

★ WELCOME! ★

On behalf of Splash! Publications, we would like to welcome you to *Oregon*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

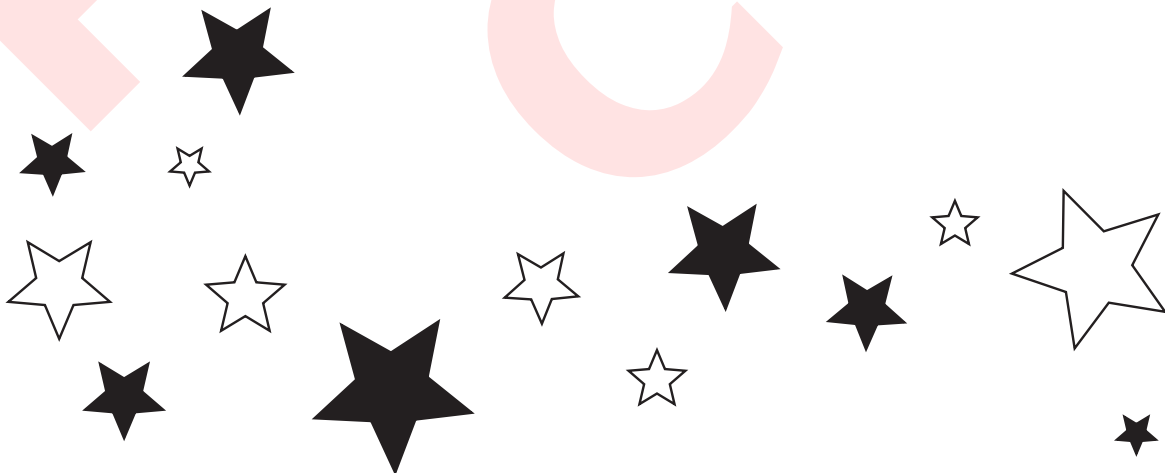
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Oregon history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Oregon* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Oregon*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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LESSONS *at a* GLANCE

THE LESSON PLAN

Before reading Oregon, students will:

- follow directions to create a Vocabulary Organizer to glue into their Oregon history notebooks for ***abundant, appealed, appendix, archaeologists, autobiography, biographies, botanist, currents, diminished, distributes, Great Plains, hostile, interpreter, keelboat, pelts, plateau, prairie, prospecting, rejected, sagebrush, surplus, surrender, surveyor, textile, timber, tomahawks, voyage.***

After reading Oregon, students will:

- answer Oregon Reading Comprehension Questions.
- answer Oregon Language Skills Questions.
- answer questions about Oregon and then follow directions to create a History Flip Book to glue into their Oregon history notebooks.
- follow directions to create an Interactive Time Line to glue into their Oregon history notebooks that illustrates five important events in Oregon's history.
- read about Lewis and Clark and answer discussion questions.
- differentiate between primary and secondary sources.
- use the lesson, encyclopedias, the Internet, and other books from the library to research Lewis and Clark to create the game Find the Fib.
- follow directions to create a Two-Pocket Organizer for storing Find the Fib in their Oregon history notebooks.
- take a Vocabulary Quiz for Oregon

THE OREGON LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

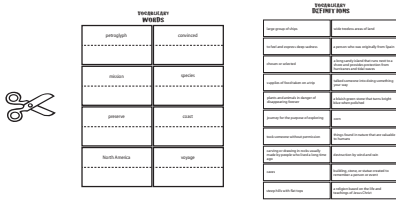
CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4c, CC.5.W.1A, CC.5.W.1B, CC.5.W.1c, CC.5.W.1d, CC.5.W.7, CC.5.W.10, CC.5.L.4A, CC.5.L.4c, CC.5.L.6

ONE-POCKET VOCABULARY ORGANIZER

There are many new vocabulary words to learn before beginning your study of Oregon. Your Oregon history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

Part I

Directions: Using the Glossary provided by your teacher and the Vocabulary Word and Definition patterns, follow the directions below to create 27 Vocabulary Cards.

