



FRIENDS OF
HISTORIC

Champoeg

CHAMPOEG PROMISE

Promise of Government Grades 7 & 8

2013 Teacher Resources



FRIENDS OF
HISTORIC
Champoeg

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Nature
HISTORY
Discovery

The Promise of Government is designed to enhance your students' understanding of the relationship between community and government. In this program, your students will examine community, government and citizenship from three different perspectives: as a current community member; as a representative of a historical group, and as a young person in the mid-19th century. During their exploration, they will discover that they are integral members of society and that their opinions and decisions are important in shaping public policy. In addition, they will discover the differences between their lives today and the lives of young people in the mid-1800s.

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

Contents:

Program Overview

A brief explanation of the program, including content standards.

Pre- and Post-Visit 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: Benchmark 3

From the Oregon Department of Education's "Teaching and Learning to Standards 2010 - 2012."

Background Material on Champoeg History

"All for Organization," a fact sheet about the 1843 vote that took place at Champoeg.

"The Debate About Government" information sheet

"Can You Say Champoeg?"

"Whispers of the Past: A Brief Look at Champoeg History"

"Who Was Felicite Lucier Manson?"

Through first person living history, your students will meet Felicite Lucier Manson.

Here is a brief introduction to this woman who straddled so many cultures.

"Oregon History - Territorial Government," a fact sheet from the Oregon Bluebook

"Oregon History - The Oregon Question and Provisional Government," a fact sheet from the Oregon Bluebook

Voting Rights Timeline



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Program Overview

Pre-Visit Activities

Government Around the World

Different governments solve their community's problems differently. But how? Students will examine a "situation" that actually happened at Champoeg in 1843 when anarchy existed, and learn how other types of governments (democracies, monarchies, oligarchies, aristocracies, theocracies and dictatorships) would handle the same situation.

What's Missing From This Picture?

Students will examine a painting that depicts the pivotal vote for a provisional government that was held at Champoeg in 1843. Who was making the decisions and why? What can we tell from a painting?

Post-Visit Activities

What's Going On?

A major historical event happened at Champoeg in 1843. What was going on in the rest of the world at that time? Students will research the web and put this moment in Oregon's history into a global perspective.

Young People: Work & Play

Life for a young person in mid-19th century Oregon was dramatically different than life for teenagers today. There was plenty of work, but there was also time for fun. Students will learn about early farmstead life and gender roles by playing a charades game.

Question & Answer: A Parlor Game

Parlor games were a popular pastime for people in the mid-1800s. Students will play one of the most well-known parlor games of the time and compare it with games today.

The Symbols of Our State

Oregon's Provisional Government, Territorial Government and State Government had different seals to symbolize its evolving identity. Students will examine these seals to look for recurring themes, and then incorporate new symbols to reflect their own vision of Oregon today.

On-site Program

Introduction

A costumed interpreter barges into the room and thrusts the students into a controversial, “politically charged” scenario, reminiscent of the day the vote for a provisional government took place. Students will be confronted with questions like, “Are you for paying taxes?” “Are you against the Hudson’s Bay Company?” “Do you want to lose your land to the Americans?” Students will be told that they will be examining government, community and citizenship from three different perspectives. They will be split into three groups and rotated through the program.

Exhibit Area Station: Political Interest Groups

Students will be broken into groups, each representing an “interest group” living in the Oregon Country at the time of the 1843 vote. In their small groups, they’ll discuss the pros and cons of forming a provisional government, decide whether they want to vote for or against it, and develop campaign buttons that express their views. They will appoint a spokesperson to give a short persuasive speech. Two votes will be taken. One will include everyone, and one will exclude the groups that were prohibited from voting in 1843.

Barn Station: Work & Play

In mid-19th century rural communities, people relied heavily on their neighbor’s help for work, entertainment and social interaction. The barn was a center of social activity, from barn raisings to barn dances. Students will simulate a neighborhood working bee and barn dance. Rural life progressed with limited government infrastructure for social support. Government policies, however, influenced personal decisions, like when and who to marry.

