



IDAHO AND THE AMERICAN WEST

A Curriculum Guide Supplement
for Elementary
and Secondary Teachers

IDAHO
Humanities
COUNCIL

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1999

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Introduction

This supplement to *Idaho and the American West: A Curriculum Guide* (1993) is a publication of the Idaho Humanities Council (IHC), and is made possible in part by funding from the J. A. & Kathryn Albertson Foundation. The supplement is the result of IHC's 1998 institute for teachers, "Idaho and the American West," held at Northwest Nazarene College in July.

The institute brought together 42 elementary and secondary teachers of Idaho history representing every region of the state. Over a dozen scholars led sessions that explored a broad range of topics that comprise Idaho history: prehistory and Indians, migration and settlement, historical resource-based industries (agriculture, mining, and logging), contemporary conservation issues, twentieth century economic and political changes, and multicultural influences. Hands-on workshops, special presentations, and curriculum development sessions rounded out the two-week institute. This supplement provides the curriculum activities that the teachers developed during the institute. They worked either in teams or individually; their names, with a short biography, accompany each lesson plan. Steve Tyree, of the Boise School District, guided the curriculum development process.

Participants and scholars are listed at the end of the supplement.

The conclusions or opinions in this work do not necessarily represent the views of either the Idaho Humanities Council, the National Endowment for the Humanities, or other sponsoring parties.

History Lives in Cemeteries

By Linda Murphy

Theme

Early pioneer life

Description

On a field trip to the Spalding Mission cemetery, students, in small groups, will record the information found on the headstones.

Objectives

Students will gain a better understanding of what early pioneer life was like by:

1. collecting information from the headstones on the form "A";
2. organizing the information into charts on form "B";
3. analyzing what the information tells them using form "C";
4. using the information to write a poem, essay, diary, or story.

Materials

pencils and clipboard, forms "A", "B", "C".

Sequence

Day One—(at the cemetery)

1. Go over cemetery etiquette rules.
2. Break the students into small groups.
3. Assign each group a section in the cemetery.

Linda Murphy is a native of Idaho. She teaches grades K-12 in Yellow Pine's one-room school.

4. Give each group enough "A" pages to record headstones in their section.
5. Students record the headstone information found in their section.

Day Two—(in the classroom)

1. In their groups, students organize their information on chart form "B".
2. Each group helps create a class chart to incorporate all of the information gathered.

Day Three—(in the classroom)

1. Discuss the information gathered using the form "C" questions.
2. Discuss how the information gathered at the cemetery tells us about early pioneers.
3. Have the students work on their writing project.

Variations

You can use a different cemetery if it has an old enough "population". Then you could include questions such as:

1. What deaths were the result of war. (Break it down into the different wars.)
2. Can the founding fathers be ascertained by comparing a town's names of streets, schools, public buildings, etc.

Reference

Grave Experiences: An Interdisciplinary Guide to Cemetery Studies, compiled and edited by Brent Klag, Ed. D. published by: Edith Bowen, Laboratory School, Utah State University, 1996, pp 168. This book has more activities in the cemetery.

A

Headstone information

Name:

Dates:

Epitaph:

Name:

Dates:

Epitaph:

Name:

Dates:

Epitaph:

Name:

Dates:

Epitaph:

B

USE TALLY MARKS (~~III~~)
TO RECORD YOUR DATA
(M=MALE, F=FEMALE)

AGE AT DEATH

UNDER 2		2 - 5		6 - 12		13 - 19		20 - 29		30 - 39		40 - 49		50 +	
M	F	M	F	M	F	M	F	M	F	M	F	M	FM	M	F

MONTH OF DEATH (IF GIVEN)

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC

YEAR OF DEATH (FIND YOUR EARLIEST, LIST IT: SECOND EARLIEST, ETC.)

B

Record the ages of adults 20 or older:

Male

Female

Male

Female

C

1. Was the mortality rate greater for one group? If so, which one? (use age at death)
2. What was the average life span of men 20 or older? What was the average life span of women 20 or older? What does this tell you?
3. Were there more deaths in one season than another? Which season(s)? What do you think it means?
4. Was there evidence of an epidemic as shown by many deaths within a short period of time? If so, when?
5. Was there evidence of a natural disaster as shown by many deaths on the same day? If so, when?
6. Were there more deaths within a year? If so, which one? What might that mean?
7. Do any epitaphs tell the cause of death? If so, list the causes.
8. Are any other ethnic group(s) found in the cemetery? If so, which one(s)?

To Be A Hero: Examining Idaho's Heroes

By Pat Walker, Bruce Bradberry,
Chris Callison and Nicole Dodge

Students often have a limited image of heroes. They view heroes, both modern and historic, as something apart from their own experience. They frequently overlook the common person—a neighbor or resident of their hometown or county—as a potential hero. This lesson will require students to critically examine the broad concept of heroism and then find and discuss examples of heroism displayed in Idaho. This lesson is a critical thinking exercise in which students will research individuals or groups who are commonly believed to be heroes, report what they did to be honored as heroes and then analyze whether or not the label “hero” has been applied appropriately.

Learning statements The student will:

1. Develop an understanding of the meaning of “hero” by using visual representation and critical thinking.
2. Examine specific Idahoans as heroes, using biographical research.
3. Assess how these individuals or groups fit the agreed upon definition of hero.

Materials required

1. Students’ visual representation of heroes, such as photographs, T-shirts, trading cards, etc.
2. Overhead sample of a resume.
3. Possible biographies to paraphrase.
4. News clippings about local heroes. (see attached example on Sacajawea)

Pat Walker is a Social Studies teacher at Meridian High School. She has a B.A. from U.C.L.A. Bruce Bradberry is a Music and Social Studies teacher at Deary Jr./Sr. High School. He has a B.A. and an M.A. from Pepperdine University and an Ed.D from U.C.L.A. Nicole Dodge is a Social Studies teacher at Meridian High School. She has a B.A. from the University of Idaho. Christine Callison is a Social Studies Teacher at Meridian High School. She has a B.A. from the University of Idaho

1. Student perceptions of heroism.
 - a. Ask students—What public figures are your heroes? Whose autograph would you value?
 - b. Ask students to bring in and report on a visual representation of a hero, such as pictures, T-shirts, etc.

Or,

Teacher may provide examples of the visual depiction of heroes. For example, sports figures like Michael Jordan or historical figures like George Washington.

- c. Hold a brainstorming session, asking students to identify what characteristics these heroes display. For example: athletic skill, leadership ability, bravery, wealth, generosity, etc.
2. Agreeing on a definition of hero and heroism.
 - a. Propose definition. For example: “A hero is an ordinary person who takes great risks to attain a noble goal.”Or, according to the dictionary a hero is “any person admired for courage, nobility, etc.”
 - b. Reevaluate student heroes using this definition.
 3. Explore Idaho history for examples that meet the agreed-upon concept of heroism.
 - a. List groups important in settlement of Idaho (farmers, Native Americans, loggers, emigrants, miners, etc.)
 - b. Have students explore heroic qualities of these groups and discuss challenges to those assumptions.
 4. Biographies.
 - a. Provide a list of Idaho heroes. Possible examples:
 - Harmon Killebrew (baseball)
 - Frederick Weyerhaeuser (timber)
 - Sacajawea (interpreter/guide)
 - J. R. Simplot (potato magnate)
 - Ernest Hemingway (literature)
 - Chief Joseph (Native American leader)
 - Bruce Willis (actor/real estate developer)

- Frank Church, Cecil Andrus, William Borah (politics)
- b. Ask students to select and research a specific hero. The research report should explain the extent to which the hero selected meets the definition of hero agreed upon by the class earlier.
- c. Ask groups or individual students to put together a resume of their heroes, written to highlight their heroic qualities and accomplishments.
- d. Have groups or individual students present their hero to the entire class, using the resume or role playing. **The purpose of the presentation is to convince the rest of the class that the selected "hero" deserves that label.**

Groups might want to select one student to play the role of the hero, with the remaining members of the group acting as advisors to the hero.

- d. Before the presentations, prepare a ballot listing all of the heroes selected by members of the class. After all the presentations are complete, pass out the ballots. Tally the votes and announce the results.
- e. Engage the class in a discussion on the results of the vote.

(Alternate lesson sequence: If time is limited, step 4 may be replaced by having the teacher read biographical sketches, followed by discussion. See attached examples.)

Sample biographies

The following is a sample of a fictional group representation:

Immigrant on the Oregon Trail

My name is Thaddeus Barton. In 1846 I sold my farm in western Pennsylvania, bought a new Conestoga wagon and supplies and traveled west on the Oregon Trail to the Willamette Valley. My family consisted of my wife, two sons, four daughters, and my wife's brother. Near Fort Kearney one of our daughters fell off the wagon and was crushed. My oldest son died of cholera along the Sweetwater River. Though my wife died in childbirth in the Blue Mountains, her baby boy, my son, survived.

We are working hard to prepare this untouched, free land, and with luck will produce good crops by the autumn of next year.

The following is a sample of a factual individual:

Chief Joseph

My name is Joseph, called young Joseph. I am a chief of the Ni-mi-poo, called Nez Perce. During our time of troubles with the United States I was one of the men who decided to reject the American order to move from the Wallowa Valley to the Lapwai Reservation, we chose instead to lead our small band to refuge. Many of us including the old sick, and children (who were my responsibility) were killed and we could not hide. Finally, near Canada, I (as the last remaining chief) was forced to admit our failure and I agreed for us to move to the reservation.

RESUME

Name
Residence

Goals:

Education:

Work experience:

Personal:

References:

Delaware congressman pushes to put Statue of Liberty, not Sacajawea, on \$1 coin

Statesman staff
and wire reports

A senior U.S. lawmaker has introduced legislation requiring the Treasury Department to put the Statue of Liberty on the new dollar coin instead of Indian guide Sacajawea.

The statue is a "far, far better choice," said Rep. Michael Castle, R-Del., than the 17-year-old Lemhi-Shoshone girl who helped lead Meriwether Lewis and William Clark to the Pacific Ocean nearly two centuries ago.

"Choosing Lady Liberty to grace the face of what should soon be the most

popular and widely used item of U.S. coinage or currency would be choosing the most universal symbol of our country and the value we hold in common," said Castle, Republican chairman of the House Banking monetary subcommittee, in a letter to colleagues.

Idaho Treasurer Lydia Justice Edwards, who has promoted Sacajawea for the coin, disagreed.

She called Castle's proposal "an Eastern reaction to a Western heroine. This is thievery by the East.

"...It's about time the country recognized Western heroes. This is a special time for the West with the bicen-

tennial of the Lewis and Clark expedition, which was so important historically, and we can't allow it to be stolen by Easterners. Why do we want a generic, vanilla expression like Lady Liberty when we have a genuine hero like Sacajawea?"

Castle is pushing for a House vote before Congress recesses next month for vacation because Treasury Secretary Robert Rubin "seems poised to affirm the recommendation" of Sacajawea by an advisory panel.

A spokeswoman declined to say whether Rubin had already decided to accept the panel's decision or, if not, when he would decide.

The Idaho Statesman

Thursday, July 30, 1998

Heads, it's ... Sacajawea

American Indian guide to be featured on new dollar coin

By Carl Weiser
Gannett News Service

WASHINGTON — Sacajawea, the Shoshone woman who helped explorers Lewis and Clark navigate the Western wilderness, will grace America's next dollar coin, coming in 2000, Treasury Secretary Robert E. Rubin announced Wednesday.

"Well, fantastic," said Sandra Todd, 54, a direct descendant of Sacajawea and a gaming commissioner with the Shoshone-Bannock tribes in the Idaho community of Fort Hall. "It's time that she was recognized for what she's done for history."

Sacajawea was 16 when she joined Meriwether Lewis and William Clark's expedition in 1804. Carrying her infant baby Baptiste on her back, Sacajawea served as an interpreter, diplomat and guide during the 8,000-mile journey to the Pacific Ocean.

"If it wasn't for Sacajawea, Lewis and Clark would have been lost in the wilderness," said Diana Yupe, cultural anthropologist with the Shoshone-Bannock tribe.

Since the new gold-colored coin will replace the Susan B. Anthony dollar, Rubin had declared that the face on the new coin should be a



Gannett News Service

Sacajawea will grace the new U.S. dollar coin coming in 2000.

woman, though not a living one.

A special committee selected by Rubin held two days of hearings in Philadelphia in June before voting 6-1 to recommend that the design capture the concept of "Liberty represented by a Native American woman, inspired by Sacajawea."

The lone "no" vote, Rep. Michael N. Castle, R-Del., has pledged to fight Rubin's selection. He said Sacajawea is too obscure a historical figure,

On the Web

More information can be found on the Web at www.usmint.gov

which prompts Indian groups to say putting her on a coin will remedy that.

Castle favors using the Statue of Liberty, which he says is a universally recognized symbol of America. He introduced a bill Friday that would order that the coin feature the Statue of Liberty. He also sent a letter to House colleagues asking for their backing.

Yanking Sacajawea off the new coin would meet with opposition from her backers in Congress, including Sen. Mike Enzi, R-Wyo. But depicting Sacajawea — who is buried on the Wind River Indian Reservation in Wyoming — on the coin would honor women and the greatest exploration in U.S. history, he said.

"Congress is beyond debating the merits of Sacajawea or the Statue of Liberty," he said, adding that Congress should not undermine Rubin.

Castle said he supported putting Sacajawea on a special commemorative coin, perhaps the coin slated for 2005 to celebrate the bicentennial of the expedition.

No one today knows what Sacajawea looked like. Sculptors and engravers at the U.S. Mint will now try to create an image, Rubin said.

Why Would They Move a Town?

By Rilla Corbett

Lesson theme/topic

Irrigation and/or settlement of Idaho

General description

This is a lesson plan to acquaint students with the removal of the town of American Falls to a new location in order to build the American Falls Reservoir to make irrigation waters available in southern Idaho.

Objective

The purpose of this lesson plan is to show cooperation and personal losses are sometimes necessary for the benefit of a much larger group benefit. Students will be shown what had to be displaced, what remains today, and what has been gained for the community. They will also know some facts concerning the area.

Materials needed for lesson

Pictures of the dam, town, removal of buildings, the remains of an old grain elevator; information collected with facts of the dam and irrigation benefits etc.; interview format and questions; and writing assignment information.

Lesson sequence

Introduction and attention getter: A picture of the remaining grain elevator showing above the water line of the reservoir will be shown and the question asked, "What is this?" This discussion will hopefully raise questions and interest. For students who

have driven over the American Falls dam interest will be high.

Body: "Why did they move this town?" and "How did they accomplish this feat?" and "Why was this landmark left?" and "What are the benefits?" are some of the questions to discuss and discover.

Why was it moved? In the year 1919 farmers up and down the Snake River lost more than \$25 million in crop failures because of a drought. It was this kind of disaster that brought people together to figure out how to avoid another one like it. The Bureau of Reclamation proposed an 87-foot dam that would store two million acre feet of water and irrigate one million acres. In order to do this, however, the town of American Falls would be flooded, along with roads, railroads, and Indian lands at Fort Hall. It would cover 56,200 acres and back up the Snake River for 25 miles. The function of this dam was for irrigation and also for diversion into three power houses for Idaho Power.

How? This required the entire town of American Falls to be moved, 3 miles of railroad to be rebuilt, a million-dollar arrangement to be made with Idaho Power, and land to be purchased from the Shoshone-Bannock Fort Hall Reservation. The moving of the town took two years. There were some bitter feelings. Some people sold and moved away and others complained that prices offered by the Bureau of Reclamation were not high enough for the cost loss and moving expenses. Some said they wouldn't move but were told "they could move or stay—either way the water was coming." The costs include \$400,000 to the government for the improved area of the new townsite (8 miles of sidewalk, 7 miles of sewer, 9 miles of water main, 12 miles graded and gravel streets, a 9-acre public square and park, churches, public buildings, a \$40,000 court house, city hall, library, apartment houses, and a \$80,000 high school.) It cost \$8,000,000 for the dam, \$250,000 for raising the railroad bridge 22 ft., \$250,000 for a new railroad grade, \$30,000 for a new highway, \$2,500,000 for a new government power plant, and \$300,000 for municipal buildings and improvements.

Rilla Corbett: This year will be my 9th year teaching fourth grade in Aberdeen, Idaho Aberdeen Elementary Middle School. I have taught 4th grade one year in Utah and 1st and 4th grades in Salmon, Idaho. I am a graduate of Ricks College and Brigham Young University. I have worked on curriculum committees for social studies and literature. I have scored in the fourth grade math assessment tests for four years and am the Economic Coordinator for our school.