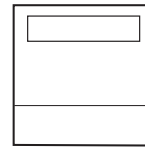


1. Cut out each Vocabulary Word pattern and Vocabulary Definition pattern along all bold lines.

2. Using the Glossary as your guide, glue the correct Vocabulary Definition in the blank space under its matching Vocabulary Word.

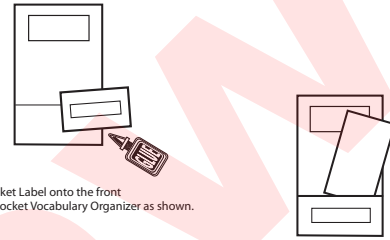


3. Fold each completed Vocabulary Card along the dotted lines so that the Vocabulary Words and Definitions are on the outside. Glue the blank sides together.



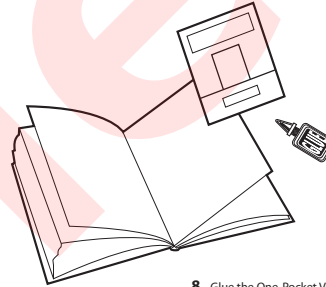
4. After you have glued the tabs to the back, turn your One-Pocket Vocabulary Organizer back around.

5. Cut out the Pocket Label.



6. Glue the Pocket Label onto the front of the One-Pocket Vocabulary Organizer as shown.

7. Place your finished Vocabulary Cards in the front pocket.



8. Glue the One-Pocket Vocabulary Organizer onto the next blank page of your notebook.



Oregon, the Beaver State, is a Pacific state located in the northwestern corner of the Western United States. In the 1800s, Oregon was nicknamed the Beaver State because fur trappers and traders found an **abundant** supply of beaver in Oregon's rivers and streams.

The capital city of Oregon is Salem. Salem is located in the northwestern corner of the state on the Willamette River. In the 1840s, Salem's fertile farmland attracted settlers who risked their lives traveling to Oregon on the Oregon Trail. Today, Salem processes and **distributes** the food from many nearby farms.

The state bird of Oregon is the Western Meadowlark. The state flower is the Oregon Grape, and the state tree is the Douglas Fir. Oregon's motto is "The Union."

OREGON'S POINTS OF INTEREST

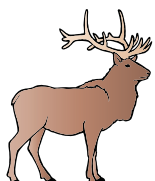
Oregon attracts many different types of visitors to its state. The Pacific coast of Oregon offers sandy beaches, rocky cliffs, caves, and plenty of seals, sea lions, sea otters, and whales. Mount Hood, the tallest peak in Oregon is actually a dormant volcano. At 11,239 feet, Mount Hood challenges snow skiers in the winter and mountain climbers in the summer.

Oregon's rivers, lakes, and streams are filled with fish. A popular site in Oregon is the Bonneville Dam's fish ladders. These ladders help salmon swim over the dam.

Silver Falls State Park is Oregon's largest state park. It offers visitors ten waterfalls and forested hiking trails. Oregon's 13 national forests cover more than 15 million acres. The forests feature a variety of wildlife that include deer, antelope, elk, bear, small animals, and birds.

Oregon is home to only one national park. Crater Lake National Park is located in the Cascade Mountain Range. The park features an extinct volcano that surrounds one of the world's deepest lakes. Oregon's two national monuments preserve caves and fossils of plants and animals that lived millions of years ago.

Oregon is also home to the three largest telescopes in the Northwest. All three telescopes are located at the Pine Mountain Observatory.



Elk



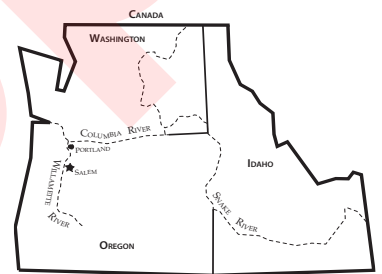
THE COLUMBIA RIVER

As early as 1542, Spanish and British explorers may have spotted Oregon. The explorers were searching for a waterway that connected the Atlantic and Pacific oceans. The waterway did not exist. The Spanish and British explorers completely missed the Columbia River. It was the most important river in the United States.

The Columbia River enters the United States from Canada and flows south through the present-day state of Washington. It forms the boundary of Oregon and Washington before emptying into

the Pacific Ocean.

