

# HIGH DESERT MUSEUM

WILDLIFE *and* LIVING HISTORY

## SELF-GUIDED LEARNING EXPEDITION



Name \_\_\_\_\_

**GRADE LEVEL: 2–3**  
**STUDENT GUIDE**

# SOCIAL STUDIES | High Desert Cultures

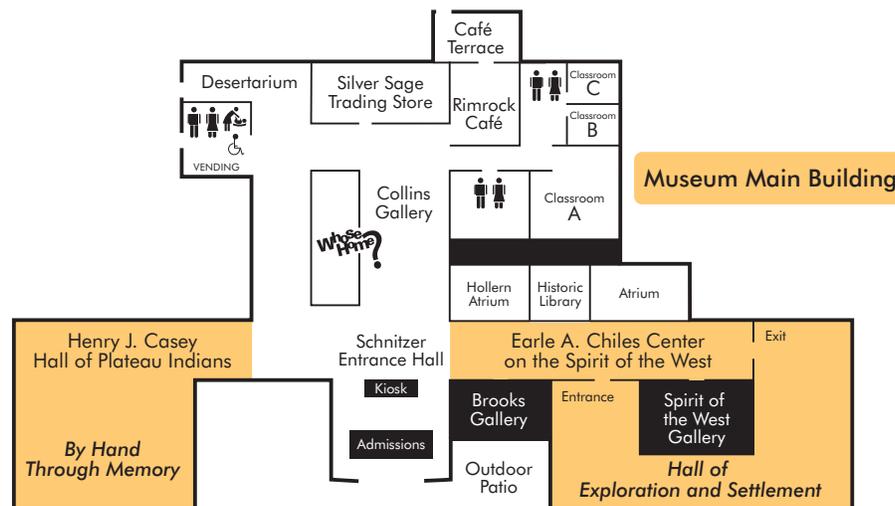
On this expedition, you will visit the following area in order to complete activities related to the theme “High Desert Cultures.”

## EXHIBIT TITLE

Check (✓) when complete

Hall of Plateau Indians .....

Hall of Exploration and Settlement .....



## Connection to Standards

### Social Science Standards

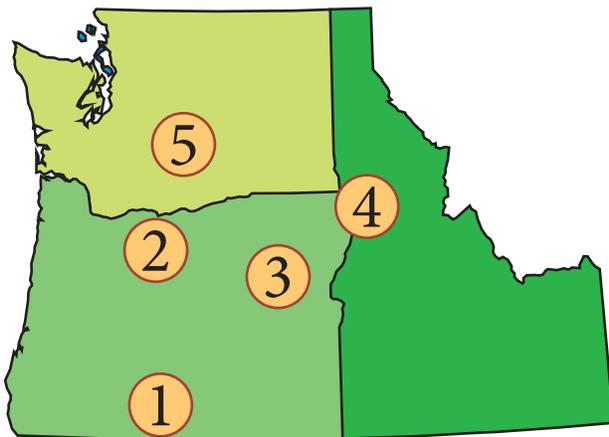
- 2.1: Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
- 2.2: Identify when the local community was established and identify its founders as early settlers and recognizing continuity and change in local and regional communities over time.
- 2.3: Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 2.4: Differentiate between events that happened in the recent and distant past.
- 2.7: Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.
- 2.13: Evaluate how individuals, groups, and communities manage conflict and promote justice.
- 2.15: Identify local leaders and their functions.
- 2.18: Identify local businesses and the goods and services they produce.
- 2.20: Compare and contrast past and present situations, people, and events in neighborhoods and communities.
- 2.21: Evaluate information relating to an issue or problem.
  
- 3.1: Describe how significant people, events and developments have shaped their own community and region.
- 3.2: Compare and contrast the history of their own community to other communities in the region.
- 3.4: Describe local communities and regions past and present.
- 3.6: Identify links of land, regions, river systems, interstate highways between Oregon and other states.
- 3.9: Describe physical and human characteristics of tribal regions in Oregon and North America.
- 3.10: Identify and compare physical features in Oregon and other Northwest States.
- 3.11: Explain the influence of humans on Oregon’s and the Northwest’s physical systems.
- 3.12: Identify and analyze Oregon’s natural resources and describe how people in Oregon and other parts of the world use them.
- 3.16: Describe the relationship between producers and consumers.
- 3.18: Use a variety of historical sources including artifacts, pictures, and documents to identify factual evidence.

