

The Reality of the

# Oregon Myth



Boundaries of the Nation  
Teaching American History  
Curriculum Unit



by

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# TEACHING AMERICAN HISTORY PROJECT

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## 2007: Boundaries of the Nation

**Names:** Colleen Medlock & Kim Huber

**School:** Stoller Middle School

**Unit Title:** Oregon Myth vs. Reality

**Target Grade Level:** 8<sup>th</sup> Grade

**Approximate Time Needed:** 2 weeks

**Unit Essential Question:** Why did families emigrate to the Oregon Territory, and did they find what they were looking for?

**Unit Overview:** In the 1840's and 1850's, thousands of Americans traveled the Oregon Trail to start a new life in the Oregon Territory. Many were taking advantage of the government's offer of free land (the Donation Land Act) to anyone willing to make the journey and work the land. Others were answering the call of adventure or fleeing drought and bad crops back East. In this unit, students will explore the "Oregon Myth", investigate local families and create dramatic monologues that compare the myth and the reality of Oregon life.

**Prerequisite Knowledge:** Students should have an understanding of "Manifest Destiny" and the reasons that people migrated westward in the early to mid 19<sup>th</sup> century. Students know about the push and pull factors that caused mass migration in the 19<sup>th</sup> century.

### Unit Lesson Plans:

Lesson #1: The Oregon Myth

- Students will explore the myth of Oregon and read primary source documents to learn some of the reasons why people were drawn to the territory in the 1840's and 1850's.

Lesson #2: GIS Mapping

- Students will use ArcReader software to explore an interactive GIS map of Portland and find census data on specific pioneer families.

Lesson #3: Family Stories

- Students will use the data obtained from the 1860 census, along with the primary source documents about the Oregon myth, to create short family stories about why specific families made the journey to the West.

Lesson #4: The Reality of the Myth.

- Students will use biographical information about local pioneer families, along with general information about frontier life in Oregon, to research ideas that will enable them to compose dramatic monologues from the point of view of specific early settlers.

## Lesson #5: Settler Monologues

- Students will complete their monologues, props, costumes, and headstones for a real Washington County settler persona.

### Standards:

#### Oregon State Standards:

- Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.
- Clarify key aspects of an event, issue, or problem through inquiry and research.
- Represent and interpret data and chronological relationships from history using narratives.
- Understand the effects of 19<sup>th</sup> century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.
- 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.
- Understand the lasting influence of events and developments in local history.
- Understand the motivations for territorial expansion to the Pacific Ocean

#### National Geography Standards

- Standard 12: The processes, patterns, and functions of human settlement.
- Standard 13: How the forces of cooperation and conflict influence the division and control of Earth's surface.
  - *The multiple territorial divisions of the student's own world.*
  - *How cooperation and conflict among people contribute to economic and social divisions of Earth's surface.*
- Standard 15: How physical systems affect human systems.
  - *How the characteristics of different physical environments provide opportunities for or place constraints on human activity.*
- Standard 17: How to apply geography to interpret the past.
  - *How people's differing perceptions of places, peoples, and resources have affected events and conditions of the past.*

**Unit Assessment:** Create a historically based monologue of one of the local settlers.

Students will assume the persona of one of the local settlers in the Stoller Middle School Area. Using previously reviewed primary documents, students will create a monologue sharing the hypothetical expectations and experiences of their persona. Students will then perform their monologues in costume with an appropriate prop(s) in a student created pioneer cemetery atmosphere to an audience of their parents and peers. The monologue will ultimately answer the questions: Why did this person (or their family) emigrate to the Oregon Territory and did they find what were looking for?

**Dramatic Script:** Students will create and perform a monologue that compares the myth of Oregon and the reality of life as an early settler in northwest Washington County. Their monologues will be written from the point of view of one of the actual pioneers of the area.

**Mapping Component:** Students will use ArcReader mapping software to investigate local pioneer families near Stoller Middle School. They will use the software to obtain census data from the year 1860 on the families and will then label the family's origin and destination on a U.S. map. This information will also be used to frame written narratives about the pioneers.

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The Pacific North-West Guide for Settlers and Travelers. New York, 1862. Found in Mooberry, Lester C. "Guide Book Extolls Oregon Country Merit." *Hillsboro Argus*. Archived in the Washington County Historical Museum.

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"Washington County for Kids." *Washington County Historical Society and Museum*, 2007. Accessed 27 June 2007. <http://washingtoncountymuseum.org/education/kids-nutshell.php>.

# The Reality of the Oregon Myth

## Unit Timeline:

<p><b><u>Day 1</u></b> Lesson One: Learning the Oregon Myth</p>	<p><b><u>Day 2</u></b> Lesson One: continued</p>	<p><b><u>Day 3</u></b> Lesson Two: Mapping the Oregon Pioneers</p>	<p><b><u>Day 4</u></b> Lesson Three: Family Stories</p>	<p><b><u>Day 5</u></b> Lesson Four: The Reality of the Myth</p>
<p><b><u>Day 6</u></b> Lesson Five: Settler Monologues (Students may need part of this day to complete lesson 4)</p>	<p><b><u>Day 7</u></b> Rehearse Monologues (Students may need part of this day to complete lesson 5)</p>	<p><b><u>Day 8-10</u></b> Presentations</p>		

As an alternative, or in addition to, student in class performances, students could stage an evening performance in which parents are invited. Students would stand in family groups and perform for a more authentic audience.

## **LESSON #1: Learning the Oregon Myth**

**Authors:** Colleen Medlock & Kim Huber

**Unit:** Oregon Myth vs. Reality

**Essential Question:** Why did families emigrate to the Oregon Territory, and did they find what they were looking for?

**Lesson Title:** Learning the Oregon Myth

**Outcomes / Goals:** Understand the Oregon Myth that drove people to immigrate to Oregon.

### **Objectives:**

The learner will

- learn the meaning of content vocabulary by analyzing the stems, writing variations, synonyms, and/or antonyms, creating a symbol, icon, or logo, and finding the definition for each word.
- will read and analyze, through interrogative questions, primary source documents which describe reasons why people moved to Oregon.
- demonstrate their understanding of the Oregon Myth by drawing and writing about reasons people decided to move to Oregon.

### **Oregon State Standard:**

Understand the motivations for territorial expansion to the Pacific Ocean

**Time Needed:** Two 70-minute class periods

### **Materials / Resources Needed**

1. Dictionaries
2. Class set of Handouts:
  - Oregon Myth: Vocabulary
  - Oregon Myth: Oregon Propaganda at Home and Abroad
  - Oregon Myth: Ezra Meeker: An Adult's Rationale for Oregon Immigration
  - Oregon Myth: George Riddle: The Story of a Teenager Immigrating to Oregon
  - Oregon Myth: Symbols on the Oregon State Flag

### **Procedures:**

*Day 1:*

1. Opening Activity to interest students in the Unit: On their own paper, have students answer the question: "Think of a time you really, really wanted something that you eventually got. Describe what it was and why you wanted it. Then describe what you finally got. Was it what you expected? Why or why not?" (5 min)
2. Students should then share their answers either as a class or in small groups. (5 min)

3. Explain to students: “For the next two weeks we will be learning about people who really, really wanted to come to Oregon. We will explore why they came to Oregon and if they found what they were looking for when they arrived.” (2 min)
4. Pre-reading strategy – making predictions: Have students brainstorm: What do you like about Oregon? Why do you think people would want to come here? Write answers on the board or piece of butcher paper where students can see them. It’s okay for students to guess – this will focus their reading of the next documents. (5 min)
5. Distribute “Oregon Myth: Pre-teaching Vocabulary.” Have students complete the activity alone or with a partner. (10 min)
6. Discuss what the words have in common. Possible answer: they have to do with homes and/or decisions about where to live, why . . . (5 min)
7. Remind students of “Manifest Destiny” and tell them there were many reasons people came to Oregon. The goal of today’s class is to understand the reasons people moved to the Oregon Territory. (5 min)
8. Have students read and complete one of the three primary source documents (Oregon Propaganda at Home and Abroad). Teacher should circulate and check for understanding (30 min). Students who finish early could continue on with the next document.

*Day 2:*

9. Opening activity: Have students share how, based on the readings from yesterday, their ideas about why people would come to Oregon have changed or been reinforced (look back to their previewing activity). (10 min)
10. Have students read the other two primary source documents and answer the questions. (35 min)
11. After students are done reading: Have students draw a head on a piece of paper and at least 5 thought bubbles around the head. In each thought bubble, students should write a reason to come to Oregon and draw a symbol or logo for that reason. (15 min)
12. Share out ideas, pictures and logos. Other students should add to their own drawings ideas that they had not included.
13. Compare/contrast students’ original thoughts of why people moved to Oregon and their reasons gathered from the readings. Are these similar, different, what they expected?

**Assessment Tools and Strategies:**

- Pre-teaching Vocabulary worksheet.
- Circulate while students are working and check answers. Have students point to areas in the text that justify their answers.
- Participating in class/small group discussions.
- Thought bubbles listing the reasons people moved to Oregon: Better climate, free land, few people, gold, good paying jobs, possibility of a comfortable retirement, fertile soil.

**Extensions and Modifications for diverse learners:**

- “Pre-teaching Vocabulary” will help build context and acclimate struggling readers and ESL students to the content and vocabulary of the lesson.
- Pre-reading strategy: The predicting activity when students brainstormed reasons people came to Oregon sets a purpose that contributes to better reading of the primary source documents.

- Struggling Readers: Only read and analyze “Oregon Myth: Oregon Propaganda at Home and Abroad” or “Oregon Myth: George Riddle: The Story of a Teenager Immigrating to Oregon”.
- Students could complete the readings in pairs, small groups, or as a class.
- By portraying the Oregon Myth in words and pictures (culminating activity), diverse learners can share their understanding of the information. Students could also use more or fewer thought bubbles based on their ability level.

## Oregon Myth: Pre-teaching Vocabulary

**Directions:** Use your knowledge of stems and a dictionary to complete the following vocabulary squares.

Stems:	Variations, Synonyms, Antonyms
<b>Emigrant</b>	
Symbol / Icon / Logo	Definition(s)

Stems:	Variations, Synonyms, Antonyms
<b>Immigrant</b>	
Symbol / Icon / Logo	Definition(s)

Stems:	Variations, Synonyms, Antonyms
<b>Resolution</b>	
Symbol / Icon / Logo	Definition(s)

Stems:	Variations, Synonyms, Antonyms
<b>Preemption</b>	
Symbol / Icon / Logo	Definition(s)

Stems:	Variations, Synonyms, Antonyms
<b>Homestead</b>	
Symbol / Icon / Logo	Definition(s)

Based on your previous knowledge and your information about the words, how might they be related?

## Oregon Myth: Pre-teaching Vocabulary

**Answer Key:** Students should answer in their own words. The following is given to provide a general reference of possible answers.

Stems:  e- = out migr = wander	Variations, Synonyms, Antonyms
<b>Emigrant</b>	
Symbol / Icon / Logo	Definition(s)  Someone who leaves one's country to settle in another.

Stems:  im = in migr = wander	Variations, Synonyms, Antonyms
<b>Immigrant</b>	
Symbol / Icon / Logo	Definition(s)  A person who comes to a country where they were not born in order to settle there.

Stems:  re = again solv = loosen tion = act of	Variations, Synonyms, Antonyms
<b>Resolution</b>	
Symbol / Icon / Logo	Definition(s)  A formal expression of opinion or intention made, usually after voting, by a formal organization, a legislature, a club or other group.

Stems:  pre = before em = to buy tion = act of	Variations, Synonyms, Antonyms
<b>Preemption</b>	
Symbol / Icon / Logo	Definition(s)  The act or right of claiming or purchasing before or in preference to others.

Stems:  Home = a shelter or dwelling Stead = stede = place, position, standing	Variations, Synonyms, Antonyms
<b>Homestead</b>	
Symbol / Icon / Logo	Definition(s)  Any dwelling with its land and buildings where a family makes its home.

Based on your previous knowledge and your information about the words, how might they be related?