Some of the elevators were rolled to a new site. Businesses moved include Bartell's Tire Shop, May's Café, Spark's Meat Market, Block's Bakery, Owen's Shoe Repair, Barton's Furniture Store, Gold Rush Mercantile, Davis Mortuary, Eva B's Millinery, Grand Hotel, Remington Hotel, Ford Garage, First National Bank, Gem State Lumber, Riverside Mercantile, Schwartz Pool Hall, Bailey's Café, McCount's Hardware, Fall Creek Sheep company, Wagner's Shoe Repair and Harness Shop, Evan's Mercantile, and Irene Theater. The courthouse, library, auditorium, telephone building, Press office, flour mill, and several churches were moved. (Pictures showing the moving process)

Why: The old grain elevator left standing belonged to the Colorado Milling Company. It was left as a solitary landmark of where a town once stood. The elevator was too sturdily constructed to be removed, so it was left to tower 106 feet in height over the man-made lake. It has been standing thus for 73 years. (1998) It was set 30 feet into the ground. A quote made by William Barnard said, "I think they left it as a landmark of the original town, although some say they didn't move it because they couldn't find anyone to lay it down and roll in up the hill."

What: The American Falls Dam is one mile wide. It is the largest storage reservoir on the Snake River. It provided 27,500 kilowatts for electrical power in 1929 and 100,000 kilowatts since being upgraded in 1972. The reservoir is 25 miles long and 10 miles wide at the widest point. Considered the most important Snake River irrigation project of all, the American Falls dam represents a means of providing late season water for thousands of farmers and settlers. It has a holding capacity of 2 million acre-feet of water, guaranteeing a steady supply of water to the Magic Valley. The facility helps to make the desert productive in large parts of southern Idaho. The success of this project required cooperation of federal, state, and local governments and private people.

Agreement had to be made between 30 water districts and 40 irrigation companies along a 300-

mile course of the Snake River. The reservoir provides supplemental water for over one million acres above and below the dam. The project provided for a reclamation of over 115,000 additional acres of public land to the north and west of the Minidoka project. The dam controls the spring run-off and mainly benefits the people and farms below the dam.

Extending projects

Oral history interviews: Interview a person who remembers the dam being built, the old town as it was, and how it was moved.

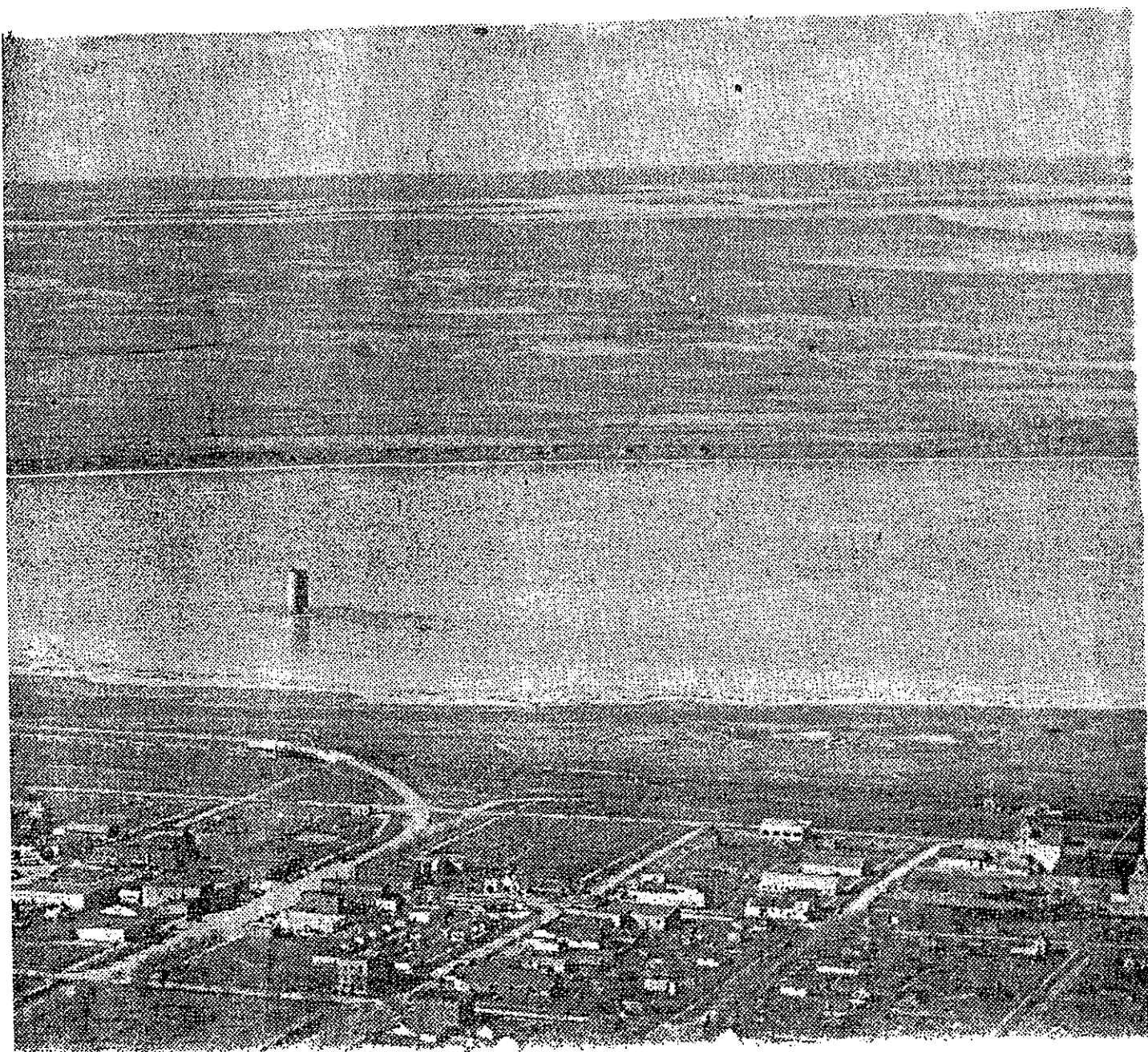
Writing project: What if our town had to be moved? How would that be accomplished? What might have to be left?

Field trip

Visit to American Falls Dam site to view the standing elevator in the reservoir and take a tour of the dam.

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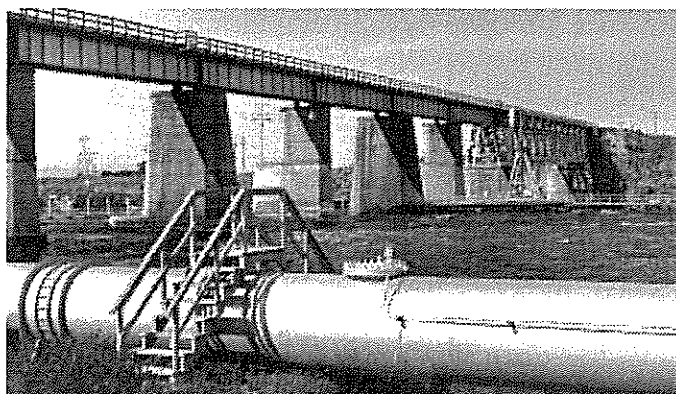
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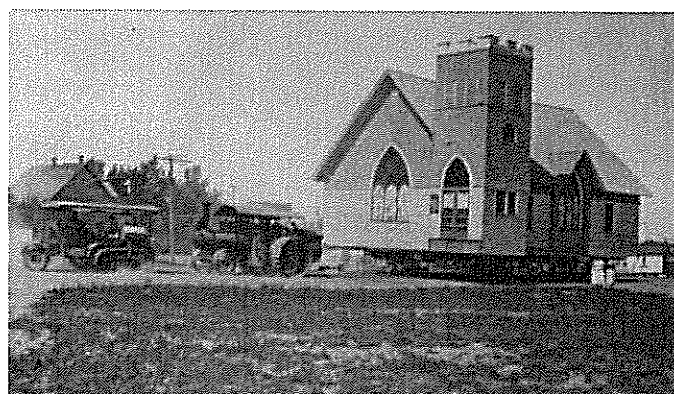
Photographs used
with permission of
the Idaho State
Historical Society
Library and Archives



View of new townsite. ISHS #77-127.13/B

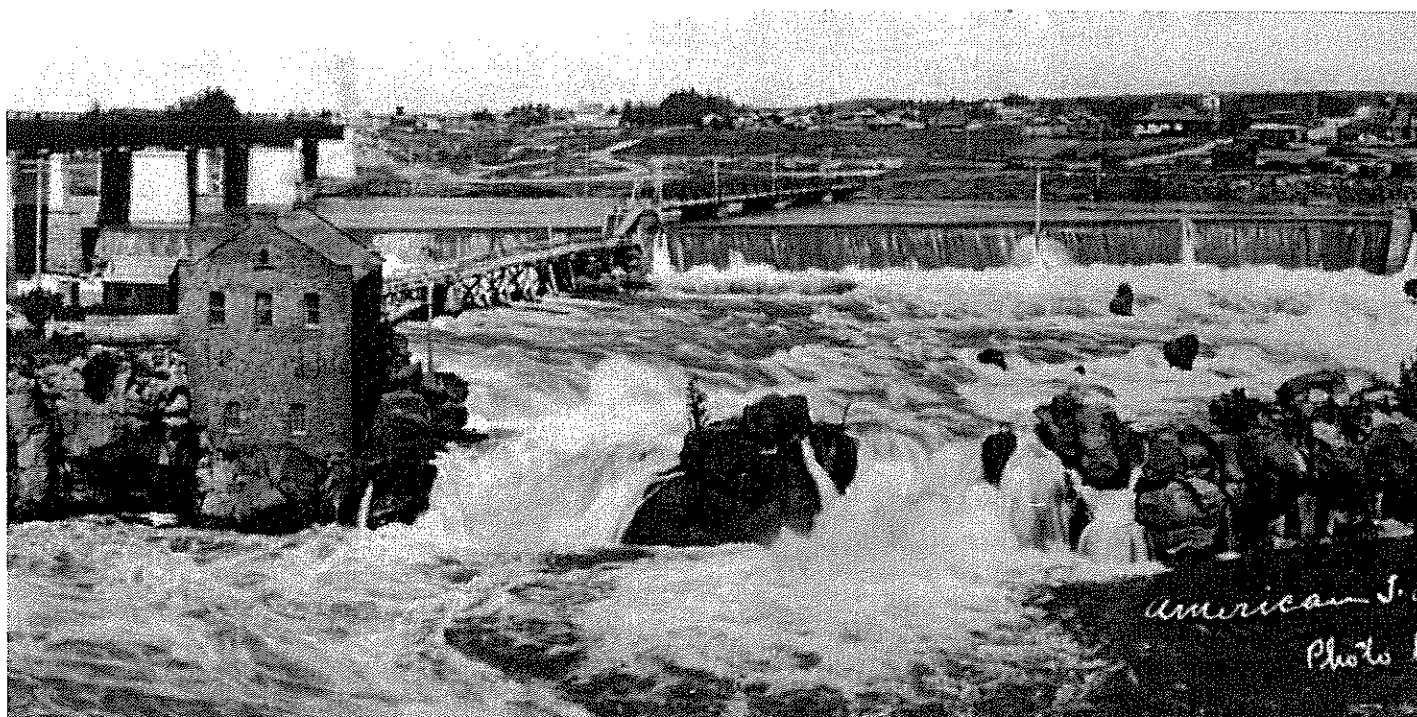


*The railroad bridge was raised 22 feet.
ISHS #72-100.48*

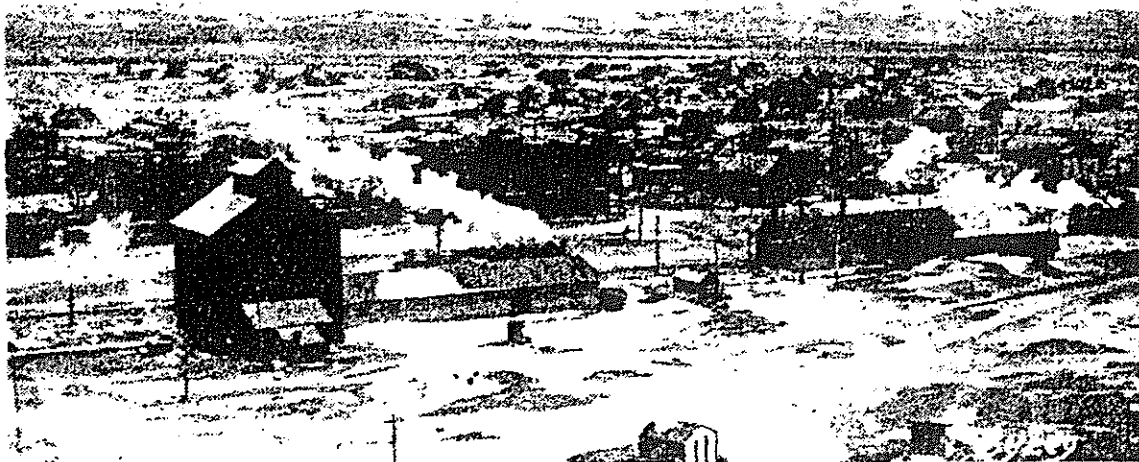


*Moving frame church to new townsite,
May 23, 1925. ISHS #77-127.15*

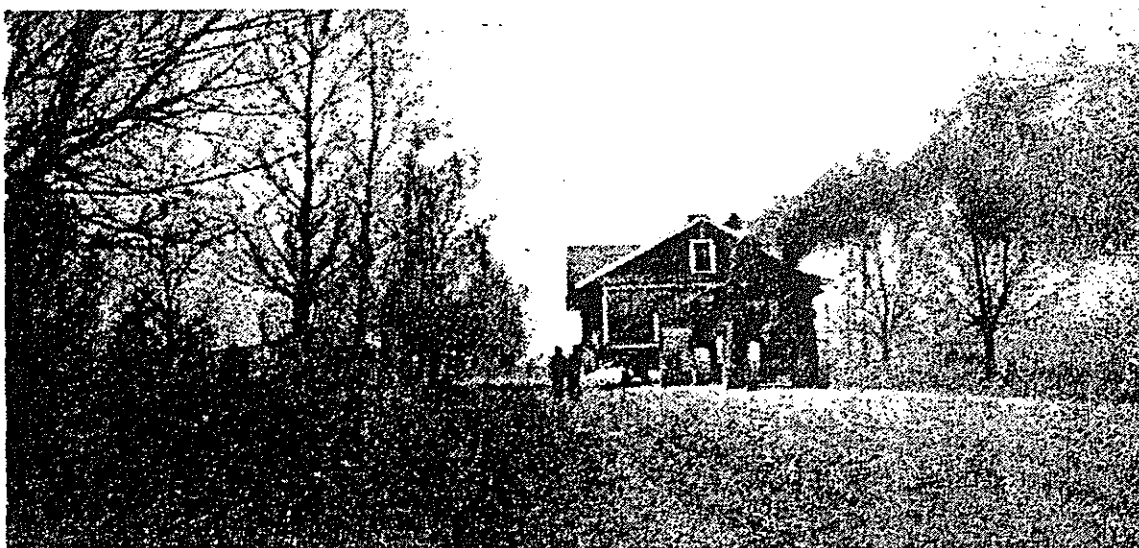
American Falls, 1923. ISHS #80-11.1



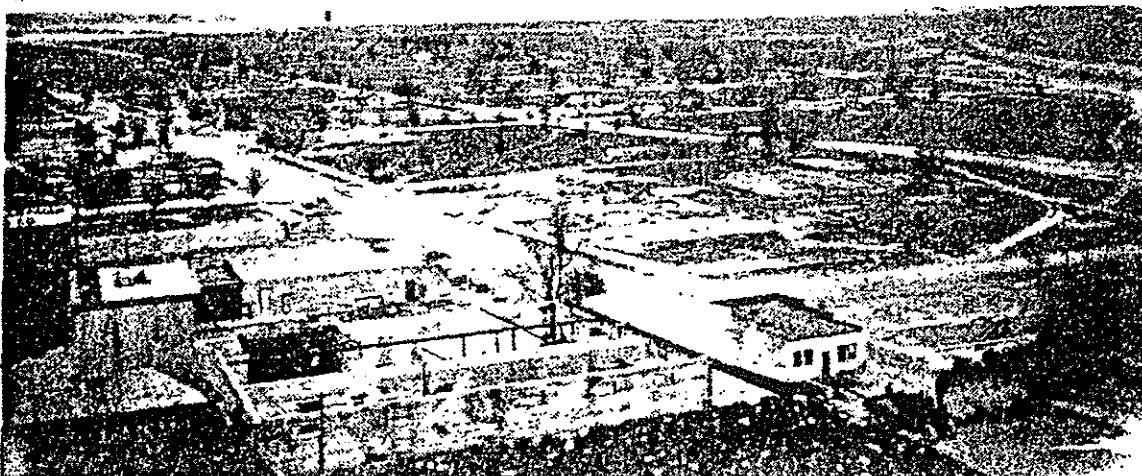
*American J. a
Photo b*



Before the move



During the move



The move nearly complete

(Historic photographs loaned to the Journal
by Fran Ewing and Skip Davis of American Falls)

Prehistory, Idaho's Artifacts, Analyzing Artifacts & Historical Hypothesis

Jerry Graves and Ed Pfeifer

Objectives

The students will be able to understand archaeological terms and techniques. The students will be able to experience a simulated archaeological dig by using dig boxes and be able to analyze and compare artifacts with an established chart and time line. Students will be able to make hypothesis as to the use and age of artifacts by Native Americans in the northwest. Students will be able to apply their knowledge of culture by selecting items to represent the culture of today.

