

During Your Capitol Tour Lesson Plan

Discover Oregon in the Capitol

Duration

Two 30-minute periods; one period at the Capitol and one period back in the classroom after the tour.

Description/Objective

Students will explore the Capitol and answer questions and considerations that attend to key language arts and social studies standards and the Capitol History Gateway messages.

Oregon Standards

Social Studies

- 4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.
- 4.9 Identify conflicts involving land use, natural resources, economy, competition for scarce resources, different political views, boundary disputes and cultural difference within Oregon and between different geographical areas.
- 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).
- 4.13 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).
- 4.17 Use primary and secondary sources to explain events in Oregon history.

Language Arts

- 4.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
- 4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources.

NCSS Standards

Theme 10: Civic Ideals and Practices

Capitol History Gateway Messaging

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 3. It is easy to get involved in Oregon's democracy.

Message 4: Oregon has long been a fertile ground for ideas and innovation, resulting in groundbreaking achievements that affect people within and outside the state.

Message 5: It is important and of value for you [me] to know Oregon's history.

Message 6: You can discover stories of the past by 'reading' it in the world around you.



Resources

1. Student handouts:
 - Capitol Scavenger Hunt Worksheet
 - Oregon State Capitol A to Z Worksheet
 - Recycling Seal Scavenger Hunt
 - KWL Chart
2. We are Oregonians - Our Shared Heritage Exhibit (located in the Capitol on the 1st floor)
Recycled Seal Exhibit (located in the Capitol on the 1st

SPECIAL NOTE: These activities were developed to be completed by the students after the tour.

- It is recommended that no written work be done during the tour which would distract students from listening and looking at the points of interest discussed by the tour guides.
- It is recommended that the teacher allows 1.5 hour(s) for the tour (1 hour without the tower tour) and 30 minutes for considering the questions on the Scavenger Hunt Worksheet and gathering information to complete the assignment(s).
- The Capitol Scavenger Hunt Worksheet is the primary assignment.
- The Oregon Capitol A to Z Worksheet is a supplemental activity to enhance and encourage careful observation.
- The Recycling Seal Scavenger Hunt is also supplemental and could support choice 2 in Lesson 4.

Activities/Procedures

1. After the tour of the Capitol, provide the students and their group chaperones with the Scavenger Hunt Worksheet. Allow them to explore the Rotunda, 1st floor south hallway displays and exhibits, and the 2nd floor. Students will use the worksheet to record ideas and information for which they will need to complete Lesson 4. (See suggested projects in Post Tour Lesson 4.) *Encourage group leaders to promote discussion so students will use prediction and analytical skills.
2. When the students return to their classroom use the Capitol History Gateway messages (see below) to guide a debriefing discussion. Use the KWL Chart to ensure that students have gained and committed to memory the importance of their visit to the Capitol and their knowledge of Oregon because of the visit.

Extension Activities

1. If groups finish early, they can use the Oregon Capitol A to Z Worksheet to try and find at least one or two answers for each trunk. The words and ideas collected will enrich and record the information they have gained from their visit. This additional work will give them a larger cache of data to use in Lesson 4.
2. The Oregon Recycling Seal Scavenger Hunt relates to an exhibit found at the south entrance of the Capitol (1st floor hallway). This display is made from recycled goods (sand, beach debris, seeds, pinecones, etc.) to portray the symbols. The students can use the scavenger hunt to search for items on the "Recycled Seal."
3. When the students return to the classroom for Lesson 4, if they choose they can create their own state seal that represents three or four of their most significant learnings gained from visiting the Capitol.
4. The exhibits located on the 1st floor in front of the hearing rooms change biannually. The 2017-2018 school year finds an exhibit titled "***We are Oregonians - Our Shared Heritage.***" Students will



learn about other museums around Oregon. The exhibit focuses on the diverse cultures that have had a part in making Oregon a rich place to live. In this area, we would recommend that the students find out about the contributions of the Basque people, the many Native Americans groups, Latinos, Black Pioneers, Japanese, and the Chinese. This exhibit is filled with colorful artifacts, riveting quotes, interesting pictures, and engaging stories that could even be one of the main purposes for your visit to the Capitol. We have created an attachment titled ***“We are Oregonians - Our Shared Heritage”*** that includes some of the names of Oregonians and groups explored in this exhibit:

Francisco “Frank” Jose Yraguen Anthony “Tony” Yturri
John Elorriaga Ing “Doc” Hay Gin Lin
Valerie Switzer Father Jose Jaime Susan Castillo Virginia Garcia Harriet Redmond
Otto and Verdell Rutherford Rev. J Harold Jones Ulysses Plummer
Edgar Williams Marie Smith Lorna Marple Jim Hill
Carter
Minoru “Min” Yasui
Sam and Bill Naito
Nine Federally Recognized Oregon Tribes Kam Wah Chung State Heritage Site Ballet Folklorico
The Bracero Program
The Oregon Nikkei Legacy Center
The Oregon Historical Society History Hub (OHS.org)



Capitol Scavenger Hunt Worksheet

Capitol History Gateway Messages

Following are messages that we hope the school children of Oregon will learn about in the Capitol.

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 3. It is easy to get involved in Oregon's democracy.

Message 4: Oregon has long been a fertile ground for ideas and innovation, resulting in groundbreaking achievements that affect people within and outside the state.

Message 5: It is important and of value for you [me] to know Oregon's history.

Message 6: You can discover stories of the past by 'reading' it in the world around you.

The adult chaperones and your group will help you search your minds and the Capitol murals, pictures, and artifacts to help you find the answers for the Scavenger Hunt Worksheet.

Message 1.

Everyday our lives are shaped by what the Oregon Legislature has done to help shape our lives. Name three ways the Oregon Legislature has made laws that make our lives different from the murals? Things to think about include; transportation, safety, industries and city planning.

a.

b.

c.

Message 2.

A 3rd grader from Hayesville School in Salem started a fundraising effort to raise \$37,600 donated by schoolchildren across Oregon to improve what part of the Capitol? (Hint You might have heard about this from your tour guide? If not ask.

Did the school children:

Repaint the murals or Re-guild the Oregon Pioneer or Plant flowers around the Capitol

Message 3.

In the House Chamber, there are 89 names of people who are important to Oregon's history. Four of those names are women.

a. Name two of them.



- b. If you could add the name of someone you think has made an important contribution to your community who would it be?
- c. What have they done to deserve such an honor?

Message 4.

Many people come to the Capitol more than once a year. They share ideas, they inform and they explore.

- a. How have you seen people in the Capitol sharing ideas?
- b. Informing others?
- c. Exploring?

Message 4.

Notice the mural of Lewis and Clark with the Native Americans at Celilo Falls along the Columbia River. Over time, this view has changed.

- a. What do you think caused this change?
- b. Name two ways the change affected people who live inside and outside of Oregon?



Message 5.

It is important for us to know Oregon's history because it helps us know ourselves and what makes being an Oregonian special.

- a. Name three things you have seen or heard on the tour that lets you know what makes someone an Oregonian.
- b. What is something you have seen in the Capitol that makes you proud to be from Oregon?



The Oregon State Capitol A to Z

Search for and write ideas, objects, pictures, artifacts and other items in the Capitol to pack in your trunk and take home as a memory of your visit.

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