Auditorium Station: The Wolf Controversy

When Oregon settlers started losing livestock to wolves, they met to discuss how to deal with predators. These “Wolf Meetings” became a method of organizing people to discuss forming a majority-type government. By 1946, wolves were eradicated from Oregon. Today, they are coming back, crossing into Oregon from Idaho. The Endangered Species Act protects wolves in Oregon, but wolves threaten livestock and might impact elk and deer herds. What should be done? Students will examine key provisions of Oregon’s Wolf Conservation and Management Plan, and learn how groups with different interests come together to make decisions.



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Promise of Government

Social Science Content Standards

CONTENT STANDARD

BENCHMARK 3

CHAMPOEG PROMISE

CIVICS/GOVERNMENT

Understand the roles, rights and responsibilities of citizens in the United States

Understand citizens' rights and how the Constitution protects those rights

On-site
Pre-visit:
Government Around the World

Identify and understand the rights of citizens guaranteed under the Bill of Rights

On-site
Pre-visit:
What's Missing From This Picture?

Understand the participatory obligations of U.S. citizens

Understand how citizens can make their voices heard in the political process

On-site

Identify and give examples of ways that citizens can let their opinions be known in the political process

On-site

Understand how individuals, groups and international organizations influence government

Identify and give examples of how groups and organizations can influence the actions of government

On-site

Identify and give examples of how groups and organizations can influence government policy or decisions, and describe how these actions lead to such influence

On-site

Understand that there are different ways for governments to be organized and hold power

Understand various forms of government.

Pre-visit:
Government Around the World

Compare & contrast various forms of gov't to the U.S. gov't



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Social Science Content Standards

CONTENT STANDARD

BENCHMARK 3

CHAMPOEG PROMISE

SOCIAL SCIENCE ANALYSIS

Understand an event, issue or problem from multiple perspectives

Examine a controversial event, issue or problem from more than one perspective

On-site

OREGON HISTORY

Understand and interpret events, issues and developments in Oregon history

Understand how various groups of people were affected by events and developments in Oregon state history

On-site

Pre- Post-visit:

What's Missing From This Picture?
What's Going On?

Identify and understand significant events, developments, groups and people in the history of Oregon from post-American Revolution until 1900

On-site

Pre-visit:

What's Missing From This Picture?

Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900

On-site

Pre-visit:

What's Missing From This Picture?

Understand and interpret events, issues and developments in local history

Understand the lasting influence of events and developments in local history

On-site



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Promise of Government

Pre-Visit Activity
Grades 7-8

Government Around the World

Objectives

Students will:

1. compare governments from around the world;
2. understand that different types of governments solve community problems in different ways; and
3. be able to recognize the need for rules and government.

Materials

Pen or pencil

Paper

Government Cards (included – just copy and cut)

Time Required

One class period

Background

Approximately 600 non-native people lived in the Oregon Country in 1841. That year, American trapper Ewing Young died, leaving a large estate that included the biggest farm in the area, a store, a bank and a factory. Ewing Young did not have an heir, so no one knew what to do with his estate – his property and money. (An heir is a person chosen to inherit someone's estate when they die.) This would be like Microsoft founder Bill Gates dying today and leaving no heirs!

In 1841, ANARCHY existed in the Oregon Country*. This means that there was no government to guide what should be done with Ewing Young's estate. This was a community problem and the solution would require a more formal public organization than what the people had. This situation set in motion a series of meetings that eventually led to the Oregon Country forming a provisional, or temporary, American-style government a few years later.

ANARCHY is one type of government. Governments do many things, including providing the framework for decisions to be made about community problems. Many types of government exist in the world today. In this activity, we will compare how different governments solve community problems in different ways.

*Anarchy existed in the Oregon Country, according to the "white" or non-native people who settled there. Over thousands of years before "white" people came to this region, tribes and bands of native people developed complex social systems that were similar to what we think of as "government."

Procedure

1. Read the background information out loud.
2. Break the class into six groups.
3. Assign one type of government to each group. Write the names of the governments on the board.
4. Have the groups create a short skit that demonstrates how their type of government would handle the Ewing Young situation.
5. After each group performs, ask the class to decide which type of government was represented.
6. If time permits, ask some of the questions below.