General description

This activity is designed to enable students to analyze artifacts and simulate archaeological situations and problems and make hypothesis as to their meaning and significance.

Materials needed

5 boxes, Plexiglas projectile points, bones, various simulated ancient artifacts, various modern artifacts, cardboard "strata". Term sheet, time line/point identifier, dig sheets, archaeology record. Using Artifacts sheet.

Lesson

This is a cooperative learning lesson. The teacher will split the class into 5 groups of approximately 5 students each. Each team will be handed an Archaeology Record sheet and be given a box in which to dig. Students will be instructed to log all finds in their box including a description and location map of the find in relation to the directions

and depth marked on the box. Students will spend time speculating as to the use and age of the artifacts using the Using Artifacts sheet and log their findings. Students will also compare their finds to the chart and time line. Students will use "Dig Notes" to help them with their hypothesis. Students will be individually responsible for knowing the terms on the term sheet and be quizzed on the sheet as part of their evaluation for the lesson.

BOXES:

Box 1—projectile points layered in cardboard strata. Youngest at the top with oldest at the bottom. Students will log where the points are found and compare the points to the projectile point chart and time line.

Box 2—will contain layers of cardboard with bones and mats and a dig sheet that explains that this find was made in a cave that had a very cold temperature (below freezing in the middle of the summer) and speculate as to why the bones and mats were there (refrigeration – food preservation).

Box 3—will contain fireplace remnants with charred bones, seeds and a shell midden. Students will speculate as to the diet represented by their finds in the box.

Box 4—will contain various artifacts such as an atlatl, pump drill, and bow and arrow as well as trade goods, leather sheets and rock writings (on dig sheet). Students will attempt to interpret what they find.

Box 5—will contain remnants of tin cans, matches, gun shell casings and other modern items along with obsidian fragments. This box represents a looted site and after students report their findings there will be a class discussion on what is lost from a looted site.

Each student will write a 1 page paper about the significance of the items in his/her group's box and

Jerry Graves teaches U.S. History at South Junior High in Boise. He has taught history for 13 years. Jerry is also the President Elect of the Idaho Council for the Social Studies. Ed Pfeifer teaches Social Studies at Marsing High School. He has taught Social Studies for the past 11 years. Ed is the Representative of Region II of the Idaho Council for the Social Studies.

pick an item of more significance than the others and explain *why* he/she thinks it is more significant.

So that students can demonstrate that they understand the elements of culture, they will identify items from elements found in their digs. Students will identify items that fall into the following categories: 1. Food, 2. Architecture, 3. Entertainment,

4. Clothing, 5. Religion. For a homework assignment students will bring representations from our current culture representing the same 5 areas and write a one page paper explaining why they think that those are good representations of their modern culture. Discussion will follow and the class will decide which of all the items brought to class are the *best* representatives of their modern culture.

Using artifacts in teaching

"Seven ways to look at an artifact"

The use of three-dimensional objects, or artifacts, can be an exciting hands-on method for teaching. Whether the object is historical or culture in nature, the use of tactile senses to explore an artifact can bring new meaning to a lesson.

Artifacts can be obtained for classroom use from a variety of sources. Local museums and historical societies may have loan programs of educational artifacts. Antique stores may be willing to loan items for short periods of time if they know care will be taken with them. Private collectors may have items for in-class presentations, or reproductions may be purchased through special catalogs. You may want to have students bring in items from home to create their own museum.

The following is a list of seven ways you can look at any artifact:

1. Reading With Your Hands (analytical thinking)
 - How was the object made? (library research may be needed)
 - How does the object feel? (touch it, and examine closely)
 - Try using the object as it was intended. (may not be possible for everything)
2. How Was The Artifact Used? (analytical thinking)
 - What was its function?
 - Why was it used when it was? Why is it not

used now?

3. What Was Its Environment? (synthesis of information)
 - Place object into historical setting.
 - Imagine the atmosphere of when it was used.
4. Development Through Time (intellectual reasoning)
 - Compare item from past with similar item used today.
 - How has it changed?
5. Cross-Cultural Comparisons (intellectual reasoning)
 - Do other cultures use similar items?
 - What would other cultures use if they did not have this item?
6. Noting the Influences (intellectual reasoning)
 - Are there designs or decorations on the artifact?
 - If so, what group of people influenced this design or decoration?
7. Functional Meanings or Values (abstract thinking)
 - How do people feel about the object?
 - Are strong emotions evoked in relation to this object like baby shoes or war medals?
 - Does the object symbolize a way of life like a uniform or cowboy hat?

Bibliography

Pavesic, Max G. and William Studebaker *Backtracking: Ancient Art of Southern Idaho* Pocatello: Idaho Museum of Natural History. 1993

Titmus, Gene L. and James Woods *Clovis Origins and Adaptations* Corvallis: Center for the Study of First Americans. 1991

Archaeology Record

Item Description

N
W Location E
S
(in Centimeters)

BOX # _____

Dig notes:

We found this at the mouth of the cave just under the overhang. There were obsidian chips in the area and many rocks which had fallen from the roof of the cave.

Box # _____

Dig notes:

We found this near the back of the cave. It was 100 degrees outside the cave but our thermometer only read 30 degrees at the back. There were lots of bones and these mats on the floor. Weird!!

Box # _____

This was in an area that was very black and near the front and on one side of the cave.

Box # _____

This was found in an extremely dry place and was behind some rocks just behind the opening of the cave. We also found these writings on the cave wall—we copied

them here.



Box # _____

This was found near some motorcycle tire tracks at the top of the cave.

Years Before Present

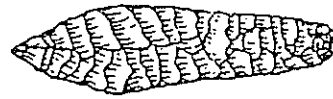
15,000 12,000 9,000 7,000 4,000 2,000 0



Clovis



Folsom



Plano



Humbolt



Side
notch



Corner
notch



Bliss



Rosegate

Cottonwood

Name _____

Terms

1. archaeology
2. flintknapping
3. petroglyphs
4. pictographs
5. pithouses
6. midden
7. atlatl
8. looting
9. desecration
10. cross dating
11. carbon 14
12. stratigraphy
13. Clovis point
14. Folsom point
15. Humbolt point
16. Turkey tail point
17. Side notch point
18. Bliss point
19. Rosegate point
20. Cottonwood point
21. Plano point
22. Notched point
23. Megafauna
24. Mano
25. Ochre
26. Cache
27. Chronology
28. Dart
29. DNA
30. Coprelytes
31. culture

Maps of the Native American Experience

Karen Quinton

Purpose

To provide a visual aid for teachers to help present the Native American Experience from Euro-American contact to present. To provide a visual aid for the student to better understand the correlation between the land where he lives and the land where the tribes lived before the reservation. The student will gain insight into the routes traveled, food source locations, and areas inhabited by Idaho Indians in prehistoric times.

General description

A visual aid for teachers, consisting of a map mounted on plywood or formcore and a collection of 4 laminate map overlays depicting different stages in the Native American experience. Geographic feature map, overlay #1 towns, #2 traditional tribal lands, #3 seasonal round & foods, #4 present reservation lands.

Materials needed

Poster board 18X24 or a purchased map depicting the geographical features of Idaho. Laminate, sealed by running through the laminator, 4 sheets 18X24. Foamcore board or plywood to mount geographic map. Colored permanent markers, 4 nails or pegs, maps to copy.

Project

Mount geographic map on hard surface and place nails in each corner. Trace features of each of the corresponding overlays on laminate with permanent markers, using a different color for each map. Punch holes in each sheet of laminate to correspond with nails on geographic map.

Karen Quinton: Fourth grade teacher at Hollister Elementary. Serve on the Board of Friends of Stricker Ranch, and as president of The Snake River Chapter of the Idaho Archaeological Society. Compiled and published, *Life in the Saddle on the South Idaho Desert*, a history of early cowboys and ranchers of South Central Idaho.

Method

These materials will be used while teaching a unit on Native Americans in Idaho. The teacher will teach the information about each map prior to adding each succeeding overlay. For example: Present the base map showing the landforms and after teaching about Idaho's geographic features add overlay #1. This overlay shows the major towns and features that the student can identify with. (be sure to include towns such as Hollister and Rogerson if you teach in Hollister, Idaho) This creates an opportunity for the student to see his relationship to the land and features around him/her. The next overlay #2 when added will show the traditional lands of each of the Indian tribes of Idaho...the student can then see his relationship to those lands, because overlay #1 is still on the map board and in a different color code than the new overlay. The teacher can then continue to teach the unit adding each new overlay as it becomes pertinent. Time use depends on the depth of the curriculum covered.

Activity

The student can have his own 8X10 map to fill in with corresponding colored pencils as each overlay is added and the teaching material is covered.

Extension

Any number of overlays could be created and used with the base map to enhance units on mining, the movement west, settlement of Idaho and other aspects of Idaho's history.

Source for teaching information

Butler, B. Robert, *A Guide to Understanding Idaho Archaeology*
Walker, Deward, *Indians of Idaho*
Idaho Historical Reference Series, Idaho Historical Society: Nos. #24, 487, 448, 489, 490 and 465.
Joseph, Diane, *Idaho Indians: Idaho's Heritage, Five Indian Tribes of Idaho*, 1986.
Liljeblad, Sven, *The Idaho Indians in Transition, 1805-1960*.
Gulick, Bill, *Snake River Country*, 1971.

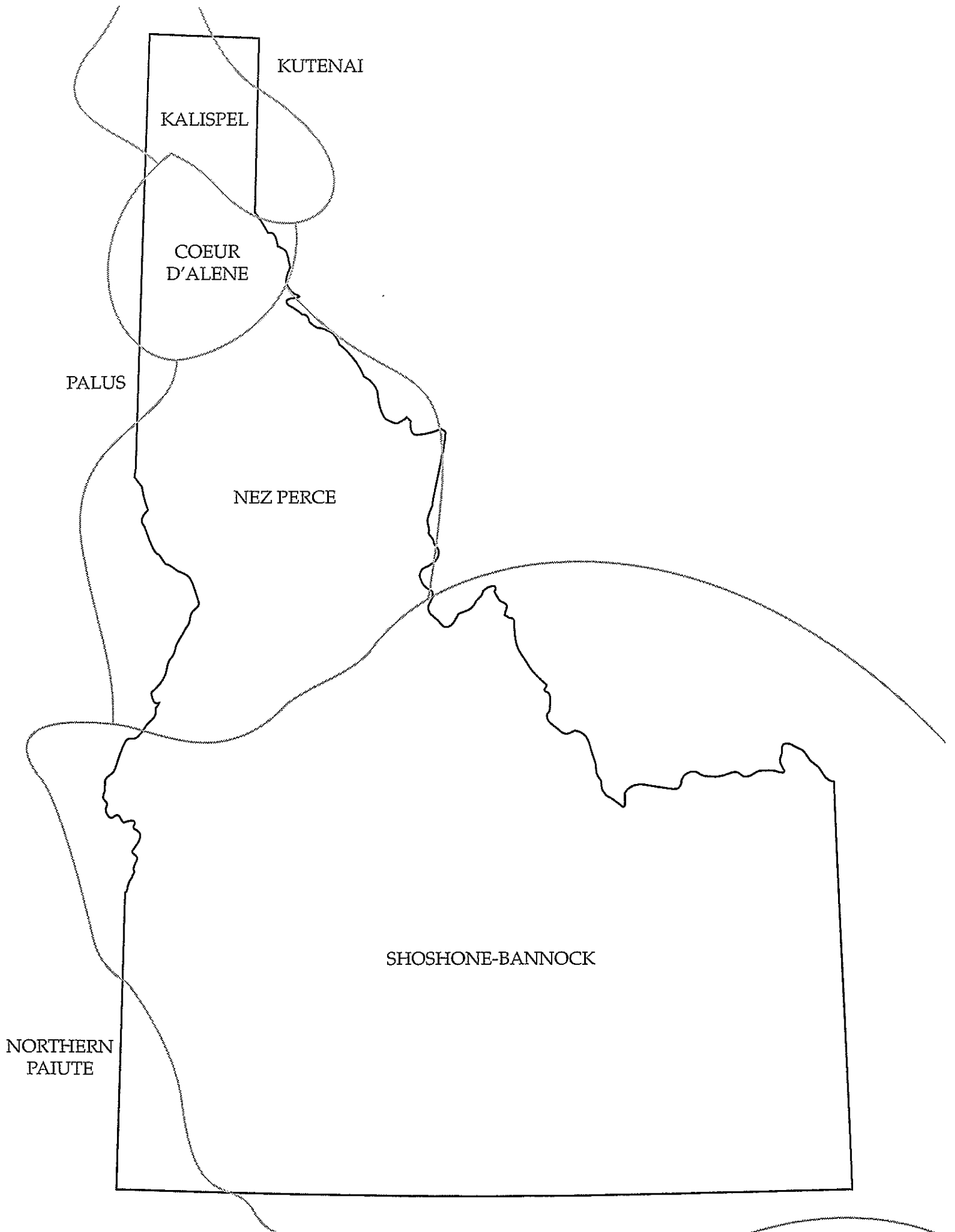
LANDFORMS IN IDAHO

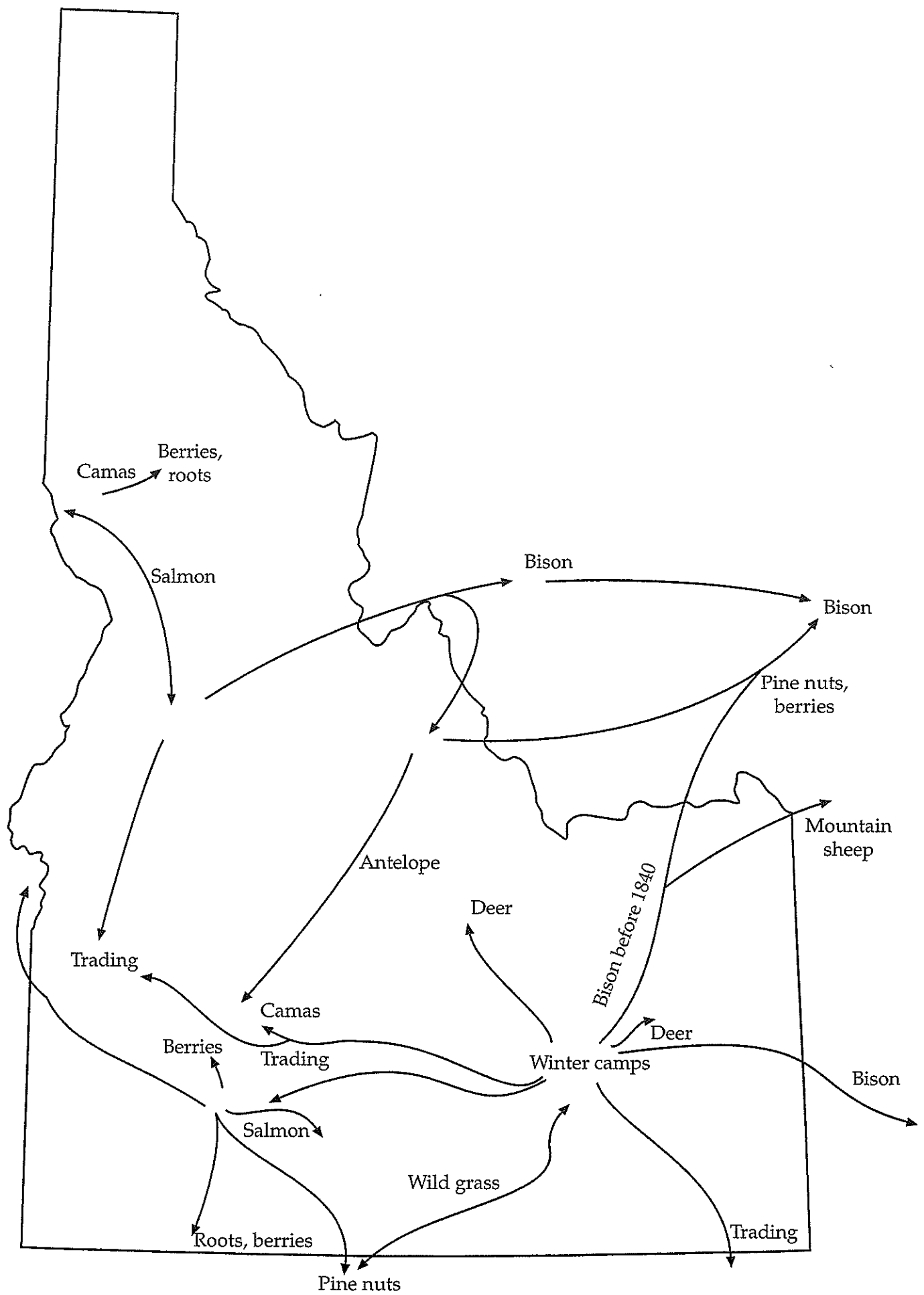
Prepared at the Institute of Geographical Exploration
Harvard University Cambridge Mass
by ERWIN RAIBLE
1941