## HALL OF PLATEAU INDIANS By Hand Through Memory

Find the map in the entrance of the exhibit  
*By Hand Through Memory.*



Match the number on the map to the tribe listed.



- \_\_\_\_\_ Yakama
- \_\_\_\_\_ Klamath
- \_\_\_\_\_ Warm Springs
- \_\_\_\_\_ Nez Perce
- \_\_\_\_\_ Paiute

## HALL OF PLATEAU INDIANS

### By Hand Through Memory

#### PICTURE MATCH

Can you find these women in the exhibit?



Find the sign that is titled “Remembering the Seasonal Round” to help you fill in the blank.

Warm Spring Indians, like other \_\_\_\_\_ people, retain their spiritual ties to the land by preserving the \_\_\_\_\_ of the seasonal round. One way is the annual root digging \_\_\_\_\_. In early \_\_\_\_\_, women from different generations gather at certain places on the reservation, sing songs of \_\_\_\_\_, then harvest edible \_\_\_\_\_ in the manner of their ancestors.

*Word Bank: thanks, memory, Plateau, spring, roots, harvest*

#### **Discuss**

Do you think these three women are related? Can you hear the airplane? Based on the sound you hear and what the women are wearing, do you think these women have to dig roots for food to survive or can they drive and purchase food from the grocery store? Why?

## HALL OF PLATEAU INDIANS

### By Hand Through Memory

#### BEADWORK SCAVENGER HUNT



Native people pride themselves for their beadwork. Find these objects in the beaded artwork:

**Cowboy Hat**

**Heart**

**Deer**

**Flower**

**Rabbit**

**Mountain**

**Hands**

**Feather**

**Bow & Arrow**

**Bear**

**Hummingbird**

**Horse**

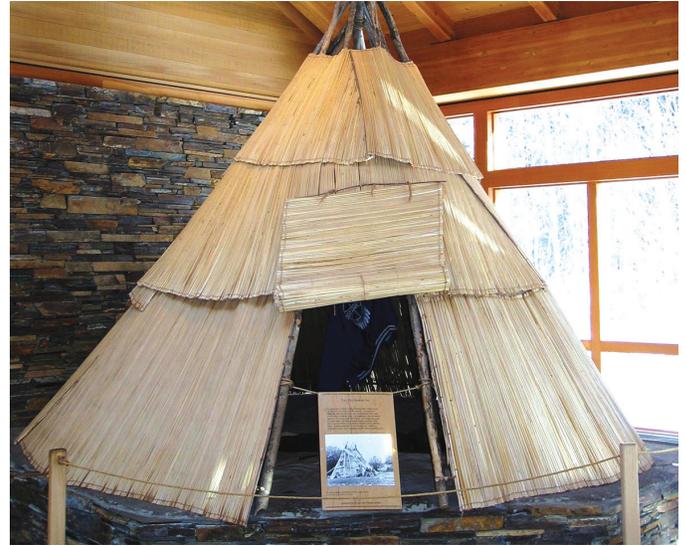
## HALL OF PLATEAU INDIANS By Hand Through Memory

Find this tipi outside of the reservation house.



### Canvas Tipi

How is the canvas tipi different from the tule tipi?



### Tule Tipi

How is the tule tipi different from the canvas tipi?

## SPIRIT OF THE WEST | Trappers and Traders

### PICTURE MATCH

Can you find this shelter? This is how Fur Traders lived 200 years ago!



Look around you, and maybe backtrack a little. What do you think they are trapping and trading?

