



CLARK COUNTY HISTORICAL MUSEUM

est. 1954
operated by the Clark County Historical Society

Family Artifact and Oral Histories

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Grade Four, Captain Strong Elementary

Battle Ground School District, Battle Ground, Washington

Summary: Feel free to adapt the following to fit your needs.

- Literature connection: During the unit, read the book: A Horse's Tale by Nancy Luenn, illustrated by Connie J. Pope to the class. This book was written for the 1989 Washington State Centennial.
- Have students bring in a photograph of a family artifact that has local ties.
 - Artifact examples: Passport, Saint Helens ash, world's fair medallion, Lewis & Clark centennial memorabilia, Oregon Trail journal entries, old toy, etc.
- Students will either individually or with partner, research the local history for the era that their artifact represents.
- Class will create a timeline using the info they gather from research and will add a photo of their artifact to the timeline.
- Students will present information about period to class in an essay or visual format.

Extensions:

- Write a chapter for A Horse's Tale
- Make a replica of the artifact for class museum
- Make class bookmark using the class timeline
- Make class book
- Write a chapter for A Horse's Tale that pertains to family artifact
- Create a journal that would include events that your ancestor may have been experienced.

Time:

Four weeks

Essential Question:

How have the different cultural groups in early Washington influenced our State?

Central Question:

How has your family been influenced by Washington's history and vice versa?

Required CBA Components:

Culminating Activity: See History Dig Deep CBA

Relevant Secondary Sources:

Almanacs, newspapers

Websites:

- The Clark County Historical Museum: <http://www.cchmuseum.org/index.htm>
- Information on Clark County, Washington building dates, etcetera: <http://gis.clark.wa.gov/applications/gishome/property/index.cfm>
- The Columbian Newspaper, local history compiled from old newspaper articles: <http://www.columbian.com/history/>
- The Oral History Association: <http://omega.dickinson.edu/organizations/oha/index.html>
- Step by Step Guide to Oral History: http://dohistory.org/on_your_own/toolkit/oralHistory.html
- Oral History Overview: http://www.youthsource.ab.ca/teacher_resources/oral_overview.html
- Youth Source and Heritage Learning Source Oral History Questions, this site has a long list of possible oral history questions: http://www.youthsource.ab.ca/teacher_resources/oral_question.html
- Youth Source and Heritage Learning Source Specific Oral History Questions: http://www.youthsource.ab.ca/teacher_resources/oral_specificq.html
- Teacher's Guide to the Teen Reporter Handbook: http://www.youthsource.ab.ca/teacher_resources/oral_guide.html
- Teen Reporter Handbook: <http://www.radiodiaries.org/handbook.pdf>
- The Oregon Historical Society: <http://www.ohs.org/exhibits/fair.cfm>

Books and DVDs:

Crutchfield, James A. *It Happened in Washington*. Connecticut: The Globe Pequot Press. 1999.

Freedman, Russell. *Children of the Wild West*. New York: Clarion Books. 1983.

Grgich, Mary, and Crystine Jividen. *Vancouver Then and Now*. Vancouver: Clark County Historical Society. 2007.

- A Photographic Reflection of Historic and Contemporary Vancouver (Washington).

Jollota, Pat. *Images of Downtown Vancouver*. Chicago: Arcadia Publishing. 2007.

Jolotta, Pat. *Naming Clark County*. Vancouver: Clark County Historical Society. 2002

Kimball, Violet T. *Stories of Young Pioneers: In Their Own Words*. Missoula, Montana: Mountain Press Publishing Company. 2005.

Kronick, William, and Jack Kaufman, ET. al. *Lewis & Clark - Great Journey West*. Washington D.C. National Geographic Society, 2002

Kubik, Barbara J. *Twelve Days in Clark County*. Vancouver, Washington: Clark County Historical Society. 2004

Lambert, Dale and Laura Lambert. *Washington Past and Present*. East Wenatchee, WA: Directed Media, Inc. 1998. This is a fourth grade social studies text book

Luenn, Nancy. *A Horse's Tale, Ten Adventures in 100 Years*. Seattle: Parenting Press. 1988.

- This book was written for the Washington's Centennial. A wooden horse is lost and given away several times during the 100 year span of this book.
- *A Horse's Tale* has an accompanying Teacher's Guide The Historical Activity Guide: Over 100 activities for a hundred years.

Morrison, Dorothy Nafus. *Outpost John McLoughlin and the Far Northwest*. Portland, Oregon: Oregon Historical Society Press. 1999.

Trinklein. *The Oregon Trail*. Boettcher Studio. 2007.

- A video about the Oregon Trail.

Relevant Primary Sources:

- Students' Family Oral History
- Strickland, Ron. *River Pigs and Cayuses: Oral Histories from the Pacific Northwest*. Corvallis, Oregon: Oregon State University Press. 1984.
- Strickland, Ron. *Whistlepunks and Geoducks: Oral Histories from the Pacific Northwest*. Corvallis, Oregon: Oregon State University Press. 1984.

Museum Connection:

- Visit from CCHM staff member with an Article from Vancouver Uncovered
- Traveling box
- Museum Website

Support Material:

CBA Dig Deep handouts from the OSPI website listed in resources for Teacher.