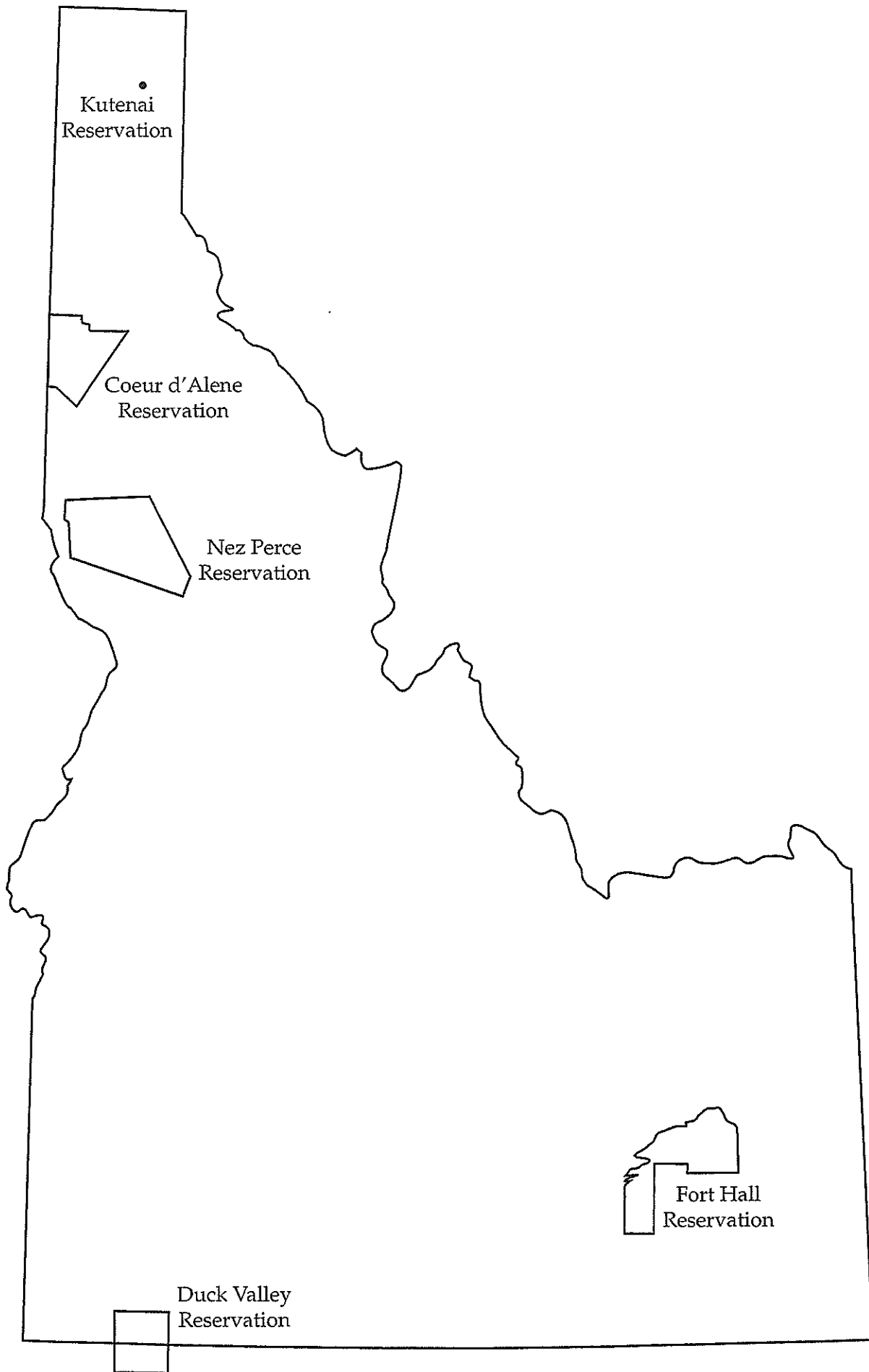
0 10
Miles











Operation Duck Hunt: Territorial Idaho

Janet Meyer

General description

The lesson starts by showing Idaho as part of the Oregon Territory. It shows the progression of the territorial boundaries until the boundaries are what we recognize today as the state. The students will study significant events in the early territorial period. The review activity, Operation Duck Hunt, will reinforce the information learned in the lesson.

Learning statement

The students will learn about the early territorial days in Idaho history

Materials needed

transparency of "Creation of the Idaho Territory" (teacher's copy)

Lesson sequence

1. Introduction When Lewis and Clark entered Idaho in 1805, they were the first Euro-Americans to reach the future state. For the next 43 years, Americans visited Idaho for various reasons: to hunt for furs, to bring Christianity to the Indians, and to move to the Willamette Valley. The graphic organizer shows the territorial changes of the land that would some day become Idaho.
2. Map Activity Hand out the graphic organizer "Creation of the Idaho Territory" and display the first part of the teacher's copy ("Oregon Territory, 1848-1853"). Explain it to the students and have the students copy the information. Do the next section ("Oregon and Washington Territories, 1853-1859"). Continue until the students are finished. An explanation of the territorial changes is found in Carlos Schwantes' book *In Mountain Shadows: A History of Idaho*, page 61-63.

3. Report Topics Using the Reference Series from the Idaho State Historical Society, have the students or groups of students do short reports on the topics prepared by the Historical Society. An order form for the individual reports in the Reference Series is available at <http://www2.state.id.us/ishs/index.html>. Also, many public libraries have copies of the Reference Series available to the public.
 - (104) Pacific Northwest Boundaries, 1848-1868 (3 pages)
 - (258) How Idaho Got Its Name (1 page)
 - (2) Date of the Creation of Idaho (1 page)
 - (264) The Creation of the Territory of Idaho (3 pages)
 - (226) Idaho's First Year, 1863-1864 (2 pages)
 - (478) National Issues in Idaho During the Civil War (2 pages)
 - (371) Arrival of Territorial Officials in Idaho, 1863 (1 page)
 - (370) Original Slate of Territorial Officers 1863 (1 page)
 - (682) Idaho Territory, 1863-1872 (2 pages)
 - (180) Idaho Territorial Government (2 pages)
 - (376) Absence of Idaho Territorial Officials-1864 (2 pages)
 - (374) Caleb Lyon of Lyondale (1 page)
 - (377) Caleb Lyon Statehood Scheme (2 pages)
 - (48) Territorial Government in Idaho, 1863-1869 (3 pages)
 - (372) The First Idaho Territorial Legislature (1 page)
 - (131) Idaho Legislature (1 page)
 - (381) The Fight Over the Iron Clad Oath, 1865-1867 (2 pages)
 - (46) Territorial Legislative Apportionment (2 pages)
 - (85) Idaho Code (3 pages)
 - (83) Idaho Territorial Administration, 1869-1876 (4 pages)
 - (379) Organization of the Idaho Territorial Supreme Court (2 pages)
 - (252) Idaho Territorial Prison (1 page)
 - (913) Territorial Governors Who Did Not Serve (2 pages)
 - (292) Packer John's Cabin (3 pages)
 - (108) Idaho Before Statehood (3 pages)

Janet Meyer is a teacher at Sandcreek Middle School in Bonneville School District. As a native of Idaho Falls, she has love and appreciation of the beauty and diversity of Idaho.

(687) Idaho's Cultural Transition From Frontier to Statehood (1 page)

When Idaho became a territory, the territory had six counties; four were in Idaho. A history of their early periods is given in the Reference Series.

(339) Early Shoshone County (2 pages)

(334) Early Nez Perce County (2 pages)

(324) Early Idaho County (2 pages)

(198) Site Report - Boise Basin (4 pages)

William H. Wallace One key person in this time is William H. Wallace. He is not a topic in the Reference Series. Use Leonard Arrington's book *History of Idaho*, pages 215-216.

4. Oral reports Have the student report the information they have found in the Reference Series that pertains to the territorial period. The other students might want to take notes on the back of the graphic organizer; the notes could be used during the activity. When each student or group of students have finished their reports, they need to write two or three review questions for the activity "Operation Duck Hunt." The teacher might want to add some additional questions.

5. Review activity When Governor William H. Wallace came to the new Idaho Territory, he went to Lewiston; it was the easiest city to reach in the territory. Later, under the leadership of Governor Caleb Lyon, the territorial legislature voted to move the capital to Boise. Of course the citizens of Lewiston objected to the move and tried to prevent the removal. One of the things they tried to do was to prevent Lyon from leaving the city. One day Lyon pretended to go on a duck hunt but he never came back to Lewiston. The objective of the activity is to see if the students can help Lyon leave Lewiston or, if they choose, stay in Lewiston. To do this, they must answer the review questions. The group which answers the most questions correctly, is successful in performing the operation.

Activity rules

a. Divide the class into groups of four or five students.

b. Each group will take turns randomly selecting a question (the questions are written on slips of paper and drawn from a box) from those that the students wrote earlier.

c. If the group answers the question correctly, the group earns one point. Proceed on to the next group.

d. At the end of the activity, the group with the most points was successful in achieving their objective.

6. Synthesis At the end of the activity, the teacher can ask the students about what they have learned and possibly some conclusions they have made. Possible discussion topics could be the role of geography in the formation of the territory and the politics, advantages Lewiston had as a capital, advantages Boise had, problems associated with Idaho becoming a territory during a mining era, or problems Idaho has today as a result of the territorial period.

7. Optional activities

a. The teacher could present the material to the students (use the two books listed in the references). The students could take notes or the teacher could prepare questions for the students to answer while the teacher presents the material. The teacher would skip part four. The teacher could have the students write the review questions or the teacher could prepare the questions.

b. Some students may find the story of Hill Beachy and Lloyd Magruder interesting. The story is in Arrington's book on pages 217-220.

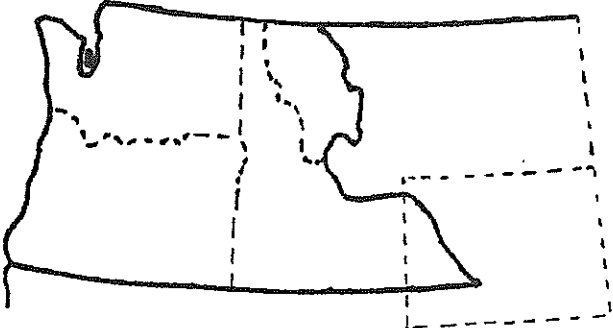
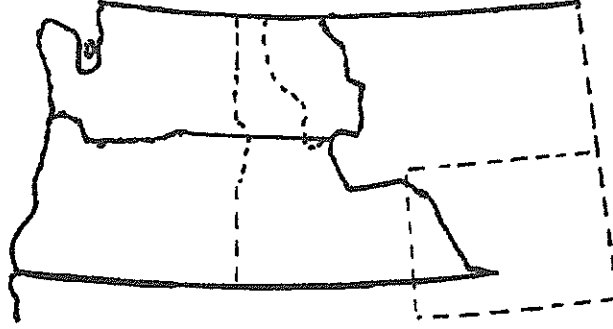
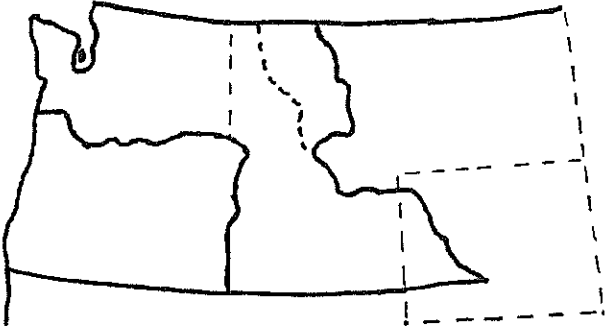
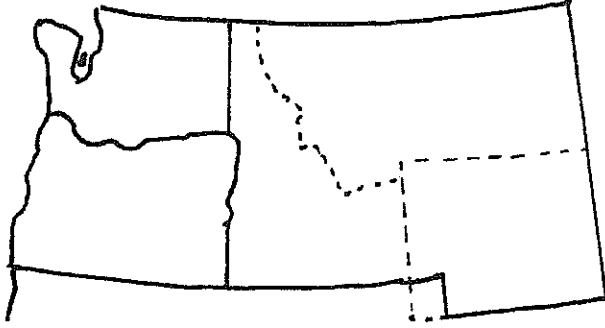
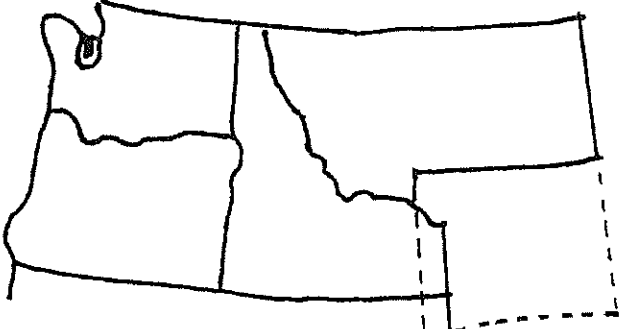
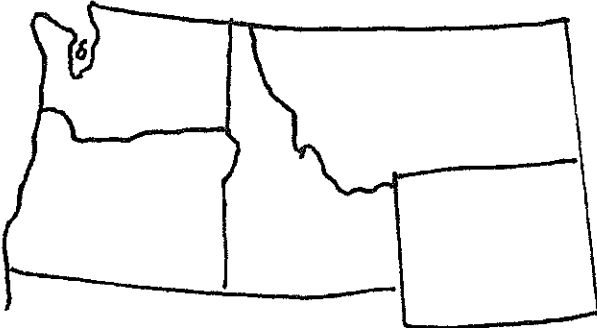
c. In the Reference Series is the "Census of 1863" (129) and "Census of 1864" (130). The students could use a map of Idaho and locate where the people were living in those two years and discuss the shifting population and reasons for the shifting.

8. References

Arrington, Leonard J. *History of Idaho*. Moscow: University of Idaho Press, 1994.

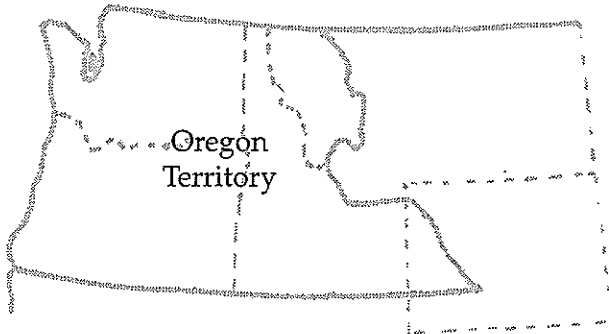
Schwantes, Carlos A. *In Mountain Shadows: A History of Idaho*. Lincoln: University of Nebraska Press, 1991.

Creation of the Idaho Territory (Student copy)

Oregon Territory, 1848-1853	Oregon and Washington Territories, 1853-1859
	
Oregon and the Washington Territory, 1859-1863	Idaho Territory, 1863-1864
	
Idaho Territory, 1864-1868	Idaho Territory, 1868
	

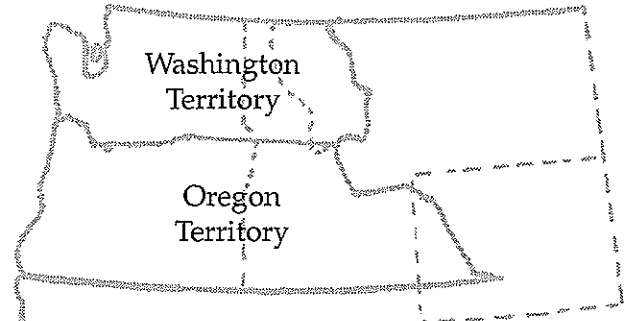
Creation of the Idaho Territory (Teacher copy)

Oregon Territory, 1848-1853



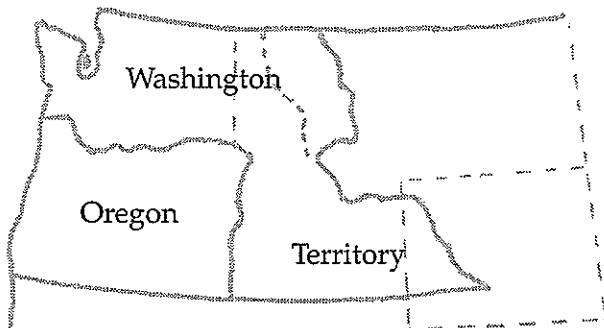
Territory included Oregon, Washington, Idaho, and part of Montana and Wyoming.