# Oregon Myth

## Oregon Propaganda at Home and Abroad

Name: \_\_\_\_\_

Core: \_\_\_\_\_

*Booklets were created advertising the benefits of the Oregon Territory and the Pacific Northwest. These booklets inspired settlers "not only from the eastern, southern and middle states . . . [but] they also came from Norway, Sweden, Germany, England, Scotland, Ireland and Switzerland" (Mooberry). The following is an excerpt from an 1862 booklet printed in New York:*

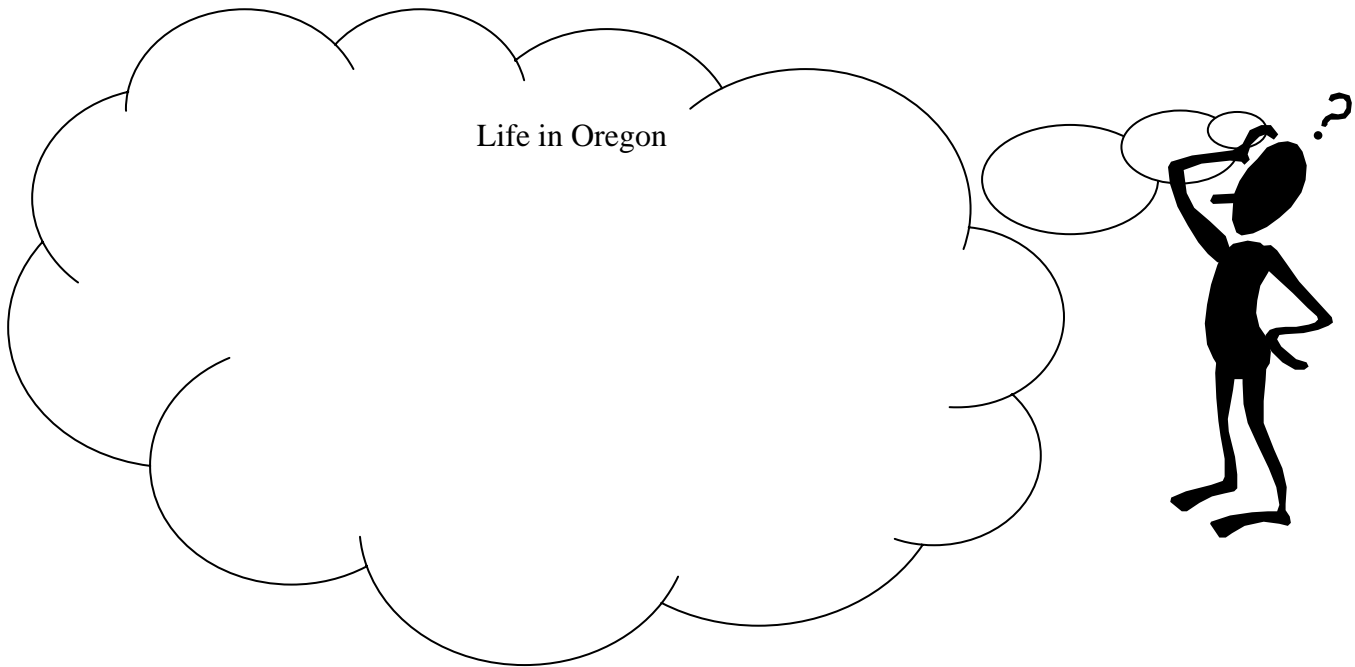
In natural resources, the Pacific Northwest is richer than almost any other part of the United States. But the industries in the region are comparatively undeveloped, and the capacities for expansion and their capabilities of expansion are almost unknown. The principal attractions which are offered to settlers are a bland and healthful climate, an exceedingly fruitful soil, most valuable fisheries, great mineral wealth and an inexhaustible supply of timber.

Under cultivation the soils are quick, light, and friable, yielding astonishing crops of hay, hops, grain, fruits and vegetables for a series of years, without manure and with indifferent ploughing.

Fruits of delicious aroma and flavor and remarkable size and beauty are abundant. Their culture may eventually prove a source of great profit, as the market for preserved and dried fruits is world-wide.

All that is now wanting is more brain, muscle and capital for the Pacific Northwest to weave from the warp and woof of its destinies a great and wonderful future.

**Directions:** Pretend you are a farmer from Switzerland. You have never been to America, but plan to immigrate. You have just read the above booklet. What do you imagine your life will be like in Oregon? Draw and label pictures of what you might expect your life in Oregon to be like.



The Pacific North-West Guide for Settlers and Travelers. New York, 1862. Found in Mooberry, Lester C. "Guide Book Extolls Oregon Country Merit." Hillsboro Argus. Archives in the Washington County Historical Museum.

Name: \_\_\_\_\_

Core: \_\_\_\_\_

# Oregon Myth

## George Riddle: The Story of a Teenager Immigrating to Oregon

*George Riddle was born December 14, 1839 in Springfield, Illinois. His father was a blacksmith and ran a farm with his mother. George and his brothers helped work the 160 acre farm until his family moved to Oregon in 1851.*

In the fall of 1850, Isaac Constant, a near neighbor, whose farm joined ours, returned from Oregon. He had crossed the plains with ox teams in 1848 and returned with saddle and pack horses. It is needless to say that Mr. Constant was the center of interest for the neighborhood. The glowing accounts he gave of the beauty of the country, of the mildness of the climate, the fertility of the soil, and the fact that a man and wife were entitled to a half section of land to be selected by themselves in a new country where the hand of the white man had not yet made his mark. Mr. Constant also brought some gold dust which I remember was shown in a glass dish, which excited and fired the imagination. Mr. Constant was a man that commanded the confidence of his neighbors. He was a well to do farmer, was the owners of one of the finest farms in the best part of Illinois. His trip to Oregon was to spy out land. But unlike the Israelites that were sent by Moses to spy out their promised land and brought back a conflicted account of the country, one bunch of grapes, some pomegranates and a few dried figs, Mr. Constant brought gold dust and a truthful account of fertile valleys, clear running streams, the wonderful forests and mountains of Oregon.

It is needless to say that in our neighborhood there was great planning to come to Oregon. Farms were offered for sale, but there were few buyers. My father alone succeeded in selling his farm, and no doubt at a great sacrifice. As I remember, my father received about \$3000 for 160 acres of finest farming land and 40 acres of timber land in the Sangamon river bottom.

1. Why does Riddle talk about the Israelites? What does he say is the difference between them and Mr. Constant?
2. What do you think Riddle was feeling when he heard Mr. Constant's story? What words make you think this?
3. Later in life, Riddle returned to his farm in Illinois and exclaimed, "What was my father thinking of to leave a farm like this and to brave the hardships and dangers of the plains in search of a better!" What was Riddle's father thinking? What did he think he would find in Oregon?

Name: \_\_\_\_\_

Core: \_\_\_\_\_

# Oregon Myth

## Ezra Meeker: An Adult's Rationale for Oregon Emigration

*Ezra Meeker was born in Indiana and came across the Oregon Trail with his wife and infant child in 1852. In his book, Personal Experiences on the Oregon Trail, Meeker describes his family's desires for their own farm land and the harsh reality of winter in Iowa.*

"I'm going to be a farmer," the young man [Ezra Meeker] quite abruptly said one day to the lass [Mrs. Meeker]. The lass said, yes, I want to be a farmer, too, but I want to be a farmer on our own land," and two bargains were confirmed then and there when the lad said, we will go West and not live on pap's farm."

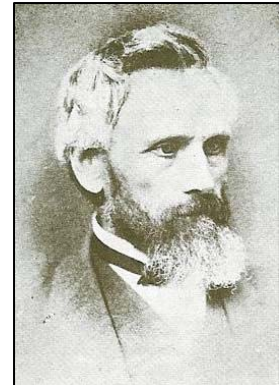
"Nor in the old cabin, nor any cabin unless it's our own," came the response, and so the resolution was made that they would go to Iowa, get some land and "grow up in the country."

My first introduction to an Iowa winter was the "coldest within the memory of the oldest inhabitant." On my trip back from the surveying party, I encountered one of those cold days long to be remembered. A companion named Vance rested with me over night in a cabin, with scant food for ourselves or the mare we led. It was thirty-five miles to the next cabin, we must reach that place or lay out on the snow. So a very early start was made. The good lady of the cabin baked some biscuit for a noon lunch, but they were frozen solid in our pockets before we had been out two hours. Vance came near freezing to death, and would had I not succeeded in arousing him to anger and gotten him off the mare.

I vowed then and there that I did not like the Iowa climate, and the Oregon fever was visibly quickened. Besides, if I went to Oregon the government would give us 320 acres of land, while in Iowa we should have to purchase it – at a low price to be sure, but it must be bought and paid for on the spot. There were no preemption or beneficent homestead laws in force then, and not until many years later. The country [of Iowa] was a wide, open, rolling prairie – a beautiful country indeed – but what about a market? No railroads, no wagon roads, no cities, no meeting houses, no schools – the prospect looked drear. How easy it is for one when his mind is once bent against a country to conjure up all sorts of reasons to bolster his, perhaps hasty, conclusions; and so Iowa was condemned as unsuited to our life abiding place.

But what about going to Oregon when springtime came? An interesting event was pending that rendered a positive decision impossible for the moment, and not until the first week of April, 1852, when our first-born baby boy was a month old, could we say that we were going to Oregon in 1852.

1. What did Ezra Meeker and his wife want when they left Indiana?
2. Why did Ezra Meeker choose not to stay in Iowa?
3. What did Ezra Meeker think he would find in Oregon that he didn't find in Iowa?



Ezra Meeker (1830-1928), ca. 1880

Name: \_\_\_\_\_

Core: \_\_\_\_\_

## Oregon Myth: Symbols on the Oregon State Flag



1. Why did the designers of the Oregon Flag choose to put the plow, wheat, pickax, and ships on the flag?
2. How do the symbols on the Oregon Flag represent the "Oregon Myth"?
3. The Oregon Flag was not adopted until 1925. How do the symbols show the enduring qualities of the Oregon Myth?

## **LESSON #2: Mapping the Oregon Pioneers**

**Authors:** Colleen Medlock & Kim Huber

**Unit:** Oregon Myth vs. Reality

**Essential Question:** Why did families emigrate to the Oregon Territory, and did they find what they were looking for?

**Lesson Title:** Mapping the Oregon Pioneers

**Outcomes / Goals:** Students will get exposure to the capabilities of GIS mapping software and see how historians can use this software to create maps pertaining to local history.

### **Objectives:**

The learner will

- Use an interactive GIS map of 1860 Portland, Oregon, along with the accompanying census data from that same year.
- Learn about specific pioneer families in Washington County, Oregon.

**Time Needed:** One class period (70 minutes)

### **Materials / Resources Needed**

- CD with ArcReader software and Oregon Myth Project
- Laptops and in-focus projector with ArcReader software installed
- Settler fact sheets
- Mapping Exploration question handout
- List of local pioneer families separated into Donation Land Claims

### **Procedures:**

1. Preinstall student laptops with ArcReader software (on CD) and provide at least one laptop for every 2 students.
2. Pre-arrange students into groups of 2-6 (depending on size of the Oregon family that they will be representing).
3. Assign each group to a separate family in the Stoller school area that had a Donation Land Claim by 1860 (see list of area families). You may want to seat groups together at start of lesson but wait until later to reveal their families as this gives them time to explore the GIS map without focusing on specifics at first.
4. Use an in-focus projector to show the teacher's computer screen.
5. Using the projector, show students how to open the GIS software on their laptops and how to click on the menu layer on various identifiers such as modern streets, schools, etc. (students will have a better idea of the area shown if they can see the modern streets and get their bearings).
6. Show students how and what kind of information is compiled (explain that a census is still done every 10 years).

7. Show students how to click on the Donation Land Claims layer (red circles on map) to find information such as birthplace, birthdates, members in family, etc. Explain what each of the attribute fields mean and what kind of data they contain.
8. Have students spend 15-20 minutes exploring the GIS map of Portland in order to familiarize themselves with the ArcReader program.
9. While students are exploring the map, ask them to fill out the Mapping Exploration questions.
10. Give each group their family name and ask them to find that family's Donation Land Claim (DLC) on the map (using FIND tool) and the corresponding census data about that family.
11. Groups use the interactive GIS map with census database to find ages, birthplaces, etc. of their family and compile this information on a master fact sheet. Within each group, students work in pairs to find the information and fill out the fact sheet.

**Assessment Tools and Strategies:**

- Each student fills out a Mapping Exploration worksheet.
- Each group fills out a Master Fact Sheet about their assigned family. A thorough exploration of the 1860 census data and GIS map of northwest Washington County should result in a completely filled out fact sheet.

**Extensions and Modifications for diverse learners:**

- Provide hardcopies of GIS map and census data for any students who have difficulty operating the online GIS map.

Name: \_\_\_\_\_

Core: \_\_\_\_\_

## **MAPPING EXPLORATION QUESTIONS**

As you explore the 1860 map of Washington County, answer the following:

1. Which states did most people come from?
2. What were the most common occupations?
3. What can you say about the size of pioneer families?
4. Compare family names with the geographic place names we have today (street names, school names, etc.).
5. What were some of the physical features that determined where people settled?
6. How do the historic roads and paths relate to our modern streets?
7. Who originally claimed the land where your school is located?
8. Who originally claimed the land where your house is located?

## Washington County/Stoller Area Pioneer Families

(from 1860 census data)

Bones, Henry B. (age 55)	KY
Bones, Sarah (age 56)	KY
Zachary, Robert (age 25)	AR
Zachary, Nancy (age 12)	OR
Zachary, Ellen (age 15)	OR
Roberts, James (age 45)	TN
Shackleford, Paul (age 27)	KY
Shackleford, Elizabeth (age 20)	PA
Shackleford, William (age 2)	OR
Shackleford, Mary (age 1)	OR
Brugger, Peter (age 28)	Switzerland
Brugger, John (age 27)	Switzerland
Brugger, Jacob (age 32)	Switzerland
French, Jacob (age 34)	NJ
French, Harriet (age 22)	OH
Bull, Archibald (age 47)	OH
Day, Mahala (age 27)	IN
Day, Lewis (age 37)	OH
Day, Frank (age 1)	OR
Day, Cora (age 5)	OR
Flippin, James (age 35)	TN
Flippin, Jane (age 25)	TN
Flippin, Sara (age 6)	OR
Flippin, William (age 4)	OR
Flippin, Mary (age 3)	OR
Flippin, James (age 1)	OR
Gher, John (age 25)	PA
Johnson, William (age 28)	PA

Name: \_\_\_\_\_  
Core: \_\_\_\_\_

**MASTER STOLLER PIONEER FAMILY DATA SHEET**

**Group Members:**

**Location of Donation Land Claim:**

Fill out the table below using information from the 1860 census data and the GIS map of northwest Washington County.