Resources List for the Teacher:

- Clark County Historical Museum: <http://www.cchmuseum.org/>
- OSPI: www.k12.wa.us The Classroom Based Assessment information for social studies is available at: <http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx>
- The Heritage Community Foundation of Alberta Canada has a list of possible oral history questions at: http://www.youthsource.ab.ca/teacher_resources/oral_question.html
- *A Horse's Tale* and accompanying Historical Activity Guide published by Parenting Press written by Nancy Luenn, illustrated by Connie J. Pope. http://www.parentingpress.com/b_horse.html. Summary of the book chapters: http://www.parentingpress.com/toc_horse.html
- Step by Step Guide to Oral History: http://dohistory.org/on_your_own/toolkit/oralHistory.html

- The Columbian Newspaper Local History: <http://www.columbian.com/history/>

Lesson Plan:

Research local history at the time a family artifact became associated with the family member and his or her journey to the area. Create a visual or essay to present to the class. Create a card with summary of information to add to the class timeline.

Expected Pre-knowledge and skills which may need to be taught:

- Students will need to know how to take notes on the information they find so that they are not breaking copyright laws.
- Students will know that Native American groups were the first people in the region
- Students will be familiar with timelines.
- Students will know how to write an essay or create a visual presentation. If not, this may require additional teaching.

Pre-Assessment: Class Discussion about local and students' family history, KWL Chart

Daily classroom activities:

Prior to the start of this unit, make arrangements to either visit the Clark County Historical Society/Museum (CCHM) or to have CCHM staff member visit your class with an artifact from the Vancouver Uncovered Exhibit. If you are not in Clark County, you can contact your local historical museum to see what is available.

Day 1: KWL Chart and class discussion about local history. Homework: determine who they will interview.

Day 2: I will show students the Lewis and Clark Centennial Button that I have from German Day on July 22, 1905. We will talk about events that were happening at that time in Clark County and possible connections that my family has to that period.

Deutcher Tag-German Day button
from the Lewis and Clark 1905
Centennial Exposition



Photo by Laurie Creager

The button in this photograph is from Lewis and Clark Centennial and American Pacific Exposition and Oriental Fair in 1905. This button was given out to fair goers on German Day which was July 22, 1905. The button was originally attached to a ribbon that said: "Deutcher Tag" meaning German Day. The Exposition which was held in Portland, Oregon, lasted four months.

Deutscher Tag: German Day

The Deutscher Tag button can be seen with the ribbon at the following website:
<http://home.earthlink.net/~mrjohngilbert/COLLE7.html>

Option: Visiting the Historical Society/Museum can take the place of Day 2.

Ask representative to specifically conduct a discussion about artifacts and the connection to local history. For example, in Vancouver, the representative might bring an artifact that came from the convention center site.

Day 3: Mock Interview. Help Class decide which questions to use then a student interviews teacher. The rest of the students will observe the interview.

Option: Teacher can invite someone to class and conduct an interview with the guest.

Day 4: Students decide on their list of questions. Discuss why open ended questions are best. Allow at least one week for students to conduct their interviews.

Tape recording is best. However, if this is not an option, students can take notes.

Be sure to look at the handbook for Teacher's Guide to the Teen Reporter Handbook:
http://www.youthsource.ab.ca/teacher_resources/oral_guide.html and the Teen Reporter Handbook: <http://www.radiodiaries.org/handbook.pdf> and discuss this information with students.

Oral History Questions can be found at the following website and a book on oral history can be purchased from Rootsweb at the website below. There are many great websites available.

The Heritage Community Foundation of Alberta Canada has a list of possible oral history questions at: http://www.youthsource.ab.ca/teacher_resources/oral_question.html

The Heritage Community Foundation's source for their questions was Rootsweb:
<http://www.rootsweb.com/~genepool/oralhist.htm>

Day 5-11: It is best if the oral history is assigned before a weekend so that students will have an easier time making contact with their interviewee. This portion will be homework. Check in with students on progress, problems that may be arising. Some students will be ready to begin research during this period.

Day 12-18: Work on presentations. Use the worksheets with the Dig Deep Analyze Artifacts CBA to analyze the artifact and the oral history. Students may need additional guidance as to how they will write their historical account and how they will present it to the audience. This may require additional teaching. This depends on students' experience with essays and visual and verbal presentations. During this period, students will also create a card for the timeline with a summary of information and a sketch or photograph of their artifact. They will research the time period so that they connect the local history with regional, national, and world history.

Day 19-20: Students will present their artifact and oral history presentation to the class. This is also an ideal opportunity to invite community members to your school!

Connections to curricular areas:

Reading

- A Horse's Tale
- Researching local history surrounding the family artifact

Writing

- Writing about artifact
- Writing an essay about the connection between the artifact and history
- Writing entry for timeline
- Write new chapter for A Horse's Tale that is about an artifact from the area

Social Studies

- Timeline
- Research Washington and local History

Communication

- Present artifact, the oral history, and historical connection
- Interview senior family member about artifact and record oral history

Art

- Create replica of artifact for classroom museum