Oregon and Washington Territories, 1853-1859



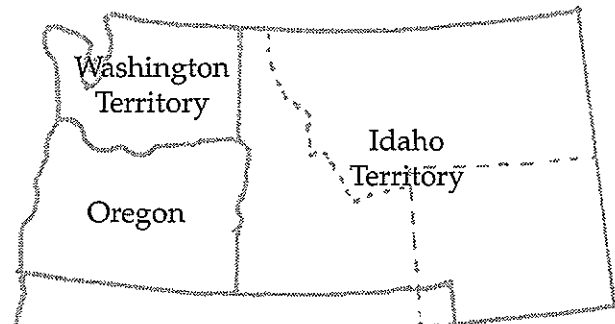
Idaho was split between the Oregon and Washington Territories.

Oregon and the Washington Territory, 1859-1863



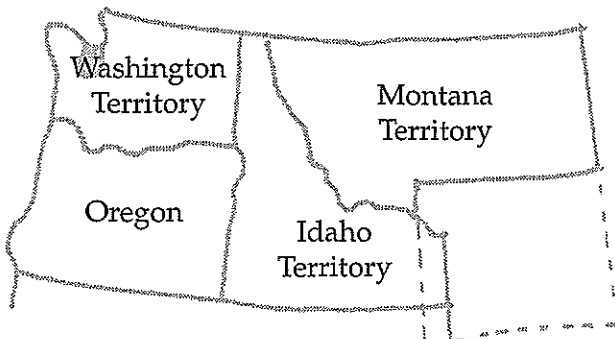
Oregon became a state; Idaho became part of the Washington Territory.

Idaho Territory, 1863-1864



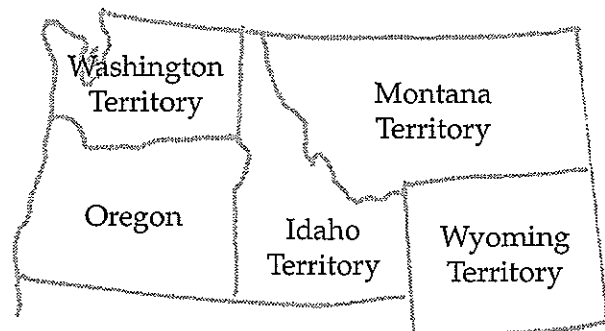
Idaho became a territory; it included all of Idaho, Montana, and most of Wyoming.

Idaho Territory, 1864-1868



Montana became a territory; Idaho was reduced in size.

Idaho Territory, 1868



Wyoming became a territory; Idaho's boundaries became as we know them today.

Exploring Community Life

Twila Kadel and Susan Cannon

General description

A wealth of information exists in each community on a number of subjects. This information is readily available to students through oral interviews, photographs, heirlooms and documents gathered from community residents. This project will help students gain a better appreciation for local history, as well as bridge the gap between generations. Time: Minimum of 3 weeks.

Lesson objectives

1. The student will organize and implement an oral history interview following correct procedures.
2. The student will write histories for artifacts compiled by the narrator to support the oral interview theme.
3. The student will input information from the interview into a database and analyze whole class data.
4. The student will create an oral interpretive presentation for the community that is supported by an informative display.

Materials needed

1. A good oral history guide is necessary. We suggest *A Field Notebook for Oral History* by Stacy Ericson and revised by Linda Morton-Keithley, which can be found through the Idaho Oral History Center.
2. Recording devices such as cassette or video recorders and the appropriate tapes. For specif-

ics see the above mentioned guide pages 37-42.

Video works well when there is a process, environment, or artifact that needs to be seen.

3. We recommend a word processor, database, presentation software and digital cameras.

Lesson sequence

1. Identify a community theme for the interviews. Examples: logging, cultural heritage, Veteran's Day, energy uses, town history.
2. Students research the theme for background information.
3. As a class decide on questions to be asked as a general guide to the interview, using the procedures given on pages 20-25 of *A Field Notebook for Oral History*. Include questions about the history of artifacts to be provided by the narrator. Possible questions for the history include: How does this heirloom relate to the theme? What is happening in the photo? Explain how this was used. Why is this letter important to you? Why did you pick this photograph to share?
4. Teach interviewing techniques found in *A Field Notebook for Oral History*.
5. Practice interviewing techniques using the recording equipment.
6. Students contact narrators to be interviewed using a class form, or the teacher sets up interviews at a location such as the school or senior citizen's home. If the students will be meeting with community members on their own we strongly suggest written permission from the parents before the visits. Students suggest to the narrator that he/she provide 2-3 artifacts pertinent to the theme to be shared during the interview.
7. Prior to the interview students tape the "leads" to the interviews consisting of information found in *A Field Notebook for Oral History* on page 5.
8. Student conducts the interview. The student should also ask the narrator to fill out a personal data record sheet, a good example of possible information is on page 85 of *A Field Notebook for Oral History*.
9. Students write a brief history of each artifact

Twila Kadel teaches 7th and 8th grade History (U.S., Idaho and Eastern Hemisphere) and Language arts at Horseshoe Bend Middle School. She graduated from Boise State University with a bachelors degree in elementary education and a masters in curriculum and instruction. Susan Cannon teaches 8th grade U.S. History and Idaho History at Vallivue Middle School. She graduated from Western Montana College in Dillon, Montana with a bachelors degree in elementary education and an associate degree in business.

(photograph, heirloom, document) discussed by the narrator.

10. A teacher- or student-created database is set up for the information collected on the personal data record sheet. Students input the information gathered. Students sort, analyze, and tabulate the results according to parameters set up by the teacher. An easy way to do this is to compare and contrast the data and report on the findings using graphs.
11. Students create an oral interpretive presentation for the community supported by an informative display. The presentation can include a power point presentation, video clips, audio segments, photographs, heirlooms, or other documents, graphs etc. related to the theme. If students are to use part of the interview in written form they must transcribe the passage verbatim.

Assessment:

We suggest the following to be used when writing your own rubrics to assess your students' processes and products in this project.

Oral History

- The student demonstrates a responsible and ethical approach to the collection of oral history.
- * The student applies the techniques and processes of oral history interviewing and the development of research using oral history interviews.
- * The student explains to the interviewee the purpose of the interview and how it will be used.
- * The student treats the interviewee with respect.
- * The student gets a signed receipt for and returns the materials borrowed from the interviewee.
- * The student obtains a signed legal release for the interview.
- * The student keeps his/her word about oral or written promises made to the interviewee.
- * The student gives proper credit (oral or written) when using oral testimony, and uses material in context.
 - * This material taken from *Oral History Evaluation Guidelines*, ed. Donald Ritchie. Los Angeles: Oral History Association, 1992. Revised Edition.

Database

- The student effectively locates, selects and retrieves relevant information.

- The student sorts, analyzes and tabulates the results.

Historical Quality

- + The student's information is historically accurate.
- + The student provides analysis and interpretation of the historical data.
- + The student demonstrates an understanding of the historical context.
- + The student demonstrates use of primary sources.
- + The student's information relates to the theme.
 - + This material taken from National History Day, Inc. (1996). *National History Day Contest Guide* [Brochure]. College Park, MD.

Presentation

- = The student identifies sources appropriate to a specific task and evaluates the accuracy and validity of the information.
- = The student demonstrates the ability to use information technology to communicate with various audiences by producing a variety of products that integrate the elements of multimedia.
- = The student uses design conventions to enhance the impact of the communication.
- = The student uses computer technology to exchange information and ideas effectively.
- = The student uses materials creatively to produce a presentation that matches the intended purpose and audience.
- = The student produces clear, attractive, balanced products to enhance the impact of communication.
 - = This material taken from Halton Board of Education, 2050 Guelph Line, Burlington, Ontario, Canada. (1997). *Information Technology*. Paper presented at the Idaho Management of Change meeting in Boise, Idaho.
- The student displays evidence of organization and preparation of the information to present effectively.
- The student uses adequate voice quality, tone, pitch, volume, and speaks at an intelligible rate.
- The student has poise during presentation and appropriate eye contact with the audience.
- The student uses proper grammar, punctuation, capitalization and spelling for all written material.

Eyes Across Idaho

Contemporary Regional History Exchange

Kathy Allen and Kristine Dietz

General description

Quite often Idaho students do not have the opportunity to visit other geographical areas in Idaho. This guide provides suggested topics and activities to promote awareness, and enhance knowledge, of Idaho beyond the area of the students' immediate experience, thus allowing them to visit vicariously.

Objective

This is a teacher-guided collaborative activity between two (or more) classrooms, in geographically separate locations in Idaho, by way of E-mail and/or snailmail.

Suggestions for implementing

- I. Connect with another teacher
 - A. Contact a school district in a different geographic area, OR
 - B. Link to our web page for further information:
<http://www.d91.k12.id.us/www/emer/allen/idproj.html>
- II. Introduction and communication
 - A. Introduce yourself by way of telephone, snailmail, or E-mail
 - B. Establish frequency of contact (ie. monthly, biweekly, etc.) and mode(s) for information exchange and shipment of artifacts
 1. Letters
 2. Picture postcards

Kathy Allen teaches fourth graders at Emerson Elementary in Idaho Falls. She has a Master's Degree in curriculum and instruction from Idaho State University. Kristine Dietz teaches fourth graders at Seltice Elementary in Post Falls. She graduated from Gonzaga University with an education degree endorsed in reading and special education. This activity was inspired when Kathy and Kris met in Nampa for an institute on "Idaho and the American West", sponsored by the Idaho Humanities Council.

3. Questionnaires
4. Artifact descriptions
5. Diaries
- C. There is no necessity for a match up of curriculum calendars.
- D. Consider any privacy issues your district may require
 1. Student names
 2. Student pictures
- III. Suggested themes, items, and ideas for exchange:
 - A. Artifacts and History
 1. Maps (county, city, school, classroom,)
 2. Native Americans (past and present)
 3. Indigenous flora and fauna (samples, pictures, etc.)
 4. Historical trails and monuments
 5. Industries (samples of products if possible)
 6. Newspapers (current and copies of past)
 7. Student and famous person biographies
 - B. Local trivia (information)
 1. Area demographics
 - a. Population (county, city, school, classroom, family)
 - b. Occupations
 - c. Transportation
 - d. Stores and businesses
 - e. Emigrants/immigrants
 2. Local attractions
 3. Weekend activities
 4. Famous people
 5. Favorite places to go
 6. School description
 - a. Size (number of students, teachers, pets, etc.)
 - b. School hours
 - c. Specials (p.e., music, library, etc.)
 - d. Lunches
 7. How city was named, when it was established
 8. Language and traditions
 9. Local prices of popular items (candy bar, Big Mac, etc.)
 10. Homes (type, construction materials, size, etc.)

11. Filming locations for movies

C. Climate

1. Temperature, precipitation, weather
2. Seasonal changes
3. Charted and graphed on daily/weekly basis and exchanged for comparison (a great math extension!)

D. Geography

1. Maps (flat, topog., etc.)
2. Picture postcards of features
3. Rock and soil samples
4. Water samples (i.e. run-off after logging, mining, farming)
5. Historical events that shaped the land
6. Volcanic history
7. Latitude and longitude
8. Rivers, lakes, dams, etc.

9. Highways, interstates, roads, etc.

10. How geography influenced area development

E. Student-inspired polls (because they come up with the best questions!)

Let us Hear from YOU!

We would appreciate questions, comments, and additional ideas that participating teachers would like to share. Here's how you may reach us:

Kathy Allen, Emerson Elementary, 335 Fifth Street,
Idaho Falls 83402
email: allenk@d91.k12.id.us

Kristine Dietz, Seltice Elementary, 1100 N. Chase
Road, Post Falls 83854

Journey To Idaho

Rob Morris

This comic book is designed to be a short, supplementary lesson for younger Idaho History students, and for 4th grade Idaho History in particular. It can be read out loud in class or individually. The goal of the lesson is to introduce students to conditions surrounding immigration to Idaho in the late 19th century, and to get them to think about why people came and what happened to them after they got here. It is a true story, and hopefully will be a jumping-off point for students to get them interested in finding out about their own ancestors, real people who came from many places and many walks of life and who went on to shape Idaho.

Vocabulary

The following words or terms are introduced in the lesson:

- Immigration
- The Homestead Act
- Acre
- Steerage
- Homestead
- Nez Perce
- Generator
- Emigrate

* In addition, the meaning of the term "character trait" would aid in one of the discussions below.

* Emigration = Exit. Immigration = Into.

Rob Morris has taught 7th grade World History and 9th grade World Geography at Clair E. Gale Junior High in Idaho Falls for 9 years. He also taught four years in rural Wyoming. He graduated from the University of Montana. A writer and artist, he has a wife, Geri, and three children: Nicole-13, Matt-11, and Brianna-8.

Questions

These are for use in discussion or individual/group written work.

1. What are one or two of the reasons Aloisia (the woman in the story) might have had to emigrate from Austria to the United States?
2. What are one or two of the reasons her husband, Matthias may have had for emigrating?
3. What kinds of events would it take to get you to emigrate to another country?
4. Why did settlers come west?
5. What was the Homestead Act? If you had lived in the East or overseas in the 1800's would you have decided to homestead? Why or why not?
6. What are some of the things Matthias looked for when deciding what land to homestead?
7. What are some of the things you would look for if you were homesteading back then?
8. How did Aloisia get along with the Nez Perce Indians? Is this different from the way settlers and Indians act toward each other in movies or television? Why?
9. What methods of transportation did the Schupfers use to get from Austria to Idaho? If you were making the trip today, what transportation would you use? Why?
10. What are some of the character traits that help a person succeed in a new land or new place? Why do you think so?
11. Do people still move to Idaho? Why?