Name	Age at time of census	Birthplace	Other characteristics

## **LESSON #3: Family Stories**

**Authors:** Colleen Medlock & Kim Huber

**Unit:** Oregon Myth vs. Reality

**Essential Question:** Why did families emigrate to the Oregon Territory, and did they find what they were looking for?

**Lesson Title:** Family Stories

**Outcomes / Goals:** Students will read primary source documents and pioneer family histories to frame their understanding of the push/pull factors relating to the Oregon Fever.

### **Objectives:**

The learner will

- create a story about why a particular family decided to go to Oregon in the 1850s using details from primary source documents.
- make inferences and create a picture of what that family might have expected Oregon to be like.

**Time Needed:** One class period (70 minutes)

### **Materials / Resources Needed**

- Handout of U.S. map circa 1850-1860
- Primary source documents about the Oregon Myth (from Lesson 1)
- Informational packet about the Stoller area pioneer families
- Handout of family story planning guide.

### **Procedures:**

1. Using the information obtained from the 1860 census data and GIS map of Portland (ca. 1860) from the previous day's lesson, students plot the details of their assigned family on a map of 1860 United States (birthplaces of family members, trips overland, destinations, etc.).
2. Provide informational packets with actual biographical details of the pioneer families to the student groups.
3. Students fill out a story planning guide with actual and inferred information about the family that they are representing.
4. Students take their notes from the planning guide and brainstorm reasons why the family decided to emigrate (or immigrate).
5. As a group, students create a one-page story about why their particular family decided to go to Oregon, and what they expected to find once they arrived (land, jobs, health, etc.).
6. Groups also create a graphic picture of what the family might have expected Oregon to be like, based on the Oregon Myth and their reasons for going.
7. The 3 tasks can be divided among group members and submitted together upon completion.

**Assessment Tools and Strategies:**

- Each group will accurately complete a map documenting where the family began their journey and where it ended.
- Each group will create a picture of Oregon that demonstrates their understanding of the Oregon Myth.
- Each group will produce a one-page story about the reasons for going to Oregon. This should include details from the family history and the Oregon Myth handouts from Lesson #1.

**Extensions and Modifications for diverse learners:**

- Group work helps learners of various abilities access information.
- The open-ended family narrative assignment allows for creativity and demonstration of knowledge at a variety of ability levels and learning styles.



Name: \_\_\_\_\_  
Core: \_\_\_\_\_

## **Family Story Planning Guide**

As a group and using the information that you have about your family, create a story about why they decided to go to Oregon. Since we do not know very much about these people, you will have to infer some of the details from the primary source documents that you have read about the Oregon Myth.

Your family story should be about a page in length and include information on push and pull factors of migration and what your family hoped to find in Oregon. Use this planning sheet to create your story.

Family Name:

Family Members:

    Going on the Journey:

    Born in Oregon:

Where did your family live before heading out on the Oregon Trail?

What occupations did they hold?

What were their lives like in their home state? Were they experiencing hard times financially? Were they new to that location or had they lived there for generations? (These are PUSH factors)

How did they hear about Oregon and the government's offer of free land? Is this why they went? (These are PULL factors)

List some specific reasons they thought it would be good to go to Oregon.

## **BULL DLC – Archibald Bull**

You are Mr. Archibald Bull. You established a donation land claim in 1852. Little is known about you or your family except the following:

You were born in Ohio in 1813. You traveled to the Oregon Territory in 1850 and found land that you liked in what is now northwest Washington County. You filed your Donation Land Claim in 1852. Your neighbor, Jacob French, signed an affidavit for you stating that you intended to stay and farm on the land for at least four years.

Also, in 1852, you helped survey the Bethany-to-Hillsboro road (modern day Springville Road). At the time, Bethany was a stagecoach stop with a post office and a road was needed in order to allow the stagecoach to travel to Hillsboro (known as Hillborough at that time).

According to the 1926 map of northwest Washington County, your land was subdivided into several smaller parcels by 1926. One of these smaller pieces of land was purchased by Ben Graf, who later developed the land into the Graf Meadows subdivision off of Springville Road.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Archibald Bull.

A few questions you might want to consider:

1. Why might information on Archibald Bull not be found on the census records after 1860?
2. Your land was slightly hilly. What might you have planted on your land?
3. Given the stories of the hardships of pioneer life in the 1850s, what were your days possibly like?

## **BONES DLC – Henry B. Bones**

You are Mr. Henry B. Bones. You established a Donation Land Claim in 1852. Little is known about you or your family except the following:

You were born in Kentucky in 1804. You married your wife, Eveline, in 1850, when you were 46 years old and Eveline was 30. We do not know if she was your first wife, or if you had children prior to this time.

Eveline was from Iowa, but traveled to Oregon with you in 1852 to claim land in the Willamette Valley. In 1852 you filed a Donation Land Claim and began to farm the land.

In 1854, just two years after your arrival in Oregon, Eveline died at the age of 34. You buried her in the West Union cemetery. She was the first burial at this cemetery, and is still commemorated as such with a plaque.

The 1860 census data shows that you remarried within the next few years. Your new wife's name was Sarah Zachary and she had three children: Robert, Nancy, and Ellen. By 1860 you also had a 45 year old man by the name of James Roberts living with your family, but we don't know what his relation to you or Sarah was. He was a farmer from Tennessee. Perhaps he was hired to help you on your farm?

Today, part of your land is occupied by the Albertson's shopping center at the corner of 185<sup>th</sup> and West Union Road.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Henry B. Bones.

A few questions you might want to consider:

1. Why might Henry and Eveline have gone to Oregon so quickly after their marriage?
2. Why do you think Henry married again after losing Eveline?
3. What role might James Roberts have on your farm?

## **BONES DLC – Sarah Bones**

You are Sarah Bones. Little is known about you or your family except the following:

You were born in Kentucky in 1804. You married Alexander Zachary, but the exact year is unknown. Alexander was from Virginia. You were 31 years old when your son Robert was born in Arkansas in 1835. You came out to Oregon and claimed your land in 1844. You came to Oregon with one of the earliest wagon trains to travel the Oregon Trail. The following year your daughter, Ellen, was born (1845), joined by Nancy in 1848.

Your husband, Alexander, died in April, 1850, when he was 54 years old and you were 46. You buried him in the West Union Cemetery.

You were remarried by the time of the 1860 census. Your new husband, Henry B. Bones, had been widowed in 1854. We don't know if he had any children of his own, but he became step-father to your three children, now aged 25, 15, and 12.

In 1860, your oldest child, Robert, was still living with the family, as was a 45 year old farmer named James Roberts. We do not know what relation he was to you or Henry.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Sarah Bones.

A few questions you might want to consider:

1. Why was Robert born in Arkansas if you were born in Kentucky?
2. Why might you have married Henry Bones after Alexander died?
3. Given the stories of pioneer women, what might life have been like for you in Oregon in the 1850s?

## **BONES DLC – Robert Zachary**

You are Robert Zachary. Little is known about you or your family except the following:

Your mother, Sarah, was from Kentucky. Your father, Alexander Zachary, was from Virginia, and you were born in the state of Arkansas in 1835. Your mother was 31 years old at the time, so she may have had older children as well, but we do not know for sure.

Your parents brought you to Oregon in the early 1840s. You must have traveled with one of the earliest wagon trains in 1843 or 1844, as your father filed a claim for land in 1844. Your younger sister Ellen was born in Oregon in 1845. Another sister following in 1848 and was named Nancy.

You lost your father in 1850. He died at the age of 54, leaving your mother with three children. At age 15, you must have had to help your mother with your little sisters and the farm.

Your mother remarried by 1860. Your step-father, Henry B. Bones, had established a Donation Land Claim in the area in 1852. By the time of the 1860 census, your blended family lived on the Bones land, along with a 45 year old man by the name of James Roberts. At age 25, you still lived with your mother and Henry on the farm.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Robert Zachary.

A few questions you might want to consider:

1. Given the stories of pioneer boys, what sorts of things might you have done on your father's Oregon farm?
2. Why might your mother have married Henry Bones after your father died?
3. What might have happened to your father, Alexander's claim?

## **BONES DLC – Nancy Zachary**

You are Nancy Zachary. Little is known about you or your family except the following:

Your mother, Sarah, was from Kentucky. We don't know where your father, Alexander Zachary, was from but we do know that your older brother, Robert, was born in the state of Arkansas in 1835. Your mother was 31 years old at the time, so she may have had older children as well but we do not know for sure.

Your parents and brother went to Oregon in the early 1840s. They must have traveled with one of the earliest wagon trains in 1843 or 1844 because your older sister Ellen was born in Oregon in 1845. You were born in Oregon in 1848.

You lost your father in 1850. He died at the age of 54, leaving your mother with three children. You were just 2 years old when he died. You may not have any memory of him at all. Your fifteen year old brother must have had to help your mother with you and Ellen as well as take on some of the responsibilities of the farm.

Your mother remarried by 1860. Your step-father, Henry B. Bones, had established a Donation Land Claim in the area in 1852. By the time of the 1860 census, your blended family lived on the Bones land, along with a 45 year old man by the name of James Roberts.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Nancy Zachary.

A few questions you might want to consider:

1. Given the stories of pioneer children, what sorts of things might you have done on your father's Oregon farm?
2. Why might your mother have married Henry Bones?
3. Why might your father have died at age 54?

## **BONES DLC – Ellen Zachary**

You are Ellen Zachary. Little is known about you or your family except the following:

Your mother, Sarah, was from Kentucky. We don't know where your father, Alexander Zachary, was from but we do know that your older brother, Robert, was born in the state of Arkansas in 1835. Your mother was 31 years old at the time, so she may have had older children as well but we do not know for sure.

Your parents and brother went to Oregon in the early 1840s. They must have traveled with one of the earliest wagon trains in 1843 or 1844 because you were born in Oregon in 1845. Your little sister followed in 1848 and was named Nancy.

You lost your father in 1850. He died at the age of 54, leaving your mother with three children. You were just 6 years old when he died. Your fifteen year old brother must have had to help your mother with you and Nancy as well as take on some of the responsibilities of the farm.

Your mother remarried in 1860. Your step-father, Henry B. Bones, had established a Donation Land Claim in the area in 1852. By the time of the 1860 census, your blended family lived on the Bones land, along with a 45 year old man by the name of James Roberts.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Ellen Zachary.

A few questions you might want to consider:

1. Given the stories of pioneer children, what sorts of things might you have done on your father's Oregon farm?
2. Why might your mother have married Henry Bones?
3. Why might your father have died at the age of 54?

## **BONES DLC – James Roberts**

You are James Roberts. Little is known about you except the following.

You were born in Tennessee in 1815. Sometime between 1844 and 1860 you made your way to the Oregon Territory. We do not know if you married or had any children. Perhaps you came to Oregon as a bachelor or you lost your family enroute or after you arrived.

At any rate, the 1860 census shows that you are living with Henry B. Bones and his new wife Sarah in 1860 (Henry's first wife, Eveline, passed away in 1854). By this time you are 45 years old and listed as residing with the Bones family which includes Sarah Bones' children aged 25, 15, and 12.

We do not know if you are somehow related to Sarah or Henry, or are living with them as a hired hand. It would have been a big job to work a farm the size of Henry's, so perhaps you are there as an employee of Henry's.

Because we know so little about James Roberts, you will need to use this information plus information about other pioneers in the area to infer his story.

A few questions you might want to consider:

1. Given the stories of pioneer farmers, what sorts of things might you have done on Henry Bone's farm?
2. Why might you be living with the Bones family and not on your own land?
3. Why might you have left Tennessee for Oregon?

## **SHACKLEFORD DLC – Paul D. Shackelford**

You are Mr. Paul D. Shackelford. You established a Donation Land Claim in 1852. Little is known about you except the following:

You were born in Kentucky in 1833. Your wife Elizabeth was from Pennsylvania. You were a farmer in Kentucky but left for Oregon to take up a donation land claim in the early to mid-1850s.

Your neighbor to the south, James A. Flippin, signed an affidavit for your land claim stating that you were indeed married and planned on cultivating the land for at least four years.

Your son William was born in Oregon in 1858, and your daughter Mary was born there in 1861. You had another son named Robert, but we don't know that date of his birth.

Strangely enough, the 1900 census lists your wife Elizabeth and children William and Mary, but not you or your son Robert. In 1900 your son William (who was 39 at the time) is listed as the head of household. Elizabeth is still listed as married. When Elizabeth dies in 1919 at the age of 74, you are listed as her survivor. Perhaps you left for awhile in order to pursue wealth, land, or other prospects, leaving your wife in the capable care of your eldest son?

Today, Claremont Golf Course borders your original acreage along West Union Road.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Paul D. Shackelford.

A few questions you might want to consider:

1. Given the stories of pioneer farmers, what sorts of things might you have done all day on your farm?
2. What reasons might you have for not being on the 1900 census?
3. You lived to be at least 94 at a time when people's lives tended to be shorter than they are now? What changes might you have lived to see in your area?

## **SHACKLEFORD DLC – Elizabeth Shackelford**

You are Mrs. Elizabeth Shackelford. You and your husband Paul established a Donation Land Claim in the mid-1850s. Little is known about you or your family except the following:

You were born in Pennsylvania in 1840 and married Paul when you were just a teenager and he was 25. Paul had been a farmer in Kentucky, but left for Oregon to take up a donation land claim in the mid-1850s. Your neighbor to the south, James A. Flippin, signed an affidavit for your land claim stating that you were indeed married and planned on cultivating the land for at least four years.

You had your son William in 1858 at the age of 16, and a daughter in 1860, whom you named Mary. You later had another son named Robert, but we don't know the date of his birth.

The 1900 census lists you, William and Mary, but not Paul or Robert. In 1900, your son William is listed as the head of household and you are listed as married. But where is Paul and Robert?