The Columbia River was no secret to the Native Americans. They had been living beside and using the river for hundreds of years. The Native Americans called the river Ouragon (or •RAW•gun).



ROBERT GRAY

ROBERT GRAY

In 1792, the Columbia River was finally discovered by a white man. Rhode Island sea captain Robert Gray was the first American to sail a ship completely around the world. During his second **voyage** to the Oregon region, Robert Gray found and sailed up the Columbia River. He named the river Columbia after his ship.

Captain Gray entered Oregon and traded with the Native Americans. His discovery led the United States to claim Oregon for itself. His voyage was also important because it opened a new trade route for the United States.

In 1804, President Thomas Jefferson sent the Lewis and Clark Expedition to explore the newly purchased Louisiana Territory. The pair also hoped to find a water route to the Pacific Ocean.

After 18 months of traveling, Lewis and Clark crossed the Snake River and entered present-day Oregon. They followed the Columbia River to the Pacific Ocean. Lewis and Clark also explored the Willamette River which flows south from the Columbia River.



OREGON

Directions: Read each question. Darken the circle for the correct answer.

- According to the first paragraph, Oregon is known as the Beaver State because –
 - A it is located in the northwestern corner of the United States
 - B Native Americans chose the nickname for the state
 - C Oregon is shaped like the tail of a beaver
 - D beavers were once found in Oregon's rivers and streams
- After reading about Oregon's Native Americans, you get the idea that –
 - F all of Oregon's Native Americans hunted on horseback
 - G they were all farmers
 - H they all lived along the Columbia River
 - J Oregon was home to several tribes of Native Americans
- What can you learn from studying the map of the Columbia River?
 - A Oregon's capital city is located south of the Columbia River.
 - B The Columbia River is located in the southeastern corner of Oregon.
 - C The Columbia River flows from north to south through Oregon.
 - D The city of Portland is located north of the Columbia River.
- During the 1840s and 1850s, what did people receive when they moved to Oregon?
 - F horses
 - G land
 - H money
 - J computers

Directions: Darken the circle for the word or phrase that means the opposite of the underlined word.

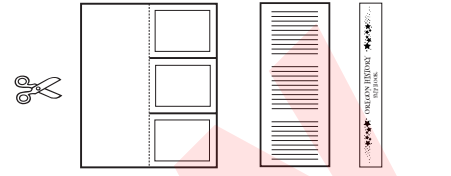
- distributes food from nearby farms.
 - A divides
 - B keeps together
 - C delivers
 - D separates
- a dormant volcano.
 - F inactive
 - G sleeping
 - H active
 - J dead
- gold was discovered.
 - A found
 - B hidden
 - C uncovered
 - D explored
- Native American attacks diminished.
 - F continued
 - G disappeared
 - H stopped
 - J seemed less

Answers		READING	
1	A B C D	5	A B C D
2	F G H J	6	F G H J
3	A B C D	7	A B C D
4	F G H J	8	F G H J

HISTORY FLIP BOOK

Part II

Follow the directions below to assemble and glue your History Flip Book onto the next blank page of your Oregon history notebook.



1. Cut along all of the bold lines of the Flip Book Pattern, the Flip Book Outline, and the Flip Book title.

2. Fold the Flip Book Pattern along the dotted line.

3. Glue the Flip Book Outline under the folded flaps of the Flip Book Pattern.

4. Glue the completed Flip Book and Flip Book title onto the next blank page of your notebook.

INTERACTIVE TIME LINE

In this activity, you will use what you have learned about Oregon to make an Interactive Time Line that tucks securely into your Oregon history notebook.