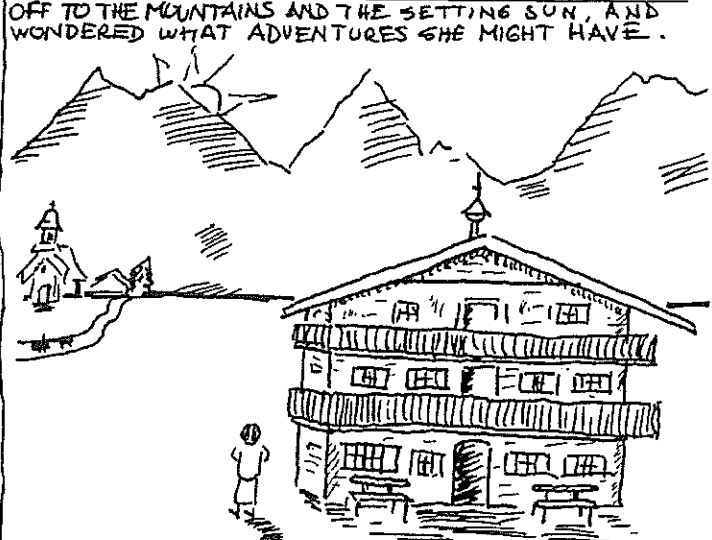
Enrichment activities

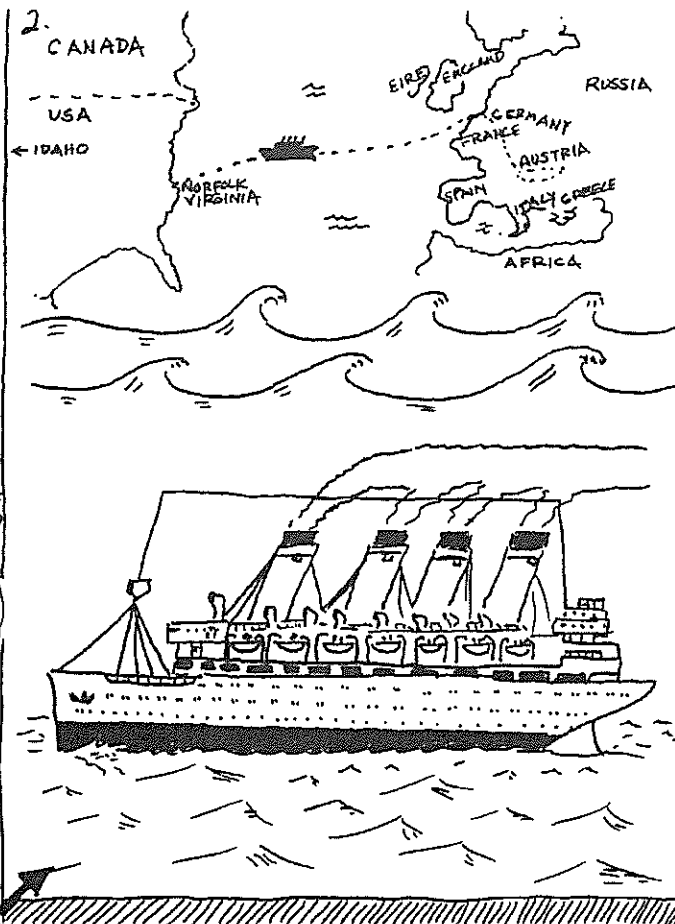
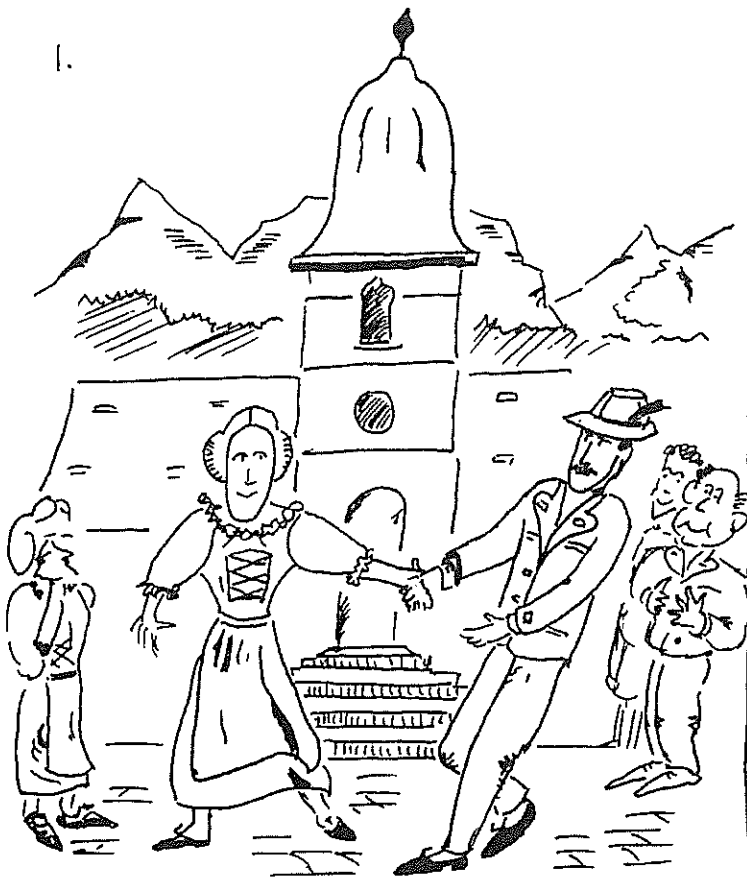
1. Go home and ask your grandparents (call on the phone if they are far away) where your family came from before they came to the United States. Why did they come?
2. Imagine that you are getting ready to emigrate to a new land far, far away. What are some of the things you would take with you? Why? If you could only bring what fit in one suitcase, what would you bring, and why?



ALOISA KNAUS WAS BORN IN THE TINY AUSTRIAN VILLAGE OF BIRNBERG IN 1855. AUSTRIA IS A SMALL COUNTRY IN THE ALPS OF EUROPE, HER FATHER WAS A DAIRY FARMER. AS THE YOUNGEST DAUGHTER, IT WAS ALOISIA'S DUTY TO CARE FOR HER PARENTS AS THEY GREW OLDER, HOWEVER, SHE SPENT LITTLE TIME WORRYING ABOUT IT. SHE RAN HAPPILY IN THE MOUNTAIN MEADOWS WHERE SHE WENT EACH SUMMER TO LIVE IN A SMALL HOUSE AND WATCH THE COWS, THE REST OF THE YEAR, ALOISIA LEARNED TO READ AND WRITE, SHE SANG IN THE CHURCH CHOIR, AND THEN WENT TO MARKET SUNDAYS. SOMETIMES, SHE LOOKED

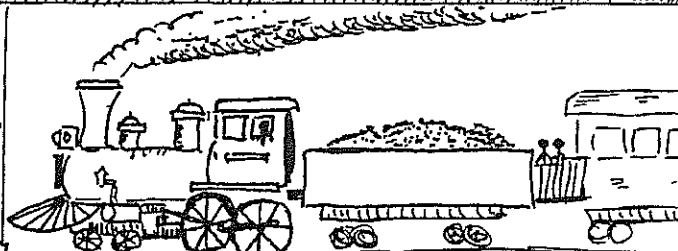
OFF TO THE MOUNTAINS AND THE SETTING SUN, AND WONDERED WHAT ADVENTURES SHE MIGHT HAVE.



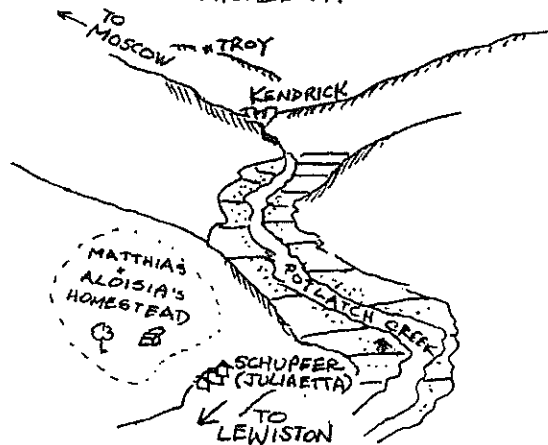


1. IN AUSTRIA, GIRLS MARRIED USUALLY BY 18. ALOISIA, HOWEVER, NEVER FOUND THE MAN OF HER DREAMS. WHEN SHE WAS AN 'OLD MAID' OF 32, A DISTANT COUSIN NAMED MATTHIAS SCHUPFER RETURNED FROM THE UNITED STATES. HE HAD IMMIGRATED THERE TEN YEARS BEFORE, AND HAD NOW COME BACK FOR A WIFE. A LADY WHO HAD PROMISED TO MARRY HIM HAD MARRIED WHILE HE WAS AWAY. HE NEEDED TO FIND A WIFE QUICKLY. HE ASKED ALOISIA IF SHE WOULD MARRY HIM. HE WAS IN HIS FORTIES. ALOISIA DIDN'T HESITATE. SHE SAID 'YES'. THEY MARRIED AND SET OFF FOR AMERICA.

2. THEIR STEAM SHIP LEFT HAMBURG, GERMANY, AND SAILED TO NORFOLK, VIRGINIA. AS SHOWN ON THE MAP ABOVE. UPON THEIR ARRIVAL, THEY BOARDED THE TRAIN AND TRAVELLED TO THE BRAND-NEW STATE OF IDAHO. MATTHIAS HAD LEFT AUSTRIA IN THE 1870'S TO AVOID HAVING TO FIGHT IN THE ARMY, AND TO START A NEW LIFE. THE U.S. GOVERNMENT HAD A LAW CALLED THE HOMESTEAD ACT. THE LAW SAID A PERSON COULD HAVE 160 ACRES OF UNCLAIMED WESTERN LAND IF THE PERSON LIVED ON IT. AFTER A SHORT TIME IN CALIFORNIA, MATTHIAS

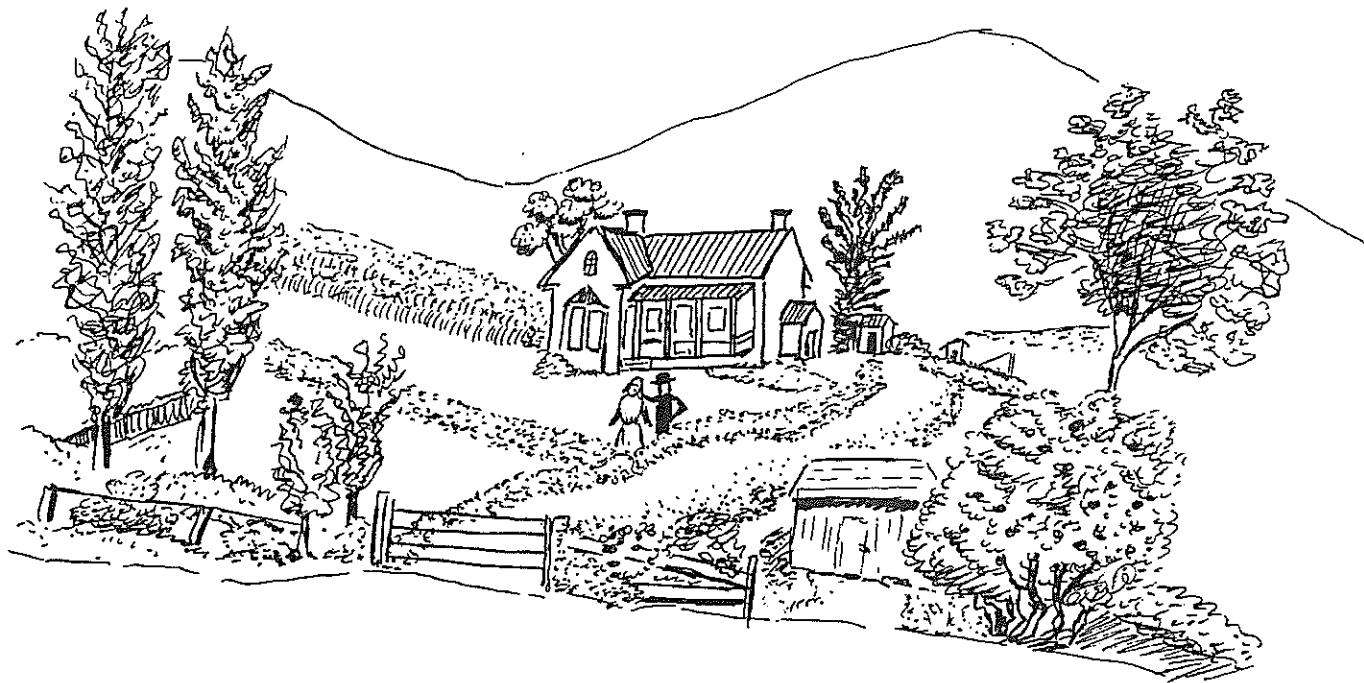


THE LAND MATTHIAS HAD HOMESTEADED WAS ON A FERTILE HILL ON THE POTLATCH RIVER. HE HAD CHOSEN THE LAND BECAUSE IT HAD GOOD SOIL, A SPRING FOR WATER, TIMBER FOR WOOD, AND HAD GOOD LAND FOR A VINEYARD. THE MAP BELOW SHOWS WHERE HE WENT. THE TOWN THERE NOW IS CALLED JULIAETTA. AT FIRST, THOUGH, IT WAS NAMED 'SCHUPFER', BECAUSE HE STARTED IT.

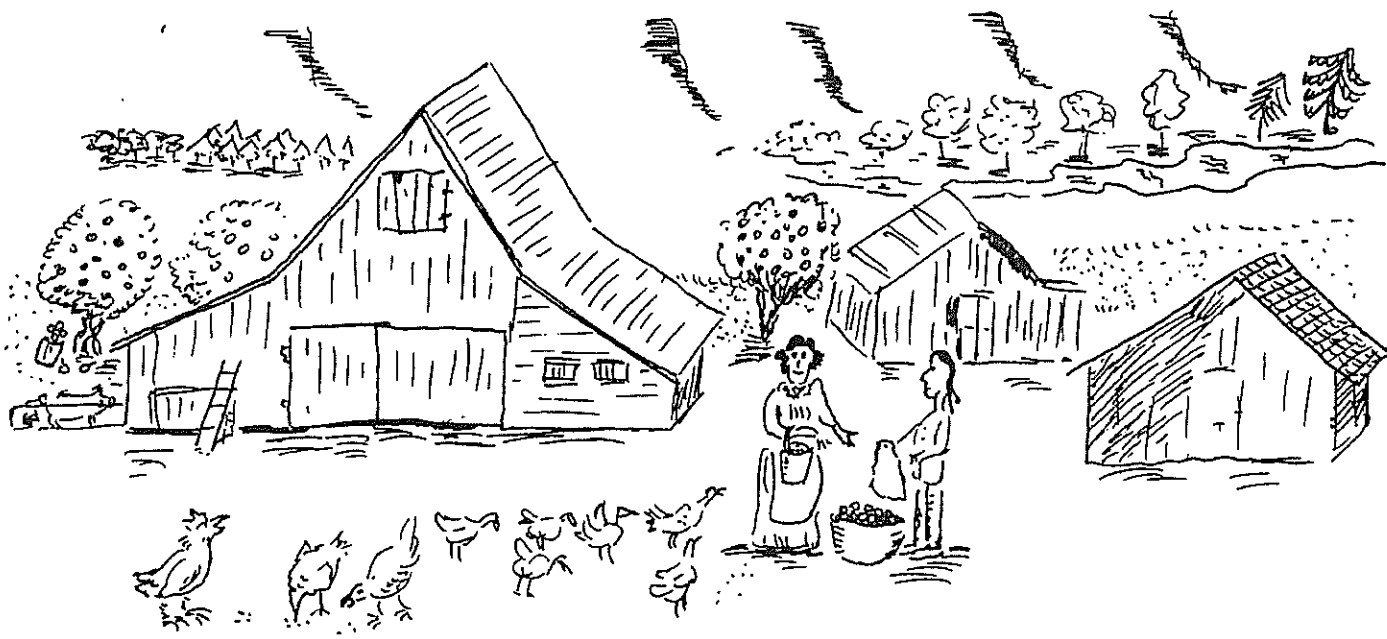


READ THAT IDAHO HAD GOOD LAND, AND LOTS OF IT. HE HAD GONE BY HORSEBACK TO FIND SOME. THEY CAME BY STEERAGE, WHICH MEANS THEY HAD INEXPENSIVE CABINS DEEP IN THE SHIP.

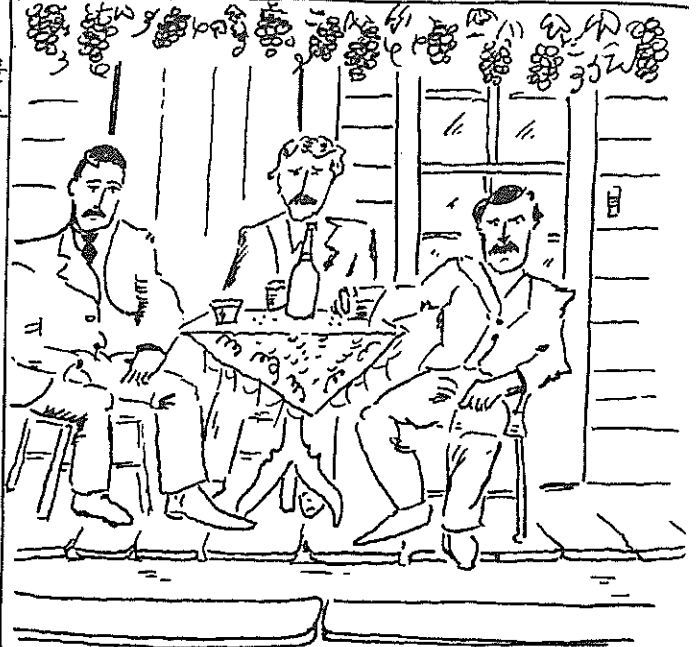
WITHIN A FEW YEARS, THE HOMESTEAD LOOKED LIKE THIS. MATTHIAS WAS A CABINET-MAKER, AND GOOD WITH HIS HANDS. HE BUILT THE HOUSE AND BARN, PLOWED THE FIELDS AND PLANTED THE CROPS, DUG THE WELL, AND PLANTED FRUIT TREES FOR FOOD AND GRAPES FOR WINE. HE WORKED HARD ALL DAY. ALOISIA LOVED THE HOMESTEAD. SHE WAS GLAD SHE HAD AGREED TO COME TO AMERICA WITH MATTHIAS. STILL, THEY HAD MARRIED FOR NECESSITY, AND DID NOT ALWAYS GET ALONG.



AS A FARM WIFE, ALOISIA HAD A TREMENDOUS AMOUNT OF WORK TO DO. SHE CARED FOR THE ANIMALS, MADE CLOTHING, CANNED FOOD FOR WINTER, CHURNED BUTTER, COOKED THE MEALS, AND IMPROVED THE HOUSE. SHE LOVED IT WHEN THE NEZ PERCE INDIANS VISITED. SHE GAVE THEM FRUIT, VEGETABLES, EGGS AND CHICKENS. THE NEZ PERCE KNEW SHE WAS THEIR FRIEND. OFTEN, THEY BROUGHT HER HUGE SALMON THEY HAD CAUGHT. ALOISIA KNEW NO ENGLISH, ONLY GERMAN, BUT THEY MANAGED SOMEHOW.