You lived to be 74 years old, passing away in 1919. Your body was sent south to McMinnville to be buried, and Paul, at age 94, is listed as your survivor. We do not know why you would be buried in McMinnville instead of in Washington County near your land.

Today, Claremont Golf Course borders the original Shackelford land claim along West Union Road.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Elizabeth Shackelford.

A few questions you might want to consider:

1. Given the stories of pioneer women, what sorts of things might you have done all day on your farm?
2. What reasons might your husband have for not being on the 1900 census (but still called your "survivor" upon your death)?
3. Why might you have agreed to marry so young and follow a man 10 years older than you to the frontier?

## **SHACKLEFORD DLC – William Shackelford**

You are William Shackelford. Your parents, Paul and Elizabeth Shackelford, established a Donation Land Claim in the mid-1850s. Little is known about you or your family except the following:

Your mother was born in Pennsylvania in 1840 and married Paul (Kentuckian) when she was just a teenager and he was 25. They came to Oregon in the 1850s and Elizabeth gave birth to you in 1858 when she was just 16 years old...

Your father had been a farmer in Kentucky, and continued farming when he arrived in Oregon.

Your little sister, Mary, was born in 1860. You also had a younger brother named Robert, but we don't know the date of his birth. All we know is that he was born sometime in the 1860s in Oregon and is not listed on later censuses.

The 1900 census lists you as the head of household. You were just 39 years old by this time. Your mother and sister are also listed, but not your father or younger brother. There is no indication of why your father was not there in 1900, but we know that he lived well into the 20<sup>th</sup> century. When your mother dies in 1919, Paul is still listed as her surviving spouse.

Today, Claremont Golf Course borders the original Shackelford land claim along West Union Road.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of William Shackelford.

A few questions you might want to consider:

1. Given the stories of pioneer children, what sorts of things might you have done all day on your father's farm?
2. What reasons might your father have for not being on the 1900 census?
3. Why do you think, at age 39, you were living on the family land with your mother?

## **SHACKLEFORD DLC – Mary Shackelford**

You are Mary Shackelford. Your parents, Paul and Elizabeth Shackelford, established a Donation Land Claim in the mid-1850s. Little is known about you or your family except the following:

Your mother was born in Pennsylvania in 1840 and married Paul (Kentuckian) when she was just a teenager and he was 25. They came to Oregon in the 1850s and Elizabeth gave birth to your older brother, William, in 1858 when she was just 16 years old.

Your father had been a farmer in Kentucky, and continued farming when he arrived in Oregon.

You were born in 1860 in Oregon. You also had a younger brother named Robert, but we don't know the date of his birth. All we know is that he was born sometime in the 1860s in Oregon and is not listed on the 1900 census.

The 1900 census lists your brother William as the head of household. You and your mother are also listed, but not your father or your brother Robert. There is no indication of why your father was not there in 1900, but we know that he lived well into the 20<sup>th</sup> century. When your mother dies in 1919, Paul is still listed as her surviving spouse.

Today, the Caremont Golf Course borders the original Shackelford land claim along West Union Road.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Mary Shackelford.

A few questions you might want to consider:

1. Given the stories of pioneer children, what sorts of things might you have done all day on your father's farm.
2. What reasons might your father have for not being on the 1900 census?

## **BRUGGER/PETER DLC – Peter Brugger**

You are Mr. Peter Brugger. You established a Donation Land Claim in 1852. Little is known about you or your family except the following:

You were born in Switzerland in March of 1832. You crossed the ocean and arrived in Oregon with your 2 brothers in 1852. You were just 20 years old at the time.

Each of you established a separate Donation Land Claim in northwest Washington County, on properties adjacent to each other. You became a sawyer.

When you and your brothers filed your land claims, you signed affidavits for each other stating that you all intended to stay and cultivate the land for at least four years.

You and your brothers all filed requests to become U.S. citizens that same year, but it wasn't until 1858 that your U.S. citizenship was granted.

The 1860 census data does not mention any other family members living with you on your land claim. By the census of 1870, you are actually listed as living on your brother John's land with his family. From this information, we can infer that you did not continue to farm your claim, you probably did not marry or have a family of your own .

Your land was later subdivided and part of it was purchased by Mr. Carl E. Wismer, namesake of the elementary school that is situated on part of John Brugger's land claim. Today your land is covered by housing developments and the Bethany Village shopping center.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Peter Brugger.

A few questions you might want to consider:

1. What would convince you to leave Switzerland?
2. What might it have been like to be a foreigner on the frontier?
3. Why might you want to settle so close to your brothers?

## **BRUGGER/JOHN DLC – John Brugger**

You are Mr. John Brugger. You established a Donation Land Claim in 1852. Little is known about you or your family except the following:

You were born in Switzerland in March of 1833. You crossed the ocean and arrived in Oregon with your 2 brothers in 1852. Each of you established a separate Donation Land Claim in northwest Washington County, on properties adjacent to each other. You started up a grist mill on your land.

You and your brothers all filed requests to become U.S. citizens that same year, but it wasn't until 1858 that your U.S. citizenship was granted.

You married a Canadian woman named Mary and started a family in 1861, when you were 28 years old. Records indicate that you had six children: Emily (1861), William (1862), Nancy (1864), John Jr. (1869), Charles (1874), and Catherine (1877). The 1880 census indicates that you had lost an arm by that time, but we do not know how it happened.

You died on July 8, 1884, at the age of 51. You are buried in the West Union Cemetery with several other pioneers from the area that you would have known. Your wife lived until 1915, eventually moving to the Reedville area.

Your land was later subdivided and part of it was purchased by Abraham Stoller. He operated a turkey farm until selling the land to the Beaverton School District. Today, it is the site of Stoller Middle School.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of John Brugger.

A few questions you might want to consider:

1. What would convince you to leave Switzerland?
2. What might it have been like to be a foreigner on the frontier?
3. Why might you want to settle so close to your brothers?

## **BRUGGER/JACOB DLC – Jacob Brugger**

You are Mr. Jacob Brugger. You established a Donation Land claim in 1852. Little is known about you or your family except the following:

You were born in Switzerland in March of 1828. You crossed the ocean and arrived in Oregon with your 2 brothers in 1852. Each of you established a separate Donation Land Claim in northwest Washington County, on properties adjacent to each other. You sheared sheep on your farm.

You and your brothers all filed requests to become U.S. citizens that same year, but it wasn't until 1858 that your U.S. citizenship was granted.

Records say that you were a quiet, unassuming man and that you acquired much wealth due to your good business management skills.

We know that you had at least 2 daughters. One of them, possibly named Hattie, married a Mr. Reynolds from the Cedar Mill area. Your other daughter's name was Susan. No offspring are listed on the 1860 census data, so we do not know when your daughters were born, or if you had any children besides those two.

The 1880 census lists you as a widower, so we can infer that between 1860 and 1880 you married and had your family.

You died on December 15, 1901, at the age of 74. In your will, you donated 10 acres to the Bethany Presbyterian Church for a cemetery. The church and cemetery still exist on what was the northernmost corner of your land. You are buried there among other pioneers.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Jacob Brugger.

A few questions you might want to consider:

1. What would convince you to leave Switzerland?
2. What might it have been like to be a foreigner on the frontier?
3. Why might you want to settle so close to your brothers?

## **FRENCH DLC – Jacob French**

You are Mr. Jacob French. You established a Donation Land Claim in 1850. Little is known about our or your family except the following:

You were born in New Jersey in 1826. You came out to Oregon in 1850 and claimed your land that same year. Neighbors Archibald Bull and John S. White signed an affidavit for your claim, stating that you would stay and cultivate the land for at least 4 years.

On a spring day in May, 1855, you married seventeen year old Harriett Caples of Ohio. She had come to Oregon with her family in 1850 as a twelve year old girl.

There is no record of your children in the 1860 census. There is, however, an infant by the name of French buried with Harriett.

Your wife died in 1868 at the young age of 30. It is possible she died in childbirth as was, unfortunately, common in the 19<sup>th</sup> century frontier. She is buried in the Hillside Cemetery in Gales Creek, OR.

The next information we have is that you were on a return trip from Honolulu, Hawaii, in May of 1900 when you died. You were 76 years old.

Today, your original property sits at the northern-most part of the urban growth boundary in Washington County and retains the rural feel of your time.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Jacob French.

A few questions you might want to consider:

1. Given the stories of pioneer farmers, what sorts of things might you have done all day in your farm?
2. Why didn't you remarry?
3. What might have caused you to travel to Hawaii in an era where vacations were an extravagance?

## **FRENCH DLC – Harriett French**

You are Mrs. Harriett French. Little is known about you or your family except the following:

You were born in Ohio in 1836. You came out to Oregon in 1850 when you were 12 years old. You traveled the Oregon Trail with your family, the Caples.

When you were seventeen, you married Jacob French. He was 12 years older than you and had also been in Oregon since 1850. He had a Donation Land Claim in northwest Washington County, and you joined him there on his farm.

There is no record of your children in the 1860 census. There is, however, an infant by the name of French buried with you so it is likely that you gave birth to at least one child.

Sadly, you died in 1868 at the young age of 30. It is possible that you died in childbirth as this was common on the frontier in the 1800s. Your husband buried you in the Hillsdale Cemetery in Gales Creek, OR. We do not know why you are buried so far from your land in Washington County.

Today, your original property where you lived with Jacob sits at the northern-most part of the urban growth boundary in Washington County and retains the rural feel of your time.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Harriett French.

A few questions you might want to consider:

1. Given the stories of pioneer women, what sorts of things might you have done all day on your farm?
2. You died relatively young. What kinds of hazards did frontier life present to women of the time?
3. Why might you have married so young?

## **DAY DLC – Lewis Day**

You are Mr. Lewis Day. You established a Donation Land Claim in 1854. Little is known about you or your family except the following:

You were born in Ohio in 1823. You emigrated to Oregon in 1850 when you were 27 years old.

You married your wife Mahala on March 30, 1854, and filed your land claim that same year. According to the 1860 census data, you and Mahala had 3 children by 1860, although one of your sons (2 year old Ephraim) died in 1860. Your other children were Cora (born in 1855) and Frank (born in 1859).

There are no records of your family on the 1870 census, so we do not know if you had more children, or if you sold your land and moved elsewhere.

There is a possibility that you were in Idaho twenty years later, and killed in an Indian battle there.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Lewis Day.

A few questions you might want to consider:

1. Given the information about pioneer farmers, what might your life on your farm have been like?
2. Why might you have married Mahala the same year you filed a Donation Land Claim?

## **DAY DLC – Mahala Day**

You are Mrs. Mahala Day. You and your husband, Lewis, established a Donation Land Claim in 1854. Little is known about you or your family except the following:

You were born in Indiana in 1833. We don't know when you arrived in Oregon, but you were there by 1854 when you married Lewis at age 21. Shortly thereafter, you and Lewis filed a Donation Land claim in northwestern Washington County.

After your marriage in March of 1854, you started a family. According to the 1860 census data, you and Lewis had 3 children by 1860, although one of your sons (2 year old Ephraim) died in 1860. Your other children were Cora (born in 1855) and Frank (born in 1859).

There are no records of your family on the 1870 census, so we do not know if you had more children, or if you sold your land and moved elsewhere.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Mahala Day.

A few questions you might want to consider:

1. Given the information about pioneer women, what might your life on your farm have been like?
2. Why might you have married Lewis the same year you filed a Donation Land Claim?
3. Why might your family not be found on local records after 1860?

## **FLIPPIN DLC – James Flippin**

You are Mr. James Flippin. You established a Donation Land Claim in 1853. Little is known about you or your family except for the following:

You were born in Tennessee in 1825. You first crossed the plains and came to Oregon in 1845. From there, you headed to California in 1849 when you heard about the Gold Rush. You mined for 2-1/2 years and were rather successful at it. You went back to Tennessee in 1851 where you married Jane Patton in 1852.

You left for Oregon again in that same year, this time taking Jane and your parents, but a bout with cholera caused you to cancel your plans and return to the East for the winter. Your father died from the cholera, and the others in your traveling party were too discouraged to try again. In 1853, you were back in Oregon with your new bride and had filed a Donation Land Claim close to Cedar Mill.

You stayed on your land for 33 years and in that time greatly improved it. You and Jane had a large family. The 1860 census shows 4 children. By the 1870 census, there were 8 children...and this number grew to 11 by the time the 1880 census was taken!

You held several important positions in the early government of Oregon. You were the county assessor for 4 years, and also a Justice of the Peace for several years. You were involved in recording the information for the 1880 census as well. Records indicate that you were an influential and well-liked citizen of early Washington County.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of James Flippin.

A few questions you might want to consider:

1. You traveled around quite a bit before settling down. Do you think it was your sense of adventure that brought you to Oregon or something else?
2. What might life have been like on your farm with so many children?

## **FLIPPIN DLC – Jane Flippin**

You are Mrs. Jane Flippin. You and your husband established a Donation Land Claim in 1853. Little is known about you or your family except the following:

You were born in Tennessee but we don't know the exact year. Your parents, the Pattons, were both born in South Carolina and traveled to Tennessee (where you were born) and even to Missouri for awhile.

You married James Flippin in February of 1852. He had just returned to Tennessee from 2-1/2 years of mining in California. He wanted to return to Oregon – he had first seen it in 1845. You agreed to go with him, as did his parents, and you all set out in 1852 across the plains.