Questions that will guide discussion

1. Is government important? Why or why not?
2. Which type of government would you like to live under? Why?
3. How can the U.S. do a better job of solving its problems?



CHAMPOEG PROMISE

Promise of Government

Pre-Visit Activity
Grades 7-8

What's Missing From This Picture?

Objectives

Students will:

1. examine T. Gegoux's painting "The Birth of Oregon" that depicts the 1843 vote for provisional government that took place at Champoeg;
2. analyze the painting in terms of who is in power – and making public decisions – and who is not; and
3. work in small groups to analyze the painting in terms of what it reveals about groups in power.

Materials

Overhead Transparency of the painting, "The Birth of Oregon"
Photocopies of Painting Analysis Worksheet

Time required

One class period

Background for teacher

"All for Organization" flyer
"The Debate About Government" information sheet

Background for students

In 1843, the Oregon Country hung in limbo. It was owned by no country, but jointly occupied by two, Great Britain and the United States. The population was diverse: approximately 100 retired French-Canadian fur trappers, 100 American men, 400 British subjects, and 500 Kalapuya Indians. The British and French Canadians owed their allegiance and their jobs to the Hudson's Bay Company. For years, the Company had exerted social, economic, and legal control over this vast and vaguely defined territory. But the Company's control was weakening. American settlers were starting to arrive on the Oregon Trail, and it was obvious that their numbers would be increasing.

The question of government began to surface. "Should we have a government? If so, should it be American or British?" These were weighty questions that needed answering. There were many concerns, with land ownership rights being top on the list.

The issue came to a head in 1843 when 102 men gathered at the Hudson's Bay Granary at Champoeg. They met and argued outside, all over the fields, then finally voted to form a community or provisional government. The painting you see depicts that day in May, 1843 — the day that set the stage for Oregon's journey to statehood.

Procedure

1. Read aloud the background information.
2. Break the class into small groups of 4-5 students.
3. Show the overhead transparency of the painting “The Birth of Oregon.” Explain that this mural is on display at Champoege and that they will see the original when they visit.
4. Explain that this painting depicts the vote that took place on May 2, 1843, which established the first organized government in the Pacific Northwest.
5. Hand out the Painting Analysis Worksheet. Have the groups work together to answer the questions.
6. Have each group share its interpretation.

Questions that will guide discussion

1. What do all these people have in common?
2. How are they different?
3. If this vote was taken today, how might this painting be different? Who would be included? Who would be left out?
4. How do artists use art to interpret their understanding of the world? Is it possible to do this without incorporating a bias?

Names of the people in your group: _____

Painting Analysis Worksheet

What do you see?

Directions: Study the painting “The Birth of Oregon” and fill in this worksheet based on what you see and have heard in the background information.

Observation	Knowledge	Interpretation
Describe exactly what you see in the painting: people, objects, activities, background, time of day, etc.	Summarize what you already know about the situation and time period of this painting.	Who are the people? What is happening? Why do you think this painting was created? What can you conclude from what you see?



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Post-Visit Activity
Grades 7-8

What's Going On?

Objectives

Students will:

1. put the development of the government in the west in a global context;
2. discover what was going on in different places around the world in the mid-19th century; and
3. compare governments from around the world that were in existence in the mid-1800s.

Materials

Computer with Internet access (Library of Congress website: www.loc.gov)

Other research materials (provided by the teacher)

Time required

One class period or homework assignment

Background

In 1843, Champoeg was a place of many cultures. About 500 Kalapuyans still lived in the area, although most members of this tribe were already gone — killed by the white man's diseases. There were also about 100 French-Canadians who had come to the Pacific Northwest as fur traders. Many had married native women, had families, and retired from the fur trade to live as farmers in the area around Champoeg. The newest settlers were the Americans, with about 100 men and their wives from "the States."

In 1843, the Oregon Country was claimed by both the United States and Great Britain, but the governments of these countries were too far away to have much say in what was going on. Although the new settlers were isolated geographically, their opinions were based on their beliefs about society and government. They brought with them their own knowledge of world events and continued to keep up with the news through stories and newspapers brought on trading ships.