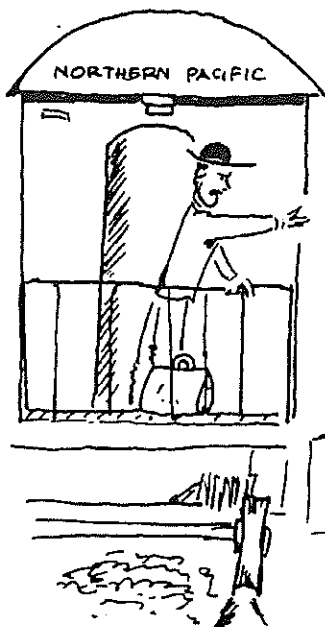


SOMETIMES, ALOISIA WALKED TO HER FRIEND, MRS. FLIEGER'S HOUSE TO VISIT. MRS. FLIEGER SPOKE GERMAN. IT WAS A LONG WALK OF SEVERAL HOURS EACH WAY. SOMETIMES SHE TOOK HER CHILDREN WITH HER. THE OLDEST WAS OTTO. HERMAN WAS THE MIDDLE CHILD, AND IDA WAS THE YOUNGEST. MATTHIAS AND HIS TWO BROTHERS, RUPERT AND FLORIAN, WHO JOINED MATTHIAS AFTER HIS ARRIVAL, ENJOYED SITTING ON THE PORCH AND DRINKING WINE.

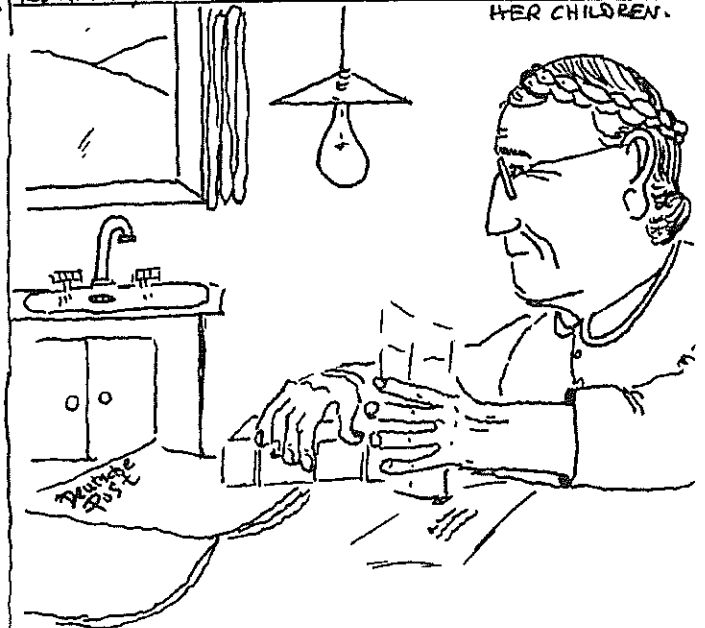


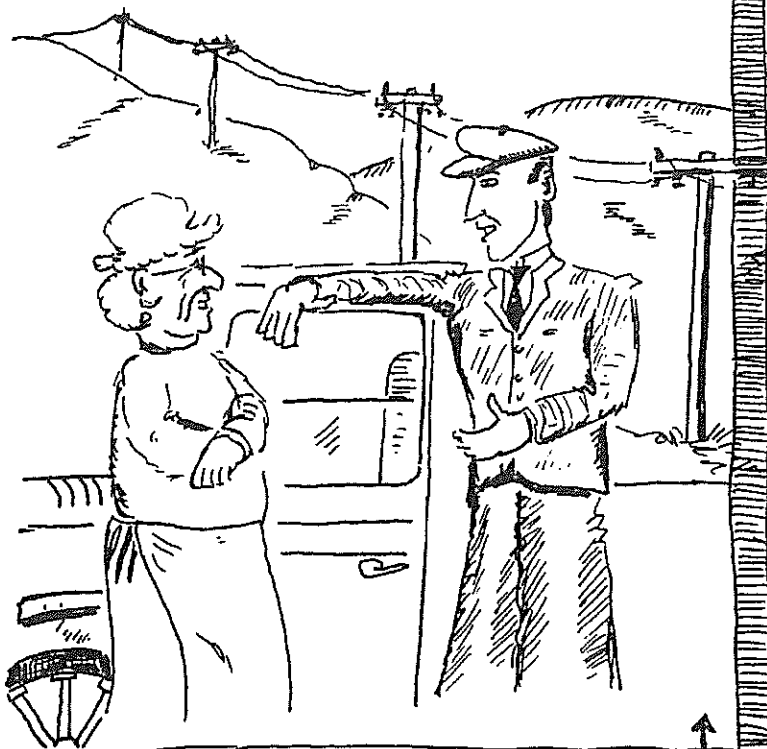
WORLD WAR ONE WAS HARD ON AMERICANS WHO SPOKE GERMAN. GERMANY WAS THE U.S. ENEMY. ALSO, MATTHIAS HAD BECOME AN ALCOHOLIC, AND WAS OFTEN DEPRESSED. IN 1916, HE WENT TO PORTLAND, OREGON TO A FAIR. HE NEVER RETURNED, OTTO AND HERMAN HAD TO QUIT SCHOOL TO WORK THE FARM. THEY NEVER GOT TO GO BACK. MATTHIAS DIED ON THE STREETS OF SAN FRANCISCO. ALOISIA DIVORCED HIM, BUT SHE SENT HIM MONEY FOR THE REST OF HIS LIFE.

ALOISIA HAD TO RAISE HER THREE CHILDREN ALONE, BUT SHE DIDN'T COMPLAIN. HER SONS WERE BRIGHT, AND THEY RAN A PIPE FROM THE SPRING TO HER KITCHEN SO SHE COULD HAVE RUNNING WATER. THEY ALSO MADE THE PIPED WATER RUN A GENERATOR, JUST ENOUGH TO RUN ONE LIGHT BULB, WHICH WENT OUT WHENEVER THE WATER WAS USED. ALOISIA SPENT TIME READING, WRITING LETTERS TO AUSTRIA, AND RAISING HER CHILDREN.



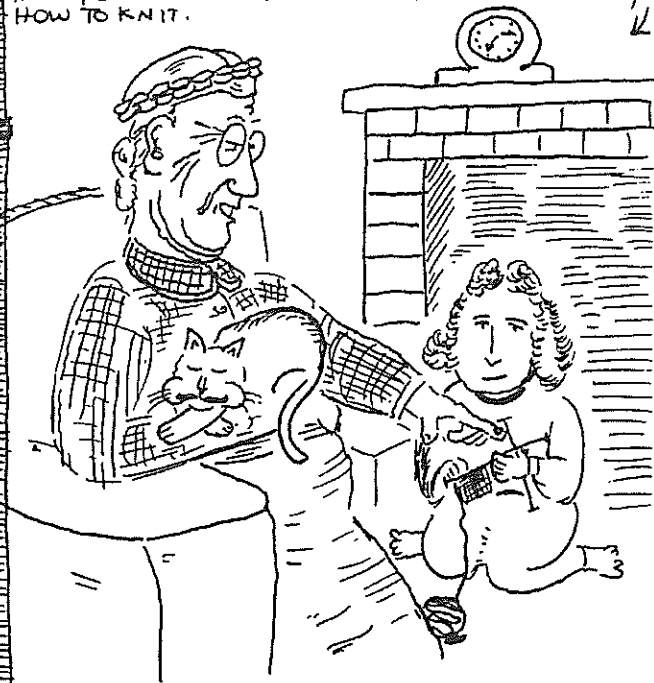
JULIAET





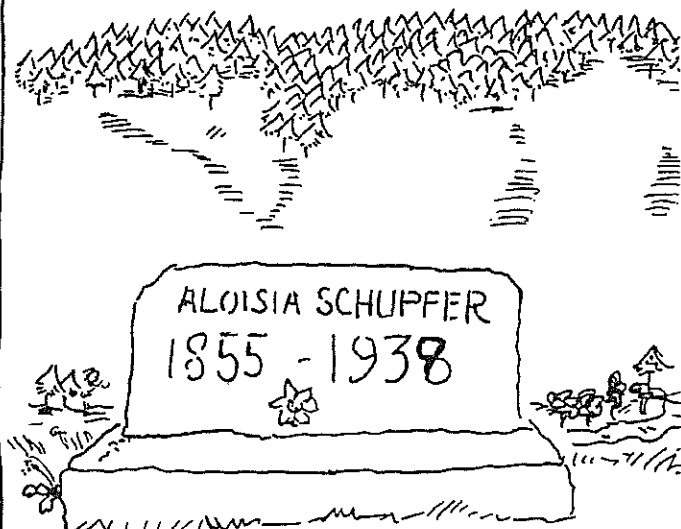
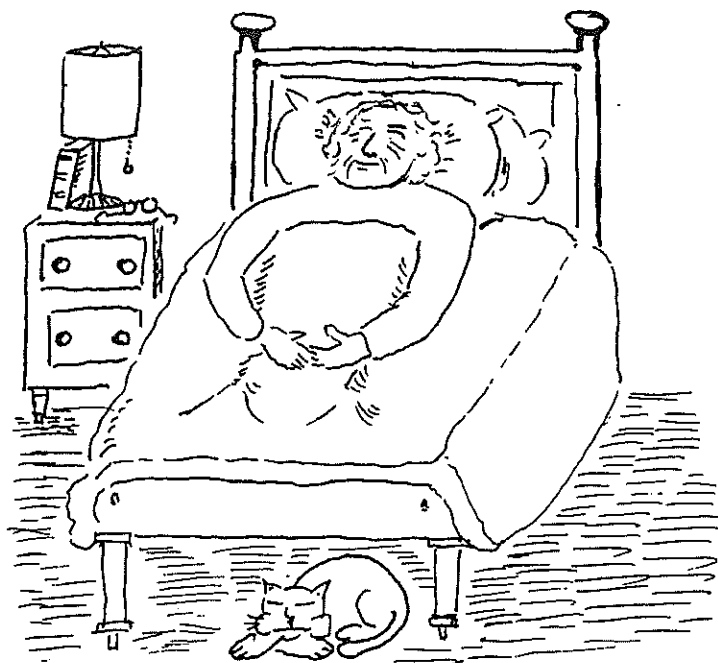
SHE HAD TAUGHT HER SONS THAT IF THEY WORKED HARD, THEY WOULD BE SUCCESSFUL. OTTO AND HERMAN STARTED A TELEPHONE COMPANY CALLED POTLATCH TELEPHONE. IDA WAS THE OPERATOR. THEY ALSO OWNED A MOVIE THEATER. HER CHILDREN VISITED HER OFTEN, AND SHE WAS VERY PROUD OF THEM.

SOON ALOISIA HAD FOUR GRANDCHILDREN. SHE MOVED TO KENDRICK WHEN SHE GOT OLDER. OTTO TOOK OVER THE FARM. SHE HAD CATS AND LOVED WHEN HER GRANDCHILDREN VISITED. HERE SHE TEACHES GRANDDAUGHTER BEVERLY HOW TO KNIT.



ALOISIA DIED IN 1938. SHE WAS BURIED ON THE HILL ABOVE HER HOMESTEAD. HER GRAVE LOOKS OUT OVER THE VALLEY BELOW, AND THE BREEZE RUSTLES THE TREES SOFTLY AT NIGHT. IS THIS REALLY THE SAME LITTLE GIRL WHO PLAYED IN THE AUSTRIAN ALPS? YES. BUT SHE IS MOST OF ALL... AN IDAHOAN.

ALOISIA LIVED TO BE 82 YEARS OLD. AT NIGHT, SHE DREAMED OF AUSTRIA, OF COMING TO IDAHO, OF HER CHILDREN AND HER GRANDCHILDREN. "I'VE HAD A GOOD LIFE," SHE THOUGHT OFTEN.



THE END

Great List: Industries of Idaho

Judy Madsen, Elizabeth Wright and Janele Weatherston

General description

This is a list of ideas and resources for use in creating activities to expand upon text materials dealing with the various industries of Idaho, past and present. Actual lesson plans are not given, but rather a starting point for the teacher to modify and design to his or her locale and level is provided. The list includes activities, field trip ideas, guest speaker options, and a list of Internet website addresses.

- Prospector
- Government organizations and agencies dealing with mines

Field trips

- Local mines
- Assay office
- Interpretive Center
- Museums
- Jewelry making site

Theme: Mining and minerals of Idaho

Activities

- Read as a class, a historical novel such as *Bonanza Girl* by Marjorie Beaty, then discuss and contrast a factual account of the key events.
- Role play a mining camp in the late 1800's and early 1900's using local history.
- Word searches and crosswords using terms, names, and locations—student or teacher made.
- Board games on mining industry, past and present.
- Cookie mining activity, demonstrating economic and reclamation issues
- Draw or construct replicas of gold mining styles and tools: gold pan, sluice box, arastra, stampmill, dredge, pick and shovel, hydraulics, lodes, etc.
- Draw a diagram of interior of silver mine.
- Posters and lists of mined products in everyday life.
- Mining term Bingo.
- Pet Rock activity using properties to test mineral content.

Guest speakers

- Mining companies representative
- Mine workers from various jobs

Judy Madsen is a fourth grade teacher in Challis. Elizabeth Wright teaches fourth grade in Coeur d'Alene and Janele Weatherston teaches fourth grade in Rexburg.

THEME: Logging and timber industries

Activities

- Word searches and crosswords using terms, names, and locations from timber and logging industries.
- Reports on various people or aspects of timber industry, i.e. C. O. Brown or Weyerhouser, Potlatch.
- Timber product lists and posters.
- Project Learning Tree activities.
- Discussion and debate groups on environmental vs. economic issues.
- Gathering and identifying samples of tree types found in area, i.e. cones, wood, needles.
- Draw or construct replicas of lumber camp and mill processes.
- Write tall tales for Idaho's Paul Bunyan using Idaho names, and locations, and events.
- Read novels such as *Caddie Woodland* and discuss historical aspects.

Guest speakers

- Logger
- Carpenter
- Mill worker
- Forest Service authority on timber

Field trips

- Lumber yard
- Sawmill
- Bark factory
- Furniture store
- Cabinet maker or carpenter's shop

THEME: Agricultural industries

Activities

- Word searches and crosswords on terms, names and products of agriculture.
- Potato recipes and tasting table.
- Potato inventions.
- "Bread in a Bag" activity from Idaho Wheat Commission.
- Idaho Dairy Council nutrition activities or unit.
- Irrigation equipment (3-D models or diagrams).
- Watershed model demonstration from Soil Conservation Agency.
- Compare old and new brand books, from Idaho Brand Commission
- Design and name own brand, then do an art activity with it.
- Analyze articles from woman's handbag for beef products, information from Idaho Cattlewomens organization.
- Discussion comparing a farm chore list now and in early history of Idaho.
- Reports on key characters, products, problems and other aspects of Idaho's agricultural industries.
- Role-play a cattleman vs. sheep raising controversy.
- Research and construct a farm crop map of area or state.
- Research water rights.
- Draw and label a farmer, rancher and cowboy's clothing, giving purpose or history of the article.
- Collect and identify grain seeds in area, researching uses.
- Make class version of farming game using prices, products and problems specific to local area.

Guest speakers

- Cattlemen and Cattlewomen members
- Cowboy poet to perform and teach cowboy poetry writing session
- Rodeo cowboys and cowgirls to talk, perform, and teach
- Auctioneer to call and teach.

Field trips

- Cattle sale
- Museums
- Dairy
- Cattle ranch or farm
- Cheese factory
- Fish farm
- Meat packing plant
- Grain elevator, grain barge, or flour mill.

Websites related to Idaho (general)

- **Albertson's College of Idaho** — www.acofi.edu
- **Boise State University** — www.idbsu.edu
- **College of Southern Idaho** — www.csi.cc.id.us
- **Discover Idaho** — www.50states.com/idaho.htm

This site is packed full of facts and information about the Gem State. Includes maps, field trip opportunities, site links, and much more.

- **Idaho Department of Commerce** — www.idoc.state.id.us
- **Idaho Legislature** — www2.state.id.us/legislat.html
- **Idaho Newslinks** — www.newslink.org/idnews.html

This site offers up to the minute information from every part of Idaho. Find the latest news, weather, and interesting site links by exploring Idaho's daily, weekly and monthly newspapers.

- **Idaho State Historical Society** — www.state.id.us/ishs/index.html
- **Idaho State University** — www.isu.edu
- **United States Census Bureau: Idaho Profiles** — www.census.gov/datamap/www/16.html

This site allows you to obtain specific census information about the state of Idaho and each individual county.

- **Natural Resources in Idaho** — www2.state.id.us/HOME/naturalres.htm
- **Northwest Nazarene College** — www.nnc.edu
- **Ricks College** — www.ricks.edu
- **Tamarack Books** — www.tamarackbooks.com
- **Timberland Links** — www.dmi.net/timberland/links.htm#idaho

This site contains lots of Idaho links, including the State of Idaho Homepage, Idaho Travel and Tourism Guide, and City and Community Home Pages, among many others.

- **University of Idaho** — www.uidaho.edu

Websites related to mining

- **Coeur d'Alene Mines Corporation** — www.coeur.com
- Includes overview of properties, environmental stewardship, and exploration efforts, among other topics.

