Name

GRADE LEVEL: 4–5
STUDENT GUIDE
On this expedition, you will visit the following area in order to complete activities related to the theme “High Desert Cultures.”

**EXHIBIT TITLE**

- High Desert Cultures
- Hall of Plateau Indians
- Hall of Exploration and Settlement

**Connection to Standards**

**Social Science Standards**

4.1: Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

4.3: Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time.

4.9: Explain the influence of Oregon and the Northwest’s physical systems on humans, including Native Americans.

4.10: Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.

4.11: Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.

4.12: Explain how people in Oregon have modified their environment and how the environment has influenced people’s lives.

4.13: Describe how technological developments, societal decisions, and personal practices influence Oregon’s sustainability (dams, wind turbines, etc.).

4.18: Identify key industries of Oregon.

5.1: Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.

5.7: Identify, locate, and describe places and regions in the United States.

5.8: Use various types of maps to describe and explain the United States.

5.9: Explain migration, trade, and cultural patterns in the United States.

**HIGH DESERT MUSEUM**
PICTURE MATCH
Can you find this tipi? Look inside!
Make a list of some of the items you can see when you look inside.

This tipi introduces you to the time period of the Native Americans inside this exhibit. Do you think the people who used this tipi are from before the time European people came to Oregon or after? Be sure to explain your answer.
By Hand Through Memory

PICTURE MATCH
Look at the scenery in the background.
Circle the jobs that you think people could do in this landscape.

<table>
<thead>
<tr>
<th>Cattle Ranching</th>
<th>Logging</th>
<th>Fishing</th>
<th>Artist</th>
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END OF A JOURNEY?
Find these photographs on either side of the fish tank:

Celilo Falls 1953
Celilo Falls today

What was the cause for this change?

Discuss
Who benefited from this change (people or industries)?
How did it affect the plants, animals and people who use the Columbia River?
Fur Traders were some of the first Europeans to move into the Pacific Northwest in the early 1800’s. They trapped beaver and shipped the fur to England where it was made into top hats. What do you think would happen to these families if top hats were no longer popular?
FUR FORTS
Fur trade companies, like the Hudson Bay Company, built forts to support the trappers. These forts were the first permanent settlements built by Europeans in the Pacific Northwest.

Circle which fort is recreated within this exhibit.

Why were the forts built where they were?

While the fur trading companies were the first Europeans to settle in Oregon Country, they were not the first to arrive. Russian traders had contact with Native tribes on the coast by the time the Lewis and Clark Expedition took off in 1803. Migrate to the overland trail scene to finish this packet and figure out the best routes to travel.
Families travelled 2,000 miles from the Missouri River Valley to Oregon’s Willamette Valley. Draw the route you would take from point A to point B.
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