You didn't get far, however, before cholera hit your wagon train and many people died, including your father-in-law. You and James decided to turn around and head back. In 1853 you tried again and this time you made it to Oregon. You and James filed a Donation Land Claim close to Cedar Mill.

You promptly started a family when you arrived in Oregon. The 1860 census shows 4 children – Sara (age 6), William (age 4), Mary (age 3), and James (age 1). By the 1870 census, there were 8 children...and this number grew to 11 by the time the 1880 census was taken!

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of Jane Flippin.

A few questions you might want to consider:

1. Given the information about pioneer women, what might your life on the frontier have been like?
2. What might life have been like on your farm with so many children?

## **FLIPPIN DLC – John Gher**

You are Mr. John Gher. You lived on the Flippin Donation Land Claim in 1860. Little is known about you except the following:

You were born in Pennsylvania in 1835. You were just 15 years old in 1850 when the government announced that there was free land to be had in Oregon. You must have decided it was the place for you, because by 1860 you were living in Oregon.

In the 1860 census data you are listed as a resident on James and Jane Flippin's Donation Land Claim in northwest Washington County. You are 25 years old at this time, and apparently single.

We do not know if you are related to the Flippins or if you are working for them on the farm.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of John Gher.

A few questions you might want to consider:

1. Given the information about farm life in Oregon, what kind of things might you have been responsible for on the Flippin farm?
2. Many single men came to Oregon and hurriedly tried to find a wife so that they could claim twice as much land. What do you think it might have been like to be single on the frontier?
3. There were a lot of children in the Flippin household...eleven by 1880. Why might it have been valuable to have large families?
4. Where do you think, given such a large family, you would have lived at the Flippin farm?

## **FLIPPIN DLC – William Johnson**

You are Mr. William Johnson. You lived on the Flippin Donation Land Claim in 1860. Little is known about you except the following:

You were born in Pennsylvania in 1832. You were just 18 years old in 1850 when the government announced that there was free land to be had in Oregon. You must have decided it was the place for you, because by 1860 you were living in Oregon.

In the 1860 census data you are listed as a resident on James and Jane Flippin's Donation Land Claim in northwest Washington County. You are 28 years old at this time, and apparently single.

We do not know if you are related to the Flippins or if you are working for them on the farm.

Because this is all that is known about you, you will need to use this information plus information about other pioneers in the area to infer the story of William Johnson.

A few questions you might want to consider:

1. Given the information about farm life in Oregon, what kind of things might you have been responsible for on the Flippin farm?
2. Many single men came to Oregon and hurriedly tried to find a wife so that they could claim twice as much land. What do you think it might have been like to be single on the frontier?
3. There were a lot of children in the Flippin household...eleven by 1880. Why might it have been valuable to have large families?
4. With such a large family, where would you have stayed on the farm?

## LESSON #4: The Reality of the Myth

**Authors:** Colleen Medlock & Kim Huber

**Unit:** Oregon Myth vs. Reality

**Essential Question:** Why did families emigrate to the Oregon Territory, and did they find what they were looking for?

**Lesson Title:** The Reality of the Oregon Myth

**Outcomes / Goals:** Understand what life was like for early Oregon settlers from various age and gender group perspectives.

### Objectives:

The learner will

- will read and analyze, using a graphic organizer, primary and secondary source documents which provide information for the creation of their persona.
- demonstrate their understanding of life in Oregon by completing the character diagram for their chosen persona.

### Standards:

- Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.
- Clarify key aspects of an event, issue, or problem through inquiry and research.

**Time Needed:** One 70-minute class

### Materials / Resources Needed

- Props: Seed Jar, Bonnet, Apron
- Individualized information sheet for each persona (separated into Donation Land Claim groups)
- Class set **Character Diagram**
- “Oregon Myth” Primary Source Documents from Lesson 1
- 1 packet for each group of **Persona Readings** (14 readings)

### Procedures:

1. Students should continue to be seated in their assigned family groups.
2. Write on board: “Refer to your list of family members from yesterday. On each table group will be the more detailed biography of each early Washington County Settler (from previous lesson). Within your group, have each person decide on a family member they would like to portray.” As students enter, refer them to the directions on the board and circulate to help students negotiate. (5 min)
3. After each student has chosen a person to be, explain to students that they will be creating a 2-3 minute monologue that details what life in Oregon was like for this particular person and if they, and/or their family, found what they were looking for in Oregon.

Though their stories for each family group will be similar, the experiences and point of view of each character should be different. (5 min)

4. Reassure students they can do this and you will show them how. (Depending on the comfort level of your students, you can perform the teacher monologue from Lesson #5 to show students what they are working toward.) (5min)
5. Have students take out their copies of the “Oregon Myth” primary sources (from Lesson #1). Using these documents, show how the historic details are used to complete the character diagram. (10-15 min)
6. Show students the packet of persona information. Each student should read at least two of the handouts recommended for the age and gender of their persona. Distribute **Persona Packets** to groups. Have students work together or individually to complete the character diagram. (40 min)
7. At the end of class, check in to see how far students are on their diagrams. Do their diagrams make sense with the persona the student has chosen to be? Do the actions of the persona fit in with the family story?

**Assessment Tools and Strategies:**

- Circulate while students are working and check answers. Have students point to areas in the text that justify their answers.
- Diagram check: Be sure diagrams make sense with the chosen persona and family group.

**Extensions and Modifications for diverse learners:**

- Graphic Organizers allow diverse students to organize information.
- The number of readings assigned could be increased or reduced.
- The readings could be done as a jigsaw: each group member reads one story and then each member summarizes their story for the group.

# CHARACTER DIAGRAM

**Directions:** Using your assigned settler, complete the diagram.

Name:  
Age:  
Birthplace:

Name

Did your life turn out as you expected?

Why are you telling this story? Who are you telling this to? Ex. To be remembered, by future generations, convince others to come, express loneliness, etc.

What is an activity you do? Why do you do this?

What is another activity you do? Why do you do this?

On the figure, draw what you might wear based on your occupation and the period.

Add an object that would be meaningful to you. Ex. Seeds, basket, doll, etc.

Explain why you chose the clothing and objects you chose.

Why did your family move to Oregon?



# CHARACTER DIAGRAM

## Example

**Directions:** Using your assigned settler, complete the diagram.

Name: *Jane*  
Age: *25*  
Birthplace: *Iowa*

Name

Did your life turn out as you expected? *I didn't want to move away from my friends and family but did want my own farm with my husband.*

Why are you telling this story? Who are you telling this to? *My husband and I leave tomorrow for Oregon and I must say goodbye to friends and family.*

What is an activity you do? Why do you do this?  
*Work on the farm; Plant seeds.*

What is another activity you do? Why do you do this? *Being a mother to my children.*

On the figure, draw what you might wear based on your occupation and the period.

Add an object that would be meaningful to YOU. Ex. Seeds, basket, doll, etc.

Explain why you chose the clothing and objects you chose.

I am wearing an apron (because I am a mother and wife and must take care of my family). I am carrying my jar of seeds...my seeds represent a new life on the farm, but with ties back to my friends and family in Iowa.

Why did your family move to Oregon?

Free land; better weather (for my health).



# **OREGON MYTH VS. REALITY**

**PIONEER INFORMATION  
SHEETS  
FOR PERSONA EXERCISE**

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Pioneer children often were hurt in accidents that happened on the farm. Assistance was usually given by the family, but in extreme cases they would need to be taken to the doctor. If this happened, the entire community was likely to know about the accident. Unfortunately, doctors were not as highly skilled as today, but luckily after the Civil War, more people became skilled in the use of surgery and medicines.*

### **Kicked by Horse**

It happened back in 1872 when little Rebecca, or Becky as they called her then, was just two years old. Her parents Benjamin and Sarah Scholfield were living on a farm southwest of Hillsboro known to many of us as the Zina Wood's place.

Mr. Scholfield was away that day and Mrs. Scholfield was at home alone with the children. The two younger children, Becky and her brother Bill, who was four years old, were outside playing. There were some colts in the barnlot and Becky and Bill were watching them eat grass they poked through the fence to them. Bill thought it would be more fun to feed them some oats so went to the barn to get some. He left the gate open and Becky followed him as far as the colts. She found the colts interesting and took hold of the tail of one of them. The colt either kicked her or lifted his hind foot and brought it down on her head above her forehead and over her right eye.

Mrs. Scholfield heard the child scream and dashed out to the barnlot. She saw that the child was seriously injured and beyond her help so gathering little Becky up in her arms she started for town to the doctor's office.

### **Butcher Gives Help**

After the mother had walked for some distance the butcher's cart came up behind her. Seeing that she needed help the butcher took her to the doctor's office post haste. Bystanders seeing the butcher's rig come dashing into town and the blood stains on the mother's dress passed the word along and soon a crowd had gathered at the doctor's office as the doctor began his work. He had not gone far in his exploratory surgery when a man in the crowd spoke up and said, "I'm sorry to say so, Doctor, but you are not doing that right."

It made the doctor angry to have an intruder criticize his work and he flashed back, "and what do you know about it?"

The man held his ground and replied in an even voice, "I was a surgeon in the Civil War and I have had a great deal of experience along this line."

The doctor's expression changed. He looked at the mother and then at the surgeon, "Well if you know a better way, then you take over."

The mother nodded her approval and the army surgeon took off his coat, rolled up his sleeves, and began a fight to save little Becky's life.

Although they said her brain was exposed, the surgeon inserted a silver plate and covered it so skillfully that no permanent damage was done. Her hair covered the scar and no one could tell by looking at her that she had passed through this unfortunate experience.

Mooberry, Lester C. "Early Oregon Pioneers Were Hardy; Doctors Taught School, Made Calls." *Hillsboro Argus*. 1960. Archived in the Washington County Historical Museum.

Recommended for:    Adult:             Male                     Female  
                                 Youth:             Male                     Female

*Though many people came to Oregon for land, the laws changed quickly. The Donation Land Act was available for only a short time, and after 1854, allowable claim sizes were smaller and families were required to pay by the acre.*

## Claiming the Farm

The single most important impetus for coming to Oregon was the lure of free land. The most important act of new settlers upon arriving in Oregon was to claim a piece of property.

The Donation Land Act of 1850 called for the orderly and legal ownership of property in Oregon Territory. It granted every white settler and "American half-breed Indian" above the age of 18 already living in Oregon a free half-section of land if single or a full section (640 acres) if married, with half in the wife's name. Residence and cultivation for four years was required. Settlers arriving after 1850 were granted half a section if married, or one-quarter of a section if single.

After 1854, land was no longer free in Oregon. The price was set at \$1.25 an acre with a limit of 320 acres in any one claim. As the years passed, the cost per acre rose and the maximum acreage dropped.

In 1862, Congress passed the Homestead Act. Any head of a family of any age, or a single person over 21 who was or who intended to become a US citizen could claim 160 acres (one-quarter of a section) of public land by paying a \$34 fee then residing on and cultivating the property for five years. After five years, they received legal title to their claim. Alternatively, after six months of occupation they could purchase the property for \$1.25 an acre.

"Claiming the Farm: History 101." End of the Oregon Trail Interpretive Center. Accessed 27 June 2007 at <http://www.endoftheoregontrail.org/road2oregon/sa28claims.html>.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Living away from civilization meant dangers that were unheard of in cities. Large predators could threaten livestock on farms. The following describes a fearful night when the family's pigs were attacked and the family called to action.*

One night we heard one of our pigs squealing, so my husband grabbed his gun and told the hired man to bring the light so he could see to shoot the bear or cougar that was killing the pig. The hired man said it wasn't healthy to tackle a cougar after dark when they were eating, so I grabbed up the candle and went out to where the cougar was. My husband said, 'Hold the light near him,' so I held the candle about six feet from him. My husband couldn't see the sights on his gun, so I stepped a little closer. This made the cougar provoked, so it jumped on me and rolled me over and over. Knocking me down that way put out the light, so the cougar got away. My husband was disgusted with the hired man, the cougar, and also a little with me for not holding the candle so he could see the sights on his gun.

Next evening at dusk the cougar caught another pig. My husband followed the cougar and set the dogs on it. The cougar climbed out on a pile of drift over the stream. My husband followed it till he could press the muzzle of his gun against its shoulders and then he shot.

The cougar fell off the limb and crawled into the cave. The entrance to the cave was so narrow that the cougar couldn't get out as long as my husband was there. It tried to but when it came my husband put his gun against its throat and fired and killed it. He dragged it out of the cave. The cougar measured over ten feet from tip to tip and had a fine skin. We made a rug of it.



Lockley, Fred. "McKinney, Sophia Ellen Tibbetts." *Conversations with Pioneer Women*. Eugene: Rainy Day Press, 1981. p.212-213.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Henry Garrison arrived in Oregon as a teenager in the winter of 1846. His father left the farm for various reasons, including to travel to California to work in the mines. While his father was gone, Henry was left to handle much of the farm chores himself. The following account provides an overview of the many tasks and chores associated with clearing land and working a farm.*

## What I Was Doing All This Time

Father had sown about forty acres of wheat, but it was not fenced in. The rails to make the fence was all made, but was laying in the woods where they were made, and the first thing for me to do was to haul the rails from the woods, and build the fence. Of course it was a big winter job for a seventeen year old boy, but it must be done. There was about four thousand rails to haul, the ground was full of water, and soft, and about twenty five rails made a good load. The days were short, and four loads was a good days work.

It took me until about the middle of March to get the fence finished. When the fence was done, there was about 25 acres of unbroke land inside the enclosure. As soon as the fence was completed, I put the oxen to the plow and went to turning over this unbroke land. The plow beam was fastened to a truck so that it did not require a hand to hold the plow. By the middle of April I had the 25 acres all plowed. Then came the tug of war; this was new sod, and I wanted to sow it to oats. I don't suppose there was an iron or steel tooth harrow in the county, so my Uncle Enoch made me a harrow, with wooden teeth. As I was driving three yoke of oxen, the harrow was made very heavy. The teeth were about twenty inches long, and when I put it on that fresh sod, Oh how it jumped . . . I never saw a better crop than grew on that ground. After the crop was in, I went to work to grub out a place for a orchard. The oak bush was not more than a foot high, but still had big roots. The tops had been kept back by fire. It took me nearly a month to get the grubbing done.

Well we had quite a harvest that year. 65 acres and it was heavy. We had to cut it with a scythe and cradle, had to rake it up with a hand rake, and bind it by hand, no self binders in those days. Then we had to thrash it with horses. We had just got our grain thrashed and had began cleaning it through a farming mill. We finished cleaning the wheat and put it in the granary. The oats we stacked, but sold them before bad weather set in. This is the fall of 1848 - that fall we let the old field stand for a volunteer crop. I spent the fall and winter making rails. The spring of 1849 I broke up about 40 acres of land.

We had but little chance to get, as we called them, store clothes here. After wearing out what we brought across the plains, we - that is the men - wore buckskin. And where a young man had a pair of buckskin pants with fringe down the outside seams, and a buckskin coat with fringes on its seams, and a pair of beaded moccasins on, and a wheat straw hat that his mother made, he could go in the best society. Those clothes and an Indian horse, and Spanish saddle and spurs, and especially if he was holding 640 acres of land, with a small band of horses and cattle, he was considered eligible for the best girls in the land. His age was no barrier. Such had been my clothing for about two years.

Garrison, A.H. "Reminiscences of A.H. Garrison: His Early Life, Across the Plains, and of Oregon from 1846 to 1903." Abridged, handwritten 1906. End of the Oregon Trail Interpretive Center. Accessed 27 June 2007 at <http://www.endoftheoregontrail.org/garrison.html>.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Melva Butts, age 15, married Elijah McKenney June 12, 1856. They then settled on a farm in Washington County. Her story, told to Lester C. Mooberry by her children, is one of many showing the difficulties of trade, travel, and life on a farm. The excerpts below go on to show how difficult pioneer life could be and to what extents settlers might go to for “simple pleasures.”*



The McKenneys and Mrs. McKenney’s sister and husband made a trip into the Tillamook Country. They rode pack horses over a mountain trail, and Mr. McLanahan, the brother-in-law, carried a hive of bees on his back, though to be the first bees taken into Tillamook County.

Both their journey and their camping out took place in the rain but aside from the misfortune of losing the satchel containing the baby’s clothes, they suffered no ill effects.

The McKenney children remembered an incident that befell their father while he was hauling wood from their farm. A bridge collapsed under the weight of the wagon, wood and team and all dropped into the water. McKenney was held down by the legs of one of the horses until Mrs. McKenney got there and lifted the horse’s legs and enabled him to get out. Fortunately the horse was very gentle or McKenney might have been injured or drowned.



### **Find Rewarding**

One of the most rewarding hunting ventures for the early day settlers was the finding of a bee tree. Some of the bee tree hunters sprinkled flour over the feasting bees so they could better observe their flight as they made a bee-line for their tree. Sugar was not plentiful and honey was a treat for them. They came with buckets, kegs and dishes to save all of the honey. These people had many privations, they worked hard in clearing their land, yet found some time for simple pleasures.

Mooberry, Lester C. “Horses Find Way Home for Pioneer In Spite of Night Attack by Wolves.” *Hillsboro Argus*. Archived in the Washington County Historical Museum.

Mooberry, Lester C. “Women Filled Important Role in Winning the West.” *Hillsboro Argus*. Archived in the Washington County Historical Museum.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Trade and travel in early Oregon was difficult and pioneers needed to be self-sufficient. The following article details the herbs and spices grown in many pioneer gardens as well as what they would have been used for.*

## Pioneer Herb Gardens Gave Spice, Medicine



What did the pioneer housewife rely on for seasoning and medicine when she lacked the “store-boughten” spices and remedies? She managed to trade with other housewives until she had accumulated a herb garden. It was not a fancy affair, but it had the climate and soil to help it produce, and pioneer cookery made good uses of its fragrant leaves.

There were various thymes and mints. Peppermint had many uses, both as a tea, and for flavoring.

The lemon flavor of lemon balm and Sweet Mary or costmary were known to some pioneer gardens, and after they were planted, these plants took care of their own increase. Hoarhound, or horehound, was useful for cough syrup and also made an infusion to drink and inhale.

### Teas Refreshing

Herb teas were refreshing and took the place of imported tea. A little creeping vine called Oregon tea was also used for medicinal tea.

Onions – the common garden onion – were used as both medicine and vegetable, onion syrup being a trusted remedy for croup and many a child grew up hating the taste of Onions.

Women grew Bouncing Bet and it is still a persistent and cheerful weed in the Willamette Valley. The eternal feminine vanity had few aids to beauty in the early days. Bouncing Bet or soap-weed furnished a complexion soap or rather a complexion lotion for hands and face roughened by weather and the ravages of homemade lye soap.

In the 1880s or late 1870s flaxseed was saved to make hair stay put, especially the little carefully arranged curls known as “beau catchers.”



Sherrard, Drew. “Pioneer Herb Gardens Gave Spice, Medicine.” *The Oregonian*. 13 February 1959. Archived in the Washington County Historical Museum.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Elizabeth Chambers was born in 1854, the daughter of Andrew Jackson Chambers whose father settled on Chambers Prairie in 1847. She describes the differences of goods such as sugar as well as daily chores on the farm. These experiences would be similar for many pioneers of the period.*

Sugar came in barrels in early days. All sugar at that time was a light brown. The first white sugar came in cone shape, very hard; about the size of a big dinner plate at the bottom. When the cube sugar was first in the market, we could find a few cubes and a small switch in our stockings Christmas morning.

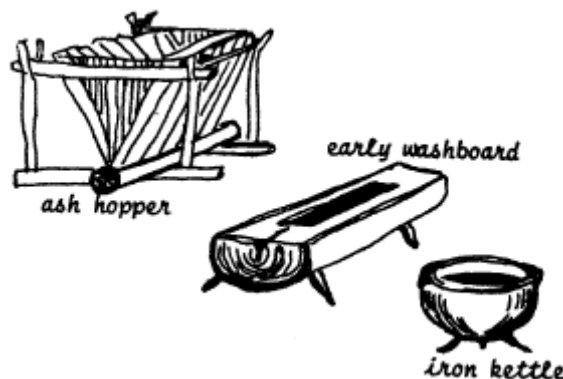


When meat was out, and father did not want to butcher, he took the single buggy and drove out on the road southeast, and would return with a half dozen grouse and pheasants. We would go to the timber hunting grouse and pheasant nests, and we were generally quite successful.

We made a soft brown soap by the barrel. The ash hopper was out back of the first house father and his first wife lived in. He used a big iron kettle to make the soap; the kettle hung on a crane outside. We never made soap in the house. We had a tin horn about two and one half feet long, we blew to call the men to meals from the harvest fields. We could make them hear two miles away if the wind was in the right direction.

The buckets we had at the well were heavy oak ones, shaped like a small keg, with heavy hoops. There was a long rope, with a bucket on each end, the rope over a wheel with a deep groove. The rope was long enough so the buckets had enough room to fill well with water, and when at the top, to reach the “V” shaped trough that took the water to the horse trough at the side of the old house.

When we were old enough, every one had some task for the long winter evening. Picking and carding wool, sewing carpet rags, piecing quilts.



Hunsaker, Elizabeth Chambers. Elizabeth Chambers Reminiscences, 1932. Accessed 27 June 2007 at <http://content.lib.washington.edu/pioneerlifeweb/collections.html>.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Without modern technology like radios and TV's, pioneers had to create their own entertainment. Because the majority of their possessions had traveled with them in their wagon trains, large instruments like pianos were impossible to bring. Smaller instruments, however, provided a vehicle for community and fun, though like today different tastes in music often caused tension.*

## Music Hath Charms



Violin

We can well

imagine that many of the pioneers started off from their old homes with heartaches because of the things that must be left behind. Included in these things that could not be brought were the larger musical instruments: the pianos, organs and harps. The smaller instruments such as the violins, the banjos, and the accordions, the flutes, fifes and harmonicas that could be tucked into odd corners of the overloaded wagons were brought with the travelers.

It has been said that the stirring tunes of the fiddle, banjo and accordion did more to keep up the morale of the people than did anything else. Square dances to this lively music were down the grass at many a camp site but sent the dancers' spirits soaring.

### **Hymns Sped Weary Hours**

Their church services called for hymn singing but most of this was without musical accompaniment. Still, the hymns, the folk songs and the popular songs of the day sped many a weary evening hour.

These pioneers were not all agreed upon what was acceptable music. Some looked upon the violin as an instrument of the devil and would have none of it. Others thought it wrong to use any musical instrument in a worship service.

The music of the evening hour was something to look forward to.



Fife



Banjo

Mooberry, Lester C. " 'Music Hath Charms' Says Mooberry From Pioneer Days to Present." Hillsboro Argus. Archived at the Washington County Historical Museum.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Children had many tasks in the early pioneer days. They needed to help on the farm – and even take care of the farm when their parents were away – as well as get themselves to school which was often difficult. In the following article, the narrator is a teacher at one of the early schools in Washington County. He is rooming in the Koster family cabin and describes life in the cabin as well as the daily journey to the schoolhouse.*

Koster's log cabin had one small room and a kitchen built on the side and an attic. We entered the kitchen by pulling a latch string on the door. There was a step up from the kitchen into the cabin; no door, just an open space.



On one side was a built-in ladder to the attic. On the other side a sheet hung from the ceiling to about two feet from the floor. Behind the wall even across an outer floor was a cedar bunk, built like a box and filled with straw. This was my bed. Alas, it was too short for me. This room also had two small windows.

When it came time to retire, the family took off shoes in the kitchen and climbed the ladder to the attic. They slept on straw on the attic floor.

Next morning the children showed me a wash basin on a stump outside and a barrel of water with a dipper. All the water had to be carried by hand up from the creek on a very steep trail. Down by the creek was a place to build a fire and a wash boiler for heating water. The outhouse was a long way over near the barn.

During my first week there, Mr. and Mrs. Koster took another load of shingles to Hillsboro to I had an opportunity to purchase a basin, bucket, etc., for my small corner. They were away three days and we held school at home because of the stock. The stock consisted of one horse, sheep, chickens and a cow. The bear came several times during my stay to kill sheep, the chickens disappeared and the muskrats raided the turnip patch – a constant battle went on to save the stock.

Our food consisted of mush, mutton three times each day, coffee, black bread and once in a while an egg. I almost forgot the navy beans we had so often. We each carried a tin bucket with a lid to school because of the mountain squirrels in the attic of the schoolhouse. They seemed to want the hunk of mutton or the precious fresh turnips.

We walked several miles by trail to the school. We crossed a number of ravines on fallen logs so old many of them were overgrown with huckleberry bushes. The school was two miles by trail from the Timber post office. Mail came there by horseback three times a week.

Each morning when we reached the school I built a wood fire and dried out our shoes and as many clothes as we could manage to do without.

For part of the session, two tiny girls came from over the mountain beyond the Koster place to my school. The long hike through the bushes drenched them completely every day.

The only clearing was around the schoolhouse – the rest heavy virgin timber. The range cattle came to the clearing many days to feed upon the grass there.



Mooberry, Lester C. "Trip to Hillsboro Long, Difficult in Early Days." *Hillsboro Argus*. Archived at the Washington County Historical Museum.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Today when we get sick or hurt we hurry to the doctor or check the internet for possible treatments. In pioneer days, doctors were few, underpaid, and often hard to find. As a result many people relied on their own abilities to treat illnesses and injuries.*

Pioneers had something of stamina, courage and determination that is missing in many of us today.

In many cases the battle against sickness and accidents began with home remedies concocted in the kitchens. Serious accidents and illnesses that necessitated getting a doctor to the patient or the patient to the doctor were often more than a family affair, and whichever way it turned out to be it was harder on the patient than it was on the doctor.

### **Doctors Traveled Far**

Doctors might have to travel from one end of the country to the other and in the meantime the patient had to sweat it out until the doctor arrived. In case of broken bones the patient was often laid on a bed of straw in a wagon box and taken to the doctor's office.

Home remedies were often worse than the disease in the hands of the careless or inexperienced. Years ago we had a neighbor boy who cut quite a deep gash in his knee with an ax. In his excitement, the father grabbed a bottle of carbolic acid and doused the wound with it. The poor lad suffered as much from the burn as he did from the wound.

An elderly lady told me that when she was a child she was chopping beats for the cattle with a hatchet and almost severed the first two fingers on her left hand. They were miles from a doctor so the mother took a piece of shingle as wide as the two fingers, placed the fingers thereon and bound them to the shingle. She had pushed the flesh and tendons together as best she could and did not remove the dressing for two weeks. The happy results of this do-it-yourself method proved successful. The fingers healed and the lady was able to crochet in after years. She showed me how she could flex those fingers as well as she could the others.

### **Loyal to Profession**

A trip of 20 to 30 miles was not uncommon for the early day doctors. It seems they never refused to go when called because of the hardships to be encountered. They might have to take their pay in grain, livestock or even harness but they were always loyal to their profession. Some of these doctors had to follow other lines of work on the side to make a living for their families. Some farmed, some held public office and others taught school.

Some of the old time doctors were not as skilled in surgery and a knowledge of medicine as our doctors of today. They did the best they could but were sometimes puzzled to know what to do when certain cases were brought to them. They made mistakes but it was usually a lack of knowledge or experience that caused them to lose some of their patients.

Mooberry, Lester C. "Early Oregon Pioneers Were Hardy; Doctors Taught School, Made Calls." Hillsboro Argus. 1960. Archived in the Washington County Historical Museum.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Today students must attend school almost nine months of the year. This was not always the case. Though there were local schools and evidence that the community was dedicated to education, many children did not attend regularly due to duties on their parents' farms. Those who did had strict rules for dress and behavior.*

In 1853, school districts were authorized by the Legislature to levy and collect property taxes. This advance was followed in 1857 by the adoption of a "uniform and general system of common schools," open or common to all children of the community on equal terms. Teachers trained at normal schools and colleges received higher wages.



### Student Rules, 1860

1. Boys and girls shall file into classroom in separate lines and be seated quietly on opposite sides of the room.
2. Boys shall remove their caps when entering.
3. Children must sit up straight at all times.
4. Children must not squirm, fidget or whine.
5. Children must be clean and tidy in clothing.
6. There will be a daily inspection of neck, ears and fingernails prior to class to ensure cleanliness of person.
7. Young ladies must never show a bare ankle; girls' and boys' clothing should cover arms and legs completely.

Statistics taken on the Oregon schools about 1882 show that there were 1007 school districts in the state with 934 school houses. Forty-five of these schools were for children of advanced grades and were called academies. There were 37,583 children enrolled in the schools of the state but average daily attendance was only 27,435. The average time schools were in session was 4 ½ months. Of the 1314 teachers, 635 were male and 679 were female. Salaries for men averaged \$44.19 a month while the women averaged but \$33.38 a month. During the depression years of the early 1890s, salaries dropped much lower than this.

"Early Education in Washington County." Washington County Historical Society and Museum, 2007. Accessed 27 June 2007 at <http://washingtoncountymuseum.org/education/articles.php>.

Mooberry Lester C. "Guide Book Extolls Oregon Country Merit." Hillsboro Argus. Archived in the Washington County Historical Museum.

"Washington County for Kids." Washington County Historical Society and Museum, 2007. Accessed 27 June 2007 at <http://washingtoncountymuseum.org/education/kids-nutshell.php>.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

## The First Men In Charge

Joseph Lane was a Mexican War hero and Indiana Legislator. President Polk offered him the job of Oregon Territorial Governor in 1848. Polk, a Democrat, gambled that Lane would be in Oregon before incoming Whig President Taylor could legally cancel the commission. Lane accepted immediately and, escorted by mountain man Joe Meek, set off for Oregon.

Lane resigned the governorship in 1850. Territorial Secretary Kintzing Pritchette became acting Governor for two months until the arrival of John Gaines. A veteran of both the War of 1812 and Mexican War, Gaines was a Whig appointed by President Taylor. En route, his two daughters died of yellow fever, his wife died from a fall from a horse in Salem, and his son died soon after.

Gaines spent three years bickering with the Democratic legislature. He kept the capital in Oregon City.

Lane returned for a three-day term in 1853 just so President Pierce, a Democrat, could remove Gaines from office. As Oregon moved inexorably toward statehood, Lane became Delegate to Congress and eventually one of Oregon's first U.S. Senators. However, Lane's views favoring slavery and secession made him unpopular in Oregon, and he served only one 6-year term.

George Law Curry, an overlander who emigrated to Oregon in 1846, was Territorial Secretary when Lane resigned. The former editor of the Oregon Spectator, Curry had resigned rather than accept Abernethy's demand that politics be kept out of the paper. He served as Territorial Governor in Salem until Pierce's appointee John Davis arrived.

Davis served only one year as governor before resigning to return to Indiana -- and he spent half of his term just getting to Oregon. Curry again became interim Governor, this time serving for six months until his own appointment as Governor arrived. He remained chief executive of the Territory until statehood.

For seven months, Oregon had two governors in office. The state Constitution was adopted and "Honest John" Whiteaker was elected Governor of the State of Oregon in June 1858. He was an authentic 49er, having made some money in the gold rush before going back home to fetch his wife and returning in 1852 to live in Eugene City. Rather than force the issue, Whiteaker quietly waited for President Buchanan to give him a state to govern. Statehood was granted on February 14, 1859, and Whiteaker was sworn in on March 3, becoming the last man who could call himself "the first governor of Oregon."

As governor, Whiteaker fought for land laws that favored settlers over land speculators and urged that Salem remain the capital. Before the Civil War, he had advocated slavery, yet he guided the state with the motto "The Union" through those turbulent years. Judge Matthew Deady said of him, "Old Whit ... Wrong in the head in politics, he is honest and right in the heart."

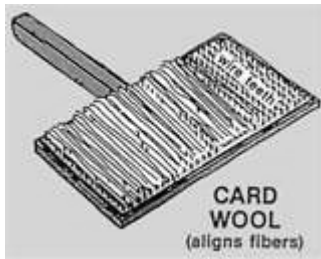
"The First Men in Charge: History 101." End of the Oregon Trail Interpretive Center. Accessed 27 June 2007 at <http://www.endoftheoregontrail.org/road2oregon/sa28claims.html>.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*Though this story is probably not about John S. White who had a large Donation Land Claim in the Rock Creek area in 1860, it is probable that our Mr. White and other early settlers had similar experiences and difficulties as those described in the article.*

### **Horses Find Way Home for Pioneer in Spite of Night Attack by Wolves**

Another true account is that of a Mr. White who had gone to another settlement some distance away to have some wool carded and was overtaken by darkness on his way home. His team was thoroughly trustworthy so he wrapped the lines around his body and lay back on the sacks of wool for a nap. He was aroused by the excitement of his horses and the howling of the wolves. He thought he was off the road and lost in the darkness on the open prairie. He tried to direct the team back on the road but they persisted on going in another direction. Being unable to see, he concluded to trust their instinct but there were times when the wolves drew so near he felt



that he would have to turn the horses loose and let them take care of themselves. He was unarmed but felt he could defend himself in the wagon box. Finally the team came to a halt and nothing would induce them to move farther. He got out and went to their heads only to discover he was at home and the horses were waiting for him to open the barnyard gate.

There was a time in our country when bounties were paid on gophers, moles, foxes, coyotes and many other destructive animals but Roger Thomssen, Washington County Clerk, told me this is no longer done.



Mooberry, Lester C. "Horses Find Way Home for Pioneer In Spite of Night Attack by Wolves." Hillsboro Argus. Archived in the Washington County Historical Museum.

Recommended for: Adult:  Male  Female  
Youth:  Male  Female

*William and Lavina McCormick, pioneers of 1859, began their journey to Oregon as their honeymoon. They had many children, including some who died early, and faced many hardships.*

The homestead, which the McCormicks wanted, was held by a man by the name of Fred Eisley. William traded a cow for the man's right to the place.

The house was a one room log house, chinked and daubed with mud. A ladder led to the attic, which was used as a sleeping room by the children. A large fireplace was in one end of the house. It was a clumsy affair made of stones and sticks and held together with mud.

The family had two horses and seven cows that disappeared one day and were gone several days. William started after them, and found them about four miles from home on the other slope of the mountain.

William set out an orchard and planted several small maple trees. The maples of which have grown to an immense size. He also planted an acre of potatoes. As a living could not be made on the place, it was necessary for William to work away from home.



The McCormicks lost their team of horses soon after moving to their new home, and for three years they had to carry their provisions in packs on their backs over the steep mountain trails. It was necessary for them to borrow their neighbor's team to plow the garden.

February 19, 1881 a baby girl was born to the McCormicks but lived only a few hours.

During the summer of the year 1882, William and his second eldest son, Chauncey, went up the Willamette valley near Salem to work in the harvest fields. William and a man by the name of John Fleming bought a threshing machine. Chauncey, who was thirteen years of age, was paid a man's wages, which was \$1.50 a day.

After harvest they went back to the mountain taking a team of horses with them. The horses were Dave and Baldy. Dave would start for Salem whenever he got a chance.

Chauncy helped his father in clearing the farm and cutting down the brush and trees.



William McCormick brought the first evergreen blackberries to Chehalem mountain. He got the plants from Jim Rowell at Eola, and planted three rows on the farm. When the vines became large enough to bear, people came from miles around to buy the berries which were sold for twenty cents per gallon.

The trees were felled by boring two holes in the trunk of a tree. One hole was bored at an angle and the other was bored horizontally. Then live coals of fire were dropped in the top hole. The tree would burn almost through at the bottom and a few strokes of an axe would cause the tree to fall.

McCormick, William and Lavina. "Pioneers of 1859." 1919. The Oregon Trail. Boettcher/Trinklein Inc., 2003. Accessed 27 June 2007 at <http://www.isu.edu/~trinmich/00.ar.mccormick.html>.

## LESSON #5: Settler Monologues

**Authors:** Colleen Medlock & Kim Huber

**Unit:** Oregon Myth vs. Reality

**Essential Question:** Why did families emigrate to the Oregon Territory, and did they find what they were looking for?

**Lesson Title:** Settler Monologues

### Outcomes / Goals:

- Create a persona that demonstrates the myth vs. the reality of life for early Oregon Settlers.
- Compose a short epitaph that highlights the possible life of an Oregon Settler.

### Objectives:

The learner will:

- Write a monologue that describes the possible myth of Oregon that their character wanted to find and the reality of what their life was like in Oregon.
- Create a headstone and descriptive epitaph for a local Oregon settler.

### Oregon State Standards:

- Represent and interpret data and chronological relationships from history using narratives.
- Understand the effects of 19<sup>th</sup> century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.
- 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.
- Understand the lasting influence of events and developments in local history.

**Time Needed:** 1 or 2 70-minute class periods

### Materials:

- Class set: **How to Create a Monologue**
- Computer or document camera and projector
- Pioneer grave photographs
- Class set: 11 x 17 grey construction paper
- Black markers
- Scissors

### Procedures:

*Write Monologue*

1. Write on board: “From what you have discovered, what is the most interesting part of your character?” Share it with a partner or the class. (5 min)

2. If needed: Have students share their diagrams with their groups so that the stories make sense given the context of the persona AND the family. If needed, students could also have more time to finish their readings from yesterday. (0-30 min)
3. Show students how to transpose their information from the character diagram onto the “How to Create a Monologue” sheet. (10 min)
4. Students should use their work to construct their entire monologue. Be sure to include props, costumes, and facial expressions. (30 min) Students who are done early should rehearse.

*Construct Headstone: (30 min)*

\*\*\* Depending on the speed of the class, this could be done this day, or at the beginning of class the next day with time at the end of class to rehearse.\*\*\*

1. Project photographs of gravestones from the local pioneer cemetery.
2. Point out the vital information: Name, birth and death dates (if known), epitaph.
3. Have students infer the definition of epitaph using the stems: epi = on or upon, taph = tomb (brief writing on a tomb praising the deceased).
4. Direct students to brainstorm epitaphs for their person.
5. Have students share, revise, and choose the best epitaph.
6. Make the headstone: Distribute gray construction paper, black markers, and scissors. Have students design the most appropriate gravestone for their character. They should include (if known) name, birth and death dates, and epitaph.
7. Collect these at the end of class to use for final performance.

Family groups should sign up for presentation days today if you are presenting in class. Plan on 2-3 days for presentations. Family groups should all present on the same day if possible (order of monologues contributes to the overall effect of the performance).

### **Homework:**

Locate and bring to school costume item and prop.  
Rehearse monologue three times at home.

### **Assessment Tools and Strategies:**

- Check in with students as they write their monologues to be sure they are going well (finished monologue will be assessed when student’s perform their final speech).
- Check epitaphs on headstones to make sure they are on track and appropriate. Epitaph should be descriptive and praise the Washington County settler.

### **Extensions and Modifications for diverse learners:**

- Use of web for prewriting and story outline helps diverse learners organize their knowledge.
- Shorten the length of monologue and/or element requirements.
- Allow students to use computer to create and print their headstones.
- Allow students more time to complete their readings and/or develop their monologues.

# How to Create a Monologue

What is a **monologue**?

- a speech made by one person speaking his or her thoughts aloud or directly addressing a reader, audience, or character; may be speaking to another person who is not in the performance or space (exterior monologue) or the actor is speaking to him/herself (interior monologue).

To create your monologue follow the steps below, answering the questions based on the experiences you read about:



Step 1: Introduction

Who is your character? How old are you? Where were you born?

Why did your family move to Oregon? 

Step 2: Build up 

Why are you telling this story? Who are you telling it to?

Step 3: Action  

What activities do you do? How do you feel about these?

Step 4: End 

The character reflects on what has happened. How has your life been similar or different from what you expected?

# How to Perform a Monologue

1. Keep props and costumes to a minimum. (1 prop and 1 costume item)
2. Practice gestures, facial expressions and voice fluctuations. You are helping the audience feel and comprehend what you, as the character, are experiencing.
3. Show it rather than tell it. This is not a history research paper listing facts.
4. Make sure you are well rehearsed. You don't have to memorize the entire monologue; but the more familiar you are with the material, the more energy you can lend to being dramatic, rather than trying to remember what you are supposed to be saying!
5. Have fun! Your content is more important than your performance. Relax!

## Dramatic Monologue: Teacher Example

Character: woman (Jane) getting ready to leave Iowa and travel to Oregon on the Oregon Trail.

Age: 25

Birthplace: Iowa

Setting: small Iowa town, 1854

Props/Costumes: bonnet, apron, jar of seeds.

*Jane, clutching her jar of seeds, addresses the audience (her friends and family).*

Jane (crying): Well, guess this is goodbye. Tonight is my last in my beloved home. I want to stay on the lovely farm I have known all my 25 years on this fair world. My head knows this is right, our lives will be better on our own 640 acres we are sure to get in the Willamette Valley. My dear mother has created a package so that I will remember her and my home. My favorite seeds – corn, pumpkins, peas, beans – are in a jar ready for the fertile soils and our bags of wheat seeds are sure to take hold. (Pause) To never spend another freezing winter, to finally rid myself of the incessant rattle in my lungs (cough), Oregon should be paradise.

Though my head knows the reasons, my heart is breaking. Oh bittersweet agony, I know my life here. I love you all; in Oregon I will be alone. True, Iowa is empty, but the desolation of my heart breaks with the fear of the unknown. My dear friend Mrs. Meeker has arrived and said she is fine, but we will live so far apart – there will be little chance for consort.

But the farm is sold, at a low price indeed but none the less, gone for good. Goodbye dear friends, I will write as soon as I am able, and pray you write back giving me a little glimpse of my Iowa. I must go and finish the last of the packing. I do love my husband and only dreamed of life with a man and children. I will go where I must. Goodbye.

# Oregon Myth vs. Reality

## Culminating Unit Assessment

*Essential Question:* What happens when myth doesn't match reality? Why did families emigrate to the Oregon Territory and did they find what they were looking for?

**Task:** Create a historically based monologue of one of the local settlers.

Students will assume the persona of one of the local settlers in the Stoller Middle School Area. Using previously reviewed primary documents, students will create a monologue sharing the hypothetical expectations and experiences of their persona. Students will then perform their monologues in costume with an appropriate prop(s) in a student created pioneer cemetery atmosphere to an audience of their parents and peers. The monologue will ultimately answer the questions: Why did this person (or their family) emigrate to the Oregon Territory and did they find what were looking for?

### **Knowledge Students will Use:**

Students will need to know:

- When/where their person was born (and died if possible).
- Where their family came from (the movement of their family to Oregon).
- What the expectations of that family may have been (inferences created from understanding the Oregon myth).
- What life in Oregon may have been like for their individual persona (based on inferences created from diaries and articles from settlers of an age similar to their persona).
- How to write a monologue (elements of a story, analyze the dramatic moment).
- Speech/performance experience.

### **Higher Order Thinking Skills:**

- a. Identify key reasons people moved to Oregon.
- b. Recognize commonality of experiences between early settlers.
- c. Compare and contrast the Oregon Myth with actual settler experiences.
- d. Infer the lifestyles and experiences of local settlers based on similarly aged Oregon settler narratives.
- e. Produce a dramatic performance based on the characteristics of their persona, the family dynamics, and narrative accounts.

**Assignment:** From the point of view of your persona, create and present a 2-3 minute dramatic monologue describing from first person point of view, why you are in Oregon, what life is like for you, and did you (or your family) find what you were looking for.

1. Assign students to family groups. From those family groups students will choose a real person within that family.
2. As a family group, distribute primary documents illustrating the Oregon Myth (Lesson #1). After reading and discussing the documents for students to develop an understanding of the Oregon Myth.

3. Have students learn about their families through the 1860 census, the maps and the family bibliographies (Lesson #2) and fill out the Master Data Sheet. Have students develop a story of how/why the family came to Oregon.
4. Teacher will model a monologue of a person based on the Oregon Myth. In the monologue, the teacher will point out the introduction, dramatic moment, and resolution.
5. Provide individual students with primary source readings targeted to their persona (Lesson #4). The student should read and analyze the documents to understand the possible experiences of their character.
6. Students complete the “Dramatic Monologue Character” graphic and the “How to Create a Monologue” instruction sheet to create a draft of their monologue. Check to guide students in monologues and see if they are on target.
7. As a group, students will identify the logical order in which their family will present. They may decide to interact as a family if appropriate and incorporate interactions into their performances.
8. Peer review monologues.
9. Create a final copy of monologue and transfer it to note cards.
10. Students identify the most important clothing item and prop for their character. Example (wheat farmer = seeds, lumberman = saw, homemaker = cooking pot) and develop a plan to obtain or construct these articles.
11. Students will create the headstone for their persona including a fitting epitaph for their character based on what is important based on their monologue.
12. Groups will practice with props and provide peer feedback. Teacher will monitor and provide feedback.
13. Assemble the headstones into a pioneer cemetery in preparation for presentations. Spatially group families and have families present together.
14. **Presentations:** In front of their headstone, students will perform their monologues with costume element and prop. This could be done at night with parents invited.
15. Students will turn in their note cards and be evaluated on their speech and performance based on the criteria outlined in the scoring rubrics.



Ideas and Content

<p><b>6</b>  <b>The content is extremely clear, focused and well-suited to audience and purpose. Main ideas significantly draw the audience’s attention and are developed by strong and compelling supporting details. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• an extremely clear, focused purpose and main ideas.</li> <li>• carefully selected supporting details that are significant and command the audience’s attention.</li> <li>• insightful, complex connections or conclusions; more than one perspective may be included.</li> <li>• use and citation of a variety of conventional and creative resources, when appropriate, that provide accurate and credible support.</li> <li>• an impressive and creative adaptation of content and details</li> </ul>	<p><b>5</b>  <b>The content is clear, focused and well-suited to audience and purpose. Main ideas stand out and are developed by strong supporting detail. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• a clear, focused purpose and main ideas.</li> <li>• strong supporting details that contribute to the audience’s understanding.</li> <li>• insightful connections or conclusions although only one perspective may be included.</li> <li>• use and citation of resources, when appropriate, that provide accurate and credible support.</li> <li>• a highly successful attempt to adapt content and details to audience and purpose.</li> </ul>	<p><b>4</b>  <b>The content is clear, focused, and appropriate to audience and purpose. Support is present although it may be limited or general. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• a clear purpose and main ideas.</li> <li>• supporting details that are relevant, but may not be consistently strong.</li> <li>• valid connections or conclusions although only one perspective may be included.</li> <li>• use and citation of resources, when appropriate, that provide accurate and adequate support.</li> <li>• a successful attempt to adapt content and details to the audience and purpose.</li> </ul>
<p><b>3</b>  <b>The content is clear and appropriate to audience and purpose although it may be overly broad or simplistic. Support is present but may lack development or relevance. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• identifiable main ideas and purpose that may be slightly unfocused.</li> <li>• supporting details that are often limited, overly general or slightly off-topic.</li> <li>• connections or conclusions that seem to echo observations heard elsewhere and offer no new insights.</li> <li>• use of resources that do not provide consistently strong, accurate or credible support.</li> <li>• an attempt to adapt content and details to the audience and purpose.</li> </ul>	<p><b>2</b>  <b>The content requires extensive inferences by the audience. Development is attempted but is minimal or may be unsuited to audience and purpose. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• an unclear purpose and/or main ideas.</li> <li>• too little supporting detail or too much irrelevant, inaccurate or redundant material.</li> <li>• connections or conclusions that present internal contradictions or inconsistencies.</li> <li>• reliance on questionable sources, clichés or stereotypes.</li> <li>• minimal or unsuccessful attempts to take the audience or purpose into account.</li> </ul>	<p><b>1</b>  <b>The content lacks an apparent purpose or central theme. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• no apparent purpose or main ideas.</li> <li>• confusing or missing supporting detail; the communication may be too short to demonstrate the development of an idea.</li> <li>• a lack of knowledge and/or understanding of the topic.</li> <li>• inaccurate interpretation of a resource, or disregard for resources other than personal experience or opinions.</li> <li>• no discernible attempt to take the audience or purpose into account.</li> </ul>

Organization

<p><b>6</b>  <b>The organization enhances the main ideas and their development. The order and structure are strong and support the audience’s understanding and involvement. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• a strong, creative introduction that brings the audience to the topic and creates a desire to hear more.</li> <li>• a clear, complex organizational structure that enhances the purpose and message.</li> <li>• smooth, well-designed transitions that contribute to the message.</li> <li>• details that are carefully selected and strategically placed for optimum impact.</li> <li>• an imaginatively designed conclusion that matches the content and purpose of the speech.</li> </ul>	<p><b>5</b>  <b>The organization enhances the main ideas and their development. The order and structure support the audience’s understanding. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• a highly effective introduction that brings the audience to the topic.</li> <li>• a clear organizational structure that enhances the audience’s understanding of the purpose and message.</li> <li>• smooth transitions.</li> <li>• carefully selected details that are placed for impact.</li> <li>• a well-designed conclusion that matches the content and purpose of the speech.</li> </ul>	<p><b>4</b>  <b>The organization is easy to follow but may seem stilted, overly obvious, or not consistently effective. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• an effective introduction that brings the audience to the topic.</li> <li>• a clear organizational structure that is relatively easy to follow.</li> <li>• transitions that work, but that may be formulaic or predictable.</li> <li>• details that fit within a planned structure.</li> <li>• a planned conclusion that may lack subtlety, but still matches the content and purpose of the speech.</li> </ul>
<p><b>3</b>  <b>The organization has been attempted but the overall structure is inconsistent or skeletal. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• an introduction that is either underdeveloped or awkward.</li> <li>• organizational structure that is occasionally unclear.</li> <li>• transitions that usually work, but may be repetitive or sometimes unclear.</li> <li>• details that sometimes leave the audience confused.</li> <li>• a conclusion that is underdeveloped, obvious, or fails to match the content and purpose of the speech.</li> </ul>	<p><b>2</b>  <b>The organization lacks a clear structure. An occasional organizational device is discernible; however, the communication is difficult to follow or too short to demonstrate organizational skills adequately. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• an introduction extremely undeveloped, or missing.</li> <li>• a limited organizational structure that is confusing.</li> <li>• transitions that are ineffective, overused or missing.</li> <li>• random details that do not fit within the limited structure.</li> <li>• a conclusion that is extremely undeveloped, or missing.</li> </ul>	<p><b>1</b>  <b>The organization lacks structure. An occasional organizational device may be discernible; however, the communication is extremely difficult to follow or too short to demonstrate organizational skills. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• a missing or unrelated introduction.</li> <li>• no apparent organizational structure; it is difficult to follow the message or understand the purpose.</li> <li>• no transitions.</li> <li>• isolated details that have no apparent relationship or purpose.</li> <li>• a missing or unrelated conclusion.</li> </ul>

Language\*

<p><b>6</b>  <b>The language is original, with a wide range of words carefully selected to impact the purpose and impress the audience. The intended message is conveyed clearly and word choice is precise and vivid. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• fresh, colorful, precise language that makes a strong and purposeful impact.</li> <li>• impressive figurative or creative language that evokes clear images and an appropriate emotional response from the audience.</li> <li>• slang or jargon that, if used, skillfully enhances the message or purpose.</li> <li>• clear command of the technical language necessary to make the content of the speech clear.</li> <li>• correct grammar and usage</li> </ul>	<p><b>5</b>  <b>The language is original with a variety of carefully selected words to impact the purpose. The intended message is conveyed clearly and vividly. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• precise, descriptive language that makes a strong impact.</li> <li>• figurative or creative language that, if used, evokes clear images and an appropriate emotional response from the audience.</li> <li>• slang or jargon that, if used, enhances the message or purpose.</li> <li>• effective use of the technical language necessary to make the content of the speech clear.</li> <li>• grammar and usage that are almost entirely correct.</li> </ul>	<p><b>4</b>  <b>The language is original, functional and appropriate to audience and purpose. The intended message is conveyed clearly, but word choice may be somewhat lacking in vividness, precision, or interest. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• words that work but do not create a strong impact.</li> <li>• attempts at colorful language that occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone.</li> <li>• slang or jargon that, if used, does not detract from the message or purpose.</li> <li>• competent, practiced use of the technical language necessary to make the content of the speech clear.</li> <li>• grammar and usage that are usually correct.</li> </ul>
<p><b>3</b>  <b>The language is quite ordinary, lacking precision, variety and clarity; or it reveals a limited sense of audience and purpose. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• words that rarely hold the audience's interest; occasional mundane expressions or clichés.</li> <li>• attempts at colorful language that, if present, are awkward and forced.</li> <li>• slang or jargon that is sometimes inappropriate or ineffective.</li> <li>• attempts to use technical language to make the content clear.</li> <li>• distracting lapses in grammar and usage.</li> </ul>	<p><b>2</b>  <b>The language is awkward, repetitive or misused with a very limited sense of audience and purpose. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• words that are flat or vague; colorful language, if used, is exaggerated and forced.</li> <li>• inappropriate or ineffective use of slang or jargon.</li> <li>• misunderstood, misused or underused technical language.</li> <li>• frequent errors in grammar and usage that interfere with meaning.</li> </ul>	<p><b>1</b>  <b>The language is extremely limited or so misused that the meaning is obscured with no sense of audience and purpose. The communication is characterized by</b></p> <ul style="list-style-type: none"> <li>• words that are vague, inadequate or just plain wrong; no attempt to use colorful language.</li> <li>• inappropriate or ineffective use of slang or jargon.</li> <li>• no evidence of ability to use technical language.</li> <li>• significant errors in grammar and usage that may compromise meaning and speaker credibility.</li> </ul>

*\*While language skills are being developed in the classroom, and students should be given feedback for instructional purposes, they will not be required to meet a standard score in language at the grade 3 benchmark.*