By understanding what was happening politically, socially, and economically in the larger world, we can put the 1843 vote at Champoeg into a global perspective.

Procedure

1. Break students up into pairs or small groups.
2. Have each group choose a country. They will then investigate the major happenings (the political, economic, and social climate) in their country in the mid-1800s.
3. Have the students look at the Library of Congress website. (If there are enough computers for every group in the time allowed.)
4. Guide the students by having them answer the questions:
 - a. Who was in power?
 - b. What type of government did this country have at that time?
 - c. What major event was going on?
 - d. Where is your country on a world map?
 - e. What interesting things can you find out about your country?
5. Have each group give a short presentation.

Alternate Assignment: Have each group create a poster using the information they discovered.

Questions that will guide discussion

1. Why is it important to have a global perspective?
2. What were the major themes that surfaced after hearing all the presentations?

Navigating the website

1. Type in web address (www.loc.gov). The home page comes up.
2. In the search box, type in "country studies"
3. Click on the first listing of Country Studies.
4. Choose a country from the pull-down menu. (Example: Portugal)
5. Read the outline to find events circa 1800-1850. (Example: I chose "Historical Setting" and skimmed the paragraphs until I found information around these dates.)
6. Answer the questions. (Examples: 1. Who was in power? Queen Maria II in a constitutional monarchy. 2. What major event was going on? Civil War between the Constitutionalists and the Absolutists; also Brazil's war of independence from Portugal. 3. What were some interesting facts? Maria da Gloria was crowned queen at age 15 in 1834 and ruled until 1853; in June 1841 the Septemberist Party was replaced by the moderates who abolished the 1838 constitution and restored the Charter; that government fell in 1846 to be replaced by a new elected government.)



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Promise of Government

Post-Visit Activity
Grades 7-8

Young Adults: Work & Play

Objectives

Students will:

1. discover the skill sets necessary for a young person in the mid-19th century in rural Oregon; and
2. deepen their understanding of mid-19th century farmstead life.

Materials

Farmstead skills cards for charades game (included — just copy & cut)

Bowl or hat to pull farmstead tasks from

Time required

One class period

Background

Life in mid-19th century Oregon was very different for young people than it is for teenagers today. Work was labor intensive, and most tasks were not yet mechanized. Because farm families needed everyone to help with the chores, children started helping at very early ages. By the time they were 12 or 13, most young people were responsible for a major part of the work that was done on the farm. Also, chores were assigned based on gender. Society made clear distinctions between men's and women's work.

As we learned at Champoeg, some jobs were too big for just one family, so a neighborhood “bee” was held to get the work done. Everyone looked forward to apple-paring, corn husking, quilting and taffy pulling “bees.” After the work was done, the young people danced, played games like musical chairs or played music with comb kazoos.

In this activity, students will imagine themselves in a 19th century setting as they act out farm work and play. The students will gain a deeper understanding of what it was like to be a young person on a farm in early Oregon.

Procedure

1. Break the class into groups of 2-3 students.
2. Have each group draw one farmstead task out of the bowl.
3. Allow the groups about 5 minutes to plan a short pantomime of their task.
4. Have one group at a time act out the farmstead task while the other groups guess what activity is going on.
5. Then let students guess whether the activity was for a boy or a girl or both.
6. Finally, have the students decide whether the activity was considered work or play or both.
7. Discuss the similarities and differences between young people's lives of 1865 and today.

Questions that will guide discussion

1. Which of these activities do you have the skills to do today?
2. Which activities would you enjoy doing today?
3. How do you feel about the separation of men's and women's work?



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Post-Visit Activity
Grades 7-8

Question and Answer: A 19th Century Parlor Game

Note: This game may not be appropriate for all classes. Please review the cards before playing with your class.

Objectives

Students will:

1. discover one way in which teenagers and adults entertained themselves in the 19th century by playing a popular parlor game from the 1800s; and
2. compare this game with other games played between boys and girls today.