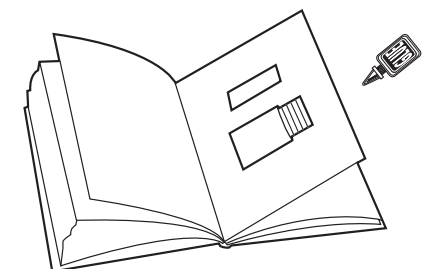
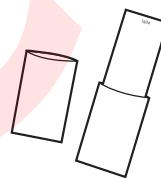
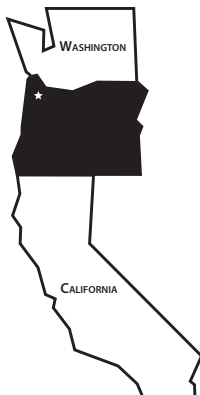
Part I

- Directions:**
- Cut out each of the five Time Line patterns, the Envelope template, and the Time Line title along all bold lines. Put the Envelope template and the Time Line title in a safe place, as you will need them later in the activity.
 - Read the information about each Time Line event and use the lines provided to answer the questions. Use proper capitalization, spelling, punctuation, and grammar.
 - Fold each Time Line pattern along the dotted lines so the words are on the outside and the blank sides are on the inside.
 - Put the Time Line events in order from the earliest date to the most recent date. Set these aside and move on to Part II.



4. You will need your five completed Time Line patterns to finish assembling your Interactive Time Line. Make sure each pattern has been folded in half along the dotted lines so the words are on the outside.

5. Squeeze the sides of the Envelope. One at a time, slide in each of the five completed Time Line patterns with the dates showing, from the earliest date to the most recent date.



6. Glue the completed Interactive Time Line onto the next blank page of your notebook.

7. Glue the Title above the Time Line.

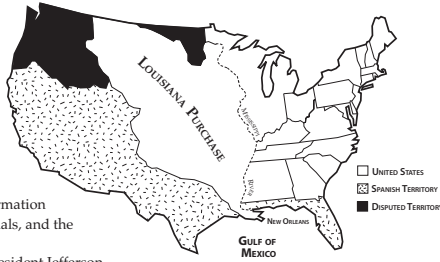
FAMOUS PEOPLE: LEWIS AND CLARK

In 1803, the United States purchased the Louisiana Territory from France. The 885,000 square miles of land cost the United States 15 million dollars. This was only four cents per acre.

Even before the Louisiana Purchase, President Thomas Jefferson made plans to send explorers to this unknown land west of the United States.

United States Army officers Meriwether Lewis and William Clark were chosen to lead the expedition. They were expected to bring back information about the land, plants, animals, and the Native Americans.

Most importantly, President Jefferson hoped that Lewis and Clark would return with news about a water route that connected the Mississippi River to the Pacific Ocean. A water route connecting the Mississippi River to the Pacific Ocean would make trade between the United States and other countries much easier.



PREPARING FOR THE JOURNEY

The journey West would be dangerous. The expedition would pass through Spanish territory with thousands of hostile Native Americans.

During the year before the expedition, Lewis and Clark traveled to present-day West Virginia to purchase rifles, knives, tomahawks, and other weapons from West Virginia's military stores. They also traveled to Philadelphia to buy medicine, tents, tools, kettles, tobacco, gunpowder, and gifts for the Native Americans they planned to meet along their journey. In addition, Meriwether Lewis spent time with an astronomer, a botanist, a surveyor, and a doctor. The team needed to be completely prepared for everything they might see during the expedition.

FAST FACTS

- ★ Many men volunteered to join Lewis and Clark on their expedition. Only the best volunteers were chosen for the journey. The men who were chosen became part of the United States Army and were paid by the United States government.
- ★ Most of the volunteers had never met each other before. The youngest volunteer was 17 year old George Shannon. The oldest was 35 year old John Shields.

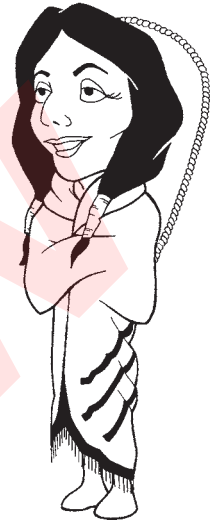
SACAJAWEA (SAK•UH•JUH•WEE•UH)

While staying in the Mandan village, Lewis and Clark met a French fur trader named Toussaint (too•SAHNT) Charbonneau (CAR•bah•no). They hired Charbonneau as an interpreter. Charbonneau agreed to join the expedition as long as he could bring his wife, Sacajawea.

