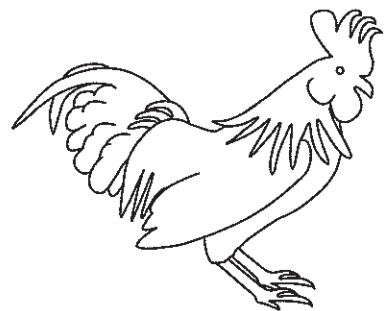
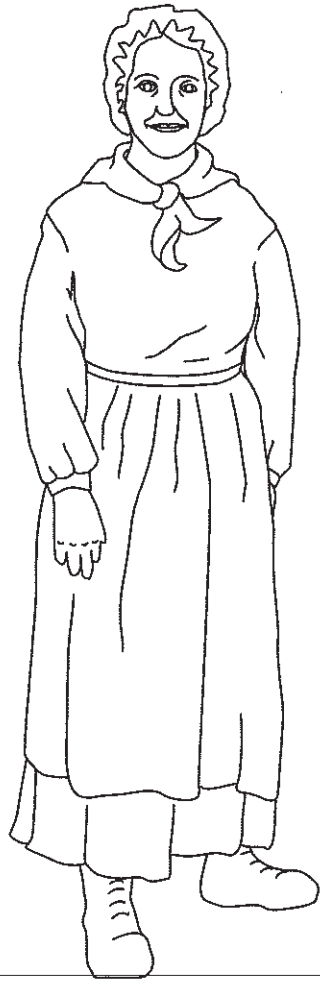
It was finally the day for Mama to plant her quarter-acre kitchen garden. Bringing out her seed papers and hoe, she prepared to plant. Of all her seeds, she was proudest of her cucumber seeds. In fact, she had already promised seeds to other ladies on the wagon train after harvest. In that time, when you made a promise, your word was your bond - a very serious commitment. Now Mama had two young daughters and it was their job to keep the chickens away from the newly planted seeds. The chosen day was long, warm and beautiful - and the children (being children) forgot their task and turned to play. Suddenly remembering their charge, they looked on in horror to see the saucer where Mama's precious cucumber seeds had been. There was Dominick, the old family rooster, downing the last one - gulp! What could they do?

Well, they didn't have any choice but to frantically call out to Mama. Running from the field, all hot and sweaty, she saw immediately what had happened. Looking at her girls straight in the eye, Mama tells them with a cold stern voice, “You go catch that rooster now, you hear?” So the girls rounded up Dominick while Mama went into the house to go get Papa's straight razor, a needle and thread.

With determined step and tone she commanded, “You hold that bird down on the block. Stretch his neck and don't you let go, hear? Don't you let go!” Wincing the girls stretched his neck and Mama slit his throat from stem to stern; pulled out the cucumber seeds; sewed him up and went back to planting.

Fortunately, the story has a happy ending. Dominick lived to sire many more little chicks and Mama had a good harvest - with plenty of seeds to share with her neighbors. And do you know what? After planting that quarter-acre kitchen garden, she was much too tired to punish the children.







# STUDENT STORY

“Mama, her cucumber seeds, and the old family rooster - Dominick”

It was the day for Mama to plant her kitchen garden. Her cucumber seeds were her favorites. Mama planted the seeds. Her two little girls had to watch and keep the chickens away. It was a nice day. They forgot about the chickens and the seeds. They started to play. Oh no! Dominick the rooster ate all the cucumber seeds! They had to tell Mama. Mama came running. She told the girls to catch the rooster. Mama got Papa's razor, a needle and thread. Mama told the girls to hold down the rooster. She cut the rooster's neck. She pulled out the seeds. Then she sewed up the rooster's neck up. She planted the seeds again. Dominick was fine. The cucumbers grew well and the little girls did not get punished. It was a happy ending!



## Champoeg Promise Promise of a Good Life

Post-Visit Activity  
Grade 1-2

# Oregon's State Seal

## Objectives:

Students will:

1. Understand that Oregon became a state more than 150 years ago.
2. Look at the picture on the State of Oregon seal to better understand Oregon history
3. Make suggestions for new pictures to add

## Materials

Pen or pencil

Photocopies of the State Seal activity sheets (one per student)

## Time Required

One class period

## Vocabulary

seal

history

symbol

state

Background for students:

Oregon celebrated its 150th birthday in 2009, which makes our state 154 years old in 2013!

In 1859 we became the 33rd state in the United States of America. When you visited Champoeg you learned a bit about what life was like 154 years ago, when Oregon first became a state.

This “seal” was made when Oregon first became a state. It has pictures on it that give us clues that help us to understand Oregon’s history and what was important to Oregon and the people who lived here 154 years ago.

The pictures on the seal are called symbols. Symbols are pictures that represent, or stand for, ideas.

## **Background for Teachers:**

State Seal: In 1857 a new seal was adopted to be used once statehood was achieved. Oregon's state seal displays an American eagle, with wings outstretched, atop a shield rich with symbols of the 33rd state. The sun sets over the Pacific Ocean; a British man-of-war sails away, symbolizing the end of British influence in Oregon's affairs. An American ship sails toward the shore, symbolizing the independence and power of America's ships and commerce. Oregon's forests and mountains stand tall in the scene. The role of the state's settlers is represented by a covered wagon and team of oxen. An elk represents the state's wildlife resources. A sheaf of wheat and a plow symbolize the state's agricultural potential, and a pickax represents its mineral wealth. A banner proclaims "The Union." An arc of 33 stars represents each of the states of the Union, and around the perimeter of the seal are the words "State of Oregon 1859."

## **Procedure:**

1. Hand out the State Seal Activity Sheets.
2. Read out loud the "Background for Students"
3. Depending on skill levels, read the directions on the activity sheet or have the students follow them on their own.
4. Once they have completed the questions they can color the seal.
5. If time permits, ask students to share their ideas for pictures they would add. They may even want to design their own personal seal, with their own symbols.

# State Seal Activity Sheet



- Name three (3) pictures you see in the State of Oregon Seal.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

These pictures tell us about Oregon's history.

- Name two (2) pictures you would add that would tell us about your life in Oregon.

1. \_\_\_\_\_

2. \_\_\_\_\_

- Color the seal! Now make your own seal with pictures of your life in Oregon!