Time Required

One class period

Materials

Question and Answer cards (just copy and cut)

Background

While at Champoeg, you participated in a typical 19th century social event – a “bee” or work party. Bees usually ended in dancing, as it did in the barn at Champoeg. In this activity, you will participate in another type of social activity from that time period – a parlor game.

The parlor was the room where people in the 19th century spent their time after the day’s work was done. Families gathered there to spend time together, and they almost always played games when guests came over. What do we call rooms like this today? Question and Answer was one of the most popular parlor games of the time. This simple game is intended to be amusing and fun.

Procedure

1. Read the background information to the class.
2. Have the young men stand or sit in a line on one side of the room and the young women on the other side of the room.
3. Give a Question card to each young man.
4. Give an Answer card to each young woman.
5. Start at the beginning of the line and have a young man read his question then have a young woman read her answer.
6. Continue down the line until everyone has had a chance to read his/her card.
7. If you have enough cards, give another one to each student.
8. If time permits, discuss questions below.

Questions to guide discussion

1. Did you like this game? Why or why not?
2. Did this game remind you of any games of today? What games do you play that separate boys and girls like this?
3. In the 1800s, young people did not date the way teenagers do today. They “mixed” and “mingled” with one another at “bees” and gatherings that were held at each other’s homes. What are the benefits to socializing this way? What are the drawbacks? Which do you prefer? (Alternate: Assign this question as an essay.)



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Post-Visit Activity Grades 7-8

The Symbols of Our State

Objectives:

Students will:

1. examine the seals from the Provisional Government, the Territorial Government and the State of Oregon to determine the meaning of the symbols and to look for recurring themes; and
2. incorporate their own visions of Oregon into a new state seal.

Materials:

Pen or pencil

Photocopies of the Seal Analysis worksheets (one set per student)

Time Required:

One class period or homework assignment

Vocabulary:

Provisional: serving for the time being; temporary

Symbolize: to use symbols to represent or identify something else, either by association or by resemblance

Symbol: something, such as an object, picture, written word, number or a particular mark that represents (or stands for) something else by association; especially an object used to represent something invisible, like a concept or idea

Background for students:

The seeds of government were planted at Champoeg in 1843 with a vote to establish the first government in the west. At this time, both the United States and Great Britain hoped to claim this land as their own. This provisional government was in place for five years until the region was officially made a U.S. Territory in 1848. Eleven years later, in 1859 (exactly 150 years ago!), Oregon became the 33rd state in the Union.

During these periods in our state's history, different seals were created to symbolize its evolving identity.

Background for teachers:

Provisional Seal: The first seal for Oregon was used during the governance of the Provisional government that ran from 1843 to 1848. That government used the Salmon Seal, a round seal featuring three sheaves of grain and a single salmon. The salmon was designed to symbolize the fishing industry and the grain to represent agriculture. It was designed to be neutral concerning the question of whether the region would be American or British.

Territorial Seal: With the arrival of Governor Joseph Lane in 1848, the Territorial government took control of the region. That year the government adopted a new seal featuring a motto and a variety of motifs. In the center was a sailing vessel used to represent commerce, and above that, a beaver to symbolize the fur trade that was prominent in Oregon's history. On the left of the ship was a Native American, and on the right, an eagle. Above the beaver on the banner was a Latin motto meaning, "She flies with her own wings." Along the perimeter were five stars at the bottom and the words, "Seal of the Oregon Territory" at the top.

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 as 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. Read the background information out loud.
2. Review the new vocabulary words.
3. Hand out the worksheets.
4. If time permits, ask students to share their answers regarding the questions below.
5. If time permits, ask students to share their ideas for a new state seal.

Questions to Guide Discovery:

1. What common symbols do you see in the three seals?
2. What do these common symbols tell us?
3. The seal was created 150 years ago and has great historical significance. Why?
4. Do you feel the seal reflects our state's identity today? Why or why not?

Extension:

1. Have students create their own seal using some of the existing symbols and adding additional symbols that they feel reflect our state today.
2. Have groups of students (3-4) work on this activity together and then have each group present their seals to the class.