#### **Discuss**

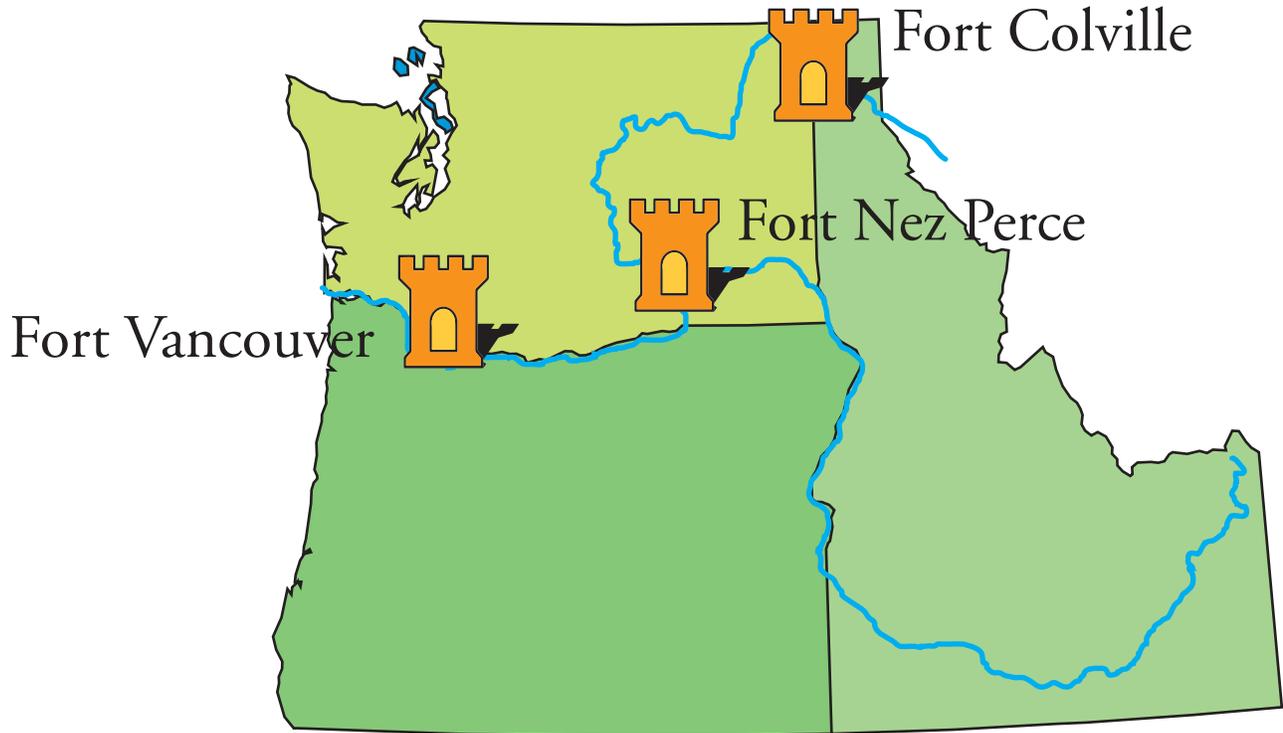
They are trapping and trading beaver to be made into hats. Beaver is a great fur; it has natural oils that make it water resistant. What would happen to the ecosystem if the trappers take all the beavers?

The tent to the left is the Brigade Leader, or the boss, of the fur trappers. What do you see in his tent that the other trappers don't have?

Do you think it's important to have someone who is in charge? Why or why not?

## SPIRIT OF THE WEST | Fur Forts

GO TO THE FUR FORT



The Hudson's Bay Company established many forts.  
On the map, circle the name of the recreated fort you are in.

What year it is?

The forts were built close to large rivers. Why do you think that is important?

## SPIRIT OF THE WEST | Emigrants

### GO TO THE EMIGRANTS

Find the writing on the rock and copy the date below:

Find these objects in and around the overland trail wagon:



Cooking Skillet



Blacksmith Anvil



Butter Churn



Barrel of Flour



Crosscut Saw



Spinning Wheel



Fork



Chest of Clothes

## SPIRIT OF THE WEST | Settlers

### JOB MATCH

Match the business to the goods or service they produce:

**Fur Trader**



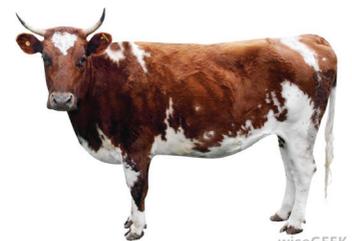
**Buckaroo**

**Miner**



**Mapmaker**

**Leather Craftsmen**



**Seamstress**

**Shop Keeper**

**Fishermen**



**Farmer**

**Driver**