- **Hecla Mining Company** — www.hecla-mining.com
Information about the mining company and current practices.
- **Idaho Consolidated Metals Corporation** — www.gold-icmc.com
Includes current projects and stock information.
- **Kellogg Staff House Museum** — www.nidlink.com/~Kellogg/museum.html
Field trip opportunity for residents of North Idaho. The site describes a museum with historical information about the Bunker Hill Mining and Smelting Company.
- **Mining** — www.wsu.edu:8080/~forest/mining.html
This extensive list of books, articles, and videos about mining in the Pacific Northwest also offers links for resources about forests, public lands, agriculture and irrigation, wildlife and fisheries, and many more interesting and relevant topics for studies of Idaho.
- **North Idaho History of Logging and Mining** — www.coeurdalene.com/history/logmine.html
This site offers pictures and information about North Idaho's logging and mining history.
- **Silver City** — www.moon.com/introductions/idaho/silver_city.html
Taken from *The Idaho Notebook* by Don Root, this site offers information on Silver City, the Owyhee Mining War, and current mining in Owyhee County.
- **Wilderness Mining Company** — www.goldpan.com/wimicohome.htm
This company sells everything you need to go prospecting for gold.

Websites related to agriculture

- **Agriculture Related Sites on the WWW** — www.agri.state.id.us/links.htm
This site offers links to many Idaho websites, including Idaho Bean Commission, Idaho Hay Association, Idaho Grain Producers Association, Idaho Rangeland Resource Commission, among many others. This is a very comprehensive listing of agriculture sites.
- **Cowtown America** — www.cowtown.org
The National Cattleman's Association has put this site on to educate kids about beef cattle.
- **Idaho Potatoes** — www.idahonews.com/idaho/potato/potatoes.html
This site offers information about Idaho's economy, potato problems, and Idaho potato fun.

Websites related to logging

- **Bureau of Land Management** — www.blm.gov
- **Idaho National Forests** — www.gorp.com/gorp/resource/us_national_forest/id.htm
- **North Idaho History of Logging and Mining** — www.coeurdalene.com/history/logmine.html
This site offers pictures and information about North Idaho's logging and mining history.
- **Society of American Foresters** — www.safnet.org
- **United States Department of Agriculture: Forest Service** — www.fs.fed.us

The Way They Wore

Claudia Curtis and Leona Oesch

Lesson theme/topic

Native American dress—making a tunic

General description

This is an individual project that each student does to enhance his/her learning about common Native American dress. Using patterns, paper or fabric, a sock puppet or a potato, students create tunics, decorate them, and then dress a puppet to create a particular or random Native American person of material and a pattern shaped to resemble an animal skin.

Objective

Each student will be aware how animal skins were assembled into Native American clothing.

Sequence

Sock puppet body

1. Make puppet body by stuffing the sock.
2. Use a piece of yarn or twine and tie around the body where you estimate the head would be.
3. Decide where to sew or glue on the eyes to the head.

Potato puppet body

1. By cutting off the end of a russet potato, you have a browned skinned character to dress.
2. Set the potato on plastic wrap or a nonabsorbent surface. Potato puppet needs to be kept in a refrigerator if it is to be kept more than one week.
3. Use yarn or discarded wigs to create hair pieces, and attach with straight pins
4. Buttons and other objects can be used to create

facial features, or paint and markers can be used.

Tunic directions

1. Cut out pattern pieces and adjust the puppet body to fit the tunic pattern.
2. Cut out two pieces of material or two pieces of paper using the tunic pattern.
3. Sew the top of the shoulders and side seams where indicated on the tunic pattern. Be sure that there is a large enough opening left to pull the tunic over the puppet's body when it is time to dress it.
4. Decorate the tunic with trinkets, paints, markers, beads, or whatever you want.
5. Cut fringe carefully around the tunic wherever you would like it.

Appendices—fact sheet, references, handouts, materials

Fact sheet

Animal hides provided useful material for clothing, shelter, footwear, and parfleches. Women usually skinned the animals with stone knives. Cleaning the inside of the hide was done with buffalo ribs or sharp stone chips. After scraping and cleaning, the hide was soaked, tanned and then staked to the ground, stretching and pulling it to make it dry and pliable. Smoking the hide helped to close pores, making it more waterproof and soft.

References

Lowie, Robert *Indians of the Plains*, Doubleday and Company, 1982. ISBN 0-8-32-7907-8
Hungry Wolf, Adolf *Traditional Indian Dress*, Book Publishing Company, 1990. ISBN 0-931990-72-8
Hungry Wolf, Adolf and Beverly *Blackfoot Craftworker's Book*, Book Publishing Company, 1977. ISBN 0-913990-80-9

Materials

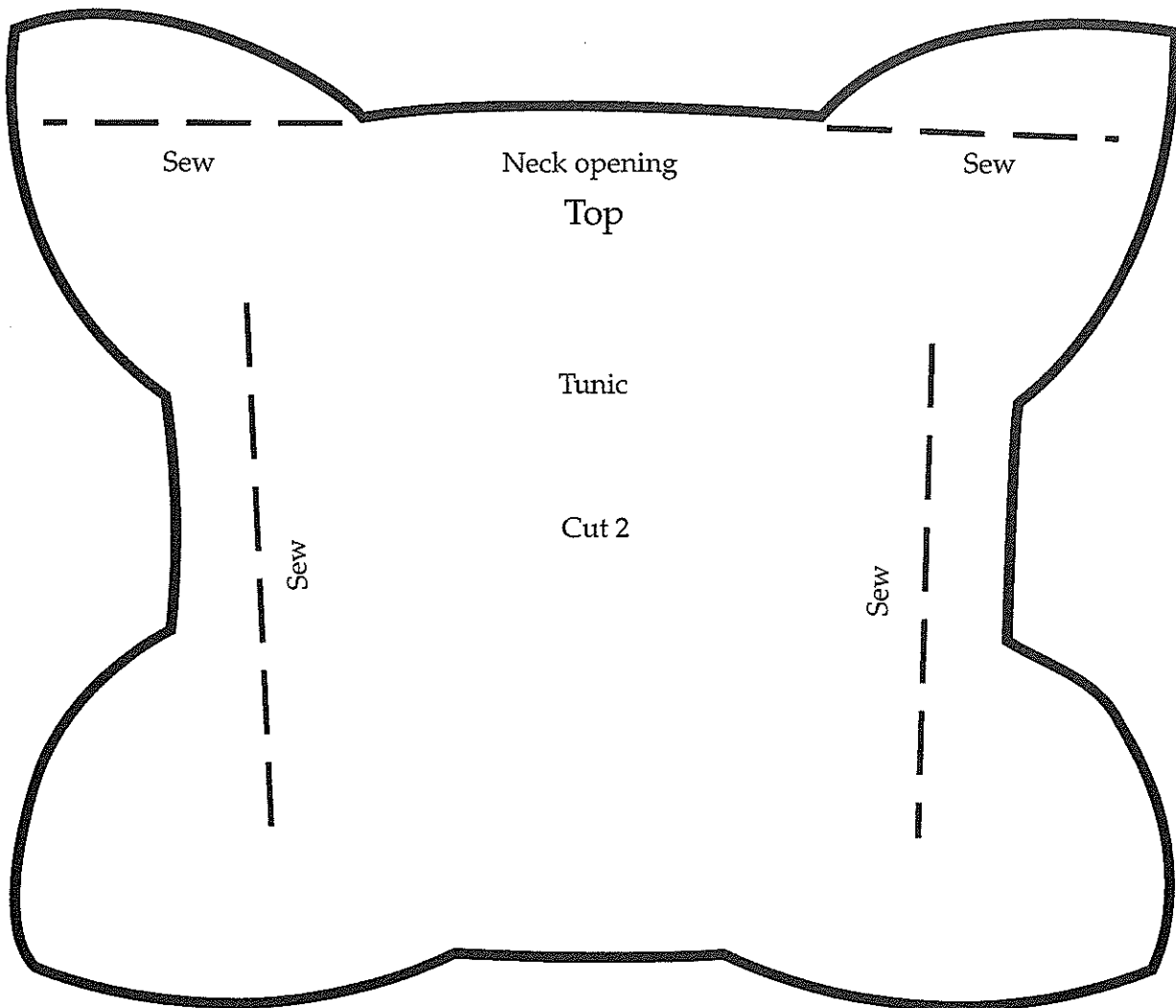
- pattern for tunic
- sock for puppet body
- paints or markers
- brown fabric to simulate leather
- straight pins
- decorations

Claudia Curtis currently teaches fourth grade at Iowa Elementary School in Nampa, Idaho. She is a 1972 graduate from the University of Idaho. Leona Oesch teaches at a private school in Nampa. Her interest in living Idaho History makes her fourth grade class a desirable one, rather than one to dread because of hard tests on thousands of facts.

- thread (for sinew)
- yarn for hair
- stuffing for puppet
- needles
- buttons for eyes
- scissors

Extensions

1. Use the puppets in a play.
2. Research, study and do beading activities in math pattern studies.
3. Assign each puppet a role in a village and explain what life was like for them and the responsibilities they had at that time.
4. Using puppets, role-play their history in Indian culture.
5. Have the tunic assume the identity of a person or a tribe and explain how Native American life was before contact with horses, before the white men came and how treaties affected their life style.



Traditional Indian Storytelling

Maxeen Evans and Denise Floch

General description

Students will read a variety of Native American legends and choose one to retell.

Learning objectives

1. Develop storytelling skills and review elements of an oral story, myth, or legend.
2. Read a variety of traditional Idaho Indian myths and legends.
3. Select and orally retell an Indian legend in a small group and to whole class.

Materials

1. Native American legends from Idaho tribes. Kutenai, Kalispel, Poni, Orielle, Flathead, Nez Perce, Shoshoni, Bannock, Paiute, etc. (See attached bibliography.*)
2. Storytelling elements, tips, and planning worksheet. *

Procedures

1. The teacher will tell an Indian legend.
2. Discussion:
 - What are the important characteristics of a story, myth, or legend?
 - Tips for telling an oral story.
3. Read a variety of Idaho Indian legends.
4. Instruct students to choose one to retell.
5. Have students fill out the planning worksheet.
6. Practice storytelling in small groups with listeners giving tips and feedback.
7. Each student will retell his/her story to the whole class.

Maxeen Evans earned a B.A. from Northwest Nazarene College. She is an Idaho native who has been teaching in Twin Falls for twenty years. She is presently teaching fourth grade. Denise Floch has a B.S. from Lewis-Clark State College. She has lived on a small farm near Plummer for twenty-five years. She teaches at Lakeside Elementary in Worley.

Possible extensions

1. A Native American or community storyteller could come to the class to introduce the lesson.
2. Oral presentations of stories could be done in a campfire setting or in costume.
3. As a culminating activity students could write their own traditional-style legend.

Bibliography

Aoki, Haruo. *Nez Perce Oral Narratives*. Berkeley: University of California Press, 1989.

Frey, Rodney. *Stories That Make the World: An introduction to the oral literature and storytelling of the Indian peoples of the Inland Northwest*. Boise, Idaho: Idaho Humanities Council, 1993.

Frey, Rodney. *Me-y-mi-ym = He or She is Going to Tell Stories: Oral Literature of the Coeur d'Alene Indian People*. Boise, Idaho: Idaho Humanities Council, 1993. Accompanying video "30 April 1993" produced by Lewis-Clark State College Educational Technology Center. It includes an introduction on oral traditions among the Cd'A, as well as performances by Lawrence Aripa and Bingo SiJohn of 4 of the 9 folk stories in the book. Intended for fourth grade and up.

Hines, Donald M.. *Tales of the Nez Perce*. Fairfield, Washington: Ye Galleon Press, 1984.

Slickpoo, Allen P. (comp.). *Nu mee poom tit wah tit (Nez Perce Legends)*. Lapwai, Idaho: Nez Perce Tribe of Idaho, 1972.

Walker Deward Edgar. *Myths of Idaho Indians*.

Moscow, Idaho: University Press of Idaho, 1980.

Walker Deward Edgar. *Nez Perce Coyote Tales*.

Norman, Oklahoma: University of Oklahoma Press, (in press 1998).

Juvenile sources

Field, Rachel. *American Folk and Fairy Tales*. New York: Charles Scribner's Sons, 1929, pp. 3-73. Seven Indian legends. "Fallen Star" includes a note on the man who told the story and a brief synopsis of his life.

Haviland, Virginia. *North American Legends*. New York: Philomel Books, 1979, pp. 19-106. Tales with Native American origins from around the United States.

Hulpach, Vladimir. *American Indian Tales and Legends*. Prague: The Hamlyn Publishing Group Ltd., 1965. Contains Shoshoni and Kutenai and other tribal stories.

Martin, Novella Goodman. *Choctaw Little Folk*. San Antonio: The Naylor Company, 1970. Very short stories of Choctaw origin.

Van Laan, Nancy. *In a Circle Long Ago: A Treasury of Native Lore from North America*. New York: Sour Apple Books, 1995. Nice color pictures and stories from across the country, including one Nez Perce tale.

Web sites

<http://www.ilhawaii.net/%7Estony/loreindx.html>
Links to full text stories from Native American Indian tribes across the United States. (Including Nez Perce, Salish, and Paiute) the site also

includes an invitation to publish authentic Indian legends.

<http://indy4fdl.cc.mn.us/~isk/stories/myths.html#top>

This site also has full text tales. It explains the importance of placing myths in a cultural setting. Whenever possible, storytellers should cite the transcriber, reteller, original storyteller, and the tribe.

<http://www.spindle.net/lotto/native26.html>

Full text legends are available at this site. It also gives access to NativeLinks which has 97 interesting sites pertaining to Native American issues and culture.

<http://www.wellpinit.wednet.edu/indimyth.html>

Legends and stories of Indian tribes in the Inland Northwest.

Preparing to Tell a Story

Name _____

Take your story seriously. Any story worth telling is worth telling well.

Talk clearly, slowly, and with expression.

Practice your story several times.

Take your time with the ending. Don't rush it. It is even acceptable to repeat the last line or ask the audience a question to think about.

Story telling is not memorizing the story. It is knowing the story well enough to retell it.

Write a brief summary of the main parts of the story in your own words.

Beginning:

(Include introduction of characters and setting - time and place.)

Middle:

(What is the problem in the story? Were there unsuccessful ways of trying to solve the problem?)

Ending:

(How was the problem solved? How did the story end?)

Preserving Our Heritage

Donna Clark and Donna Henry

Description

Historical museums provide an opportunity for the community to learn and gain an understanding of its heritage and the how the community began. Preserving our heritage requires a collective endeavor to gain, record, and preserve stories, records, and artifacts from yesterday.

This unit will require an extended time frame. Students will be trained to conduct oral history, gather/record artifacts, records and documents, and finally develop interpretive displays to share the information.

Learning statements: students will:

- view examples of historical documents and artifacts in class and internet sites relating to these items.
- collect and share with the class artifacts, photos, and documents that relate to local history.
- learn appropriate methods to conduct oral history interviews and engage in interviewing family/community members.
- learn to do historical research by conducting oral interviews, searching newspapers, historical documents, and records.
- create an interpretive display to travel and display in the community.

Materials/resources

- *A Field Notebook for Oral History*
- A teacher-prepared resource list of appropriate local history interview persons.

Donna Clark teaches fourth grade at Wendell Elementary. She graduated from Boise State University and has been teaching for 11 years. She is advisor for the Wendell Elementary Student Council. Donna Henry teaches fourth grade at Wendell Elementary. She received a B.A. Degree from Idaho State University, and M.S. in Educational Technology from Boise State University. She has been teaching for 20 years. She serves as Technology Coordinator for Wendell Elementary.

- *Historical Records in the Classroom*
- Idaho State Historical Archives: records, documents
- Local cemetery
- Local library
- Oral history tapes from Idaho Oral History Center
- Oregon Trail diaries
- Photographs from Idaho Historical Society (see example on following page)
- Personal/family diaries and artifacts/records

Possible optional materials/resources

- County records office
- Directory of Oral History Collections in Idaho
- Idaho State Historical Museum traveling exhibits
- Local, county, and city history books
- Sanborn maps of local community for at least two decades
- Teacher-prepared overhead transparencies of photos, maps
- Teacher created PowerPoint presentations

Sequence

1. Artifacts are displayed on a table in the room. Students will examine items and make guesses as to the purpose and use of each. Responses are shared with the group; teacher provides feedback. Assign students to bring family artifacts and photos from home.
2. Students will use the internet to view samples of artifacts, documents and records. (See Appendix).
3. Students will use materials/items that are brought from home to present, display, and discuss in the classroom.
4. View community photos of early buildings and landmarks gained from local or state archives using pre-made overhead transparencies, slides, or PowerPoint presentations. Discuss architecture, purpose of the buildings, and interesting stories