Sacajawea was a Shoshone (show•SHOW•nee) girl. She had been kidnapped by Hidatsa warriors and taken away from her family in the Rocky Mountains when she was just 12 years old. The Hidatsa sold Sacajawea as a slave to the Mandan tribe. Toussaint Charbonneau purchased Sacajawea from the Mandan tribe and married her.

Lewis and Clark agreed to take Sacajawea with them. She could be the group's interpreter if they came in contact with other Native Americans. Sacajawea was only 15 and pregnant when she joined the expedition. She gave birth to a son while on the trip.

In August 1805, the explorers met a band of Shoshone people. Amazingly, Sacajawea learned that the chief of the tribe was her brother. Sacajawea's brother sold horses to the explorers. The horses helped the group cross the dangerous Rocky Mountains.



SACAJAWEA

THE NEZ PERCÉ (NAY•PAIR•SAY)

The most difficult part of the journey came while crossing the Bitterroot Range in the present-day states of Montana and Idaho. The travelers almost starved to death along the Lolo Trail before stumbling into the camp of the Nez Percé tribe.

The Nez Percé had never seen white men before. They could have easily killed the weakened explorers and taken their horses, guns, and supplies. These items would have made the Nez Percé rich and powerful. Instead, the Nez Percé treated the explorers with kindness. The tribe helped them build boats and pointed them in the direction of the Pacific Ocean.

THE PACIFIC OCEAN

In November 1805, the Lewis and Clark expedition reached the Pacific Ocean at the mouth of the Columbia River. To fur traders and explorers, this area was known as Oregon Country. The group hoped to meet a ship that would take them back home. When none appeared, the entire party voted to build a small shelter and wait for warmer weather. The group built Fort Clatsop on the south side of the Columbia River and settled in for the cold, rainy winter.

Name _____

Name _____

FAMOUS PEOPLE: LEWIS AND CLARK

Directions: Use the selection about Lewis and Clark to answer these questions. Circle the answers to questions 1 and 2. Write your answers on the lines provided for questions 3-5.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 How many years passed between the Louisiana Purchase and the end of the Lewis and Clark Expedition?</p> <p>A 3 years
B 21 years
C 1 year
D 10 years</p> | <p>2 What can you learn by studying the map of the Louisiana Purchase?</p> <p>A The United States owned the land west of the Louisiana Purchase.
B The Louisiana Purchase was east of the Mississippi River.
C The land west of the Louisiana Purchase was controlled by Spain.
D New Orleans was not part of the Louisiana Purchase.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 3 Before leaving on their expedition, Lewis and Clark spent time with a botanist. How do you think a botanist could help Lewis and Clark during their journey?

- 4 If you had been alive in 1803, would you have wanted to join the Lewis and Clark Expedition? Explain the reason for your answer.

- 5 Now that you have read about the Lewis and Clark Expedition, do you think the journey was successful? Give at least one example from what you have learned to support your answer.

consider the source

Think of the ways we learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. *Primary sources* are recorded by people who were there at the time. If you have ever read a diary or an *autobiography*, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are *primary sources*. Letters, interviews, photographs, original maps, bones, and pieces of pottery are other examples of *primary sources* because they give us "first-hand" knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written about Oregon's free land in 1848 is a *secondary source* because the author wasn't there to interview the actual pioneers and can't give any "first-hand" knowledge of their experiences. Movies, *biographies*, newspaper stories, and encyclopedias are other examples of *secondary sources* because they give us "second-hand" knowledge of events that took place in history.



You have just finished studying about four of the five Pacific states. In this activity, you will decide whether a source of information is a *primary source* or a *secondary source*. On the lines provided, put a "P" next to the *primary sources* and an "S" next to the *secondary sources*.

1. _____ A photograph of you standing next to one of Alaska's beautiful glaciers.
2. _____ A picture of an igloo drawn by one of your classmates to go with his Eskimo report.
3. _____ A basket woven by a woman from one of California's early Native American tribes.
4. _____ The sword carried by Juan Cabrillo when he discovered the San Diego Bay.
5. _____ A nugget of gold discovered in 1848 and preserved in a California museum.
6. _____ Captain James Cook's biography.
7. _____ An encyclopedia article written about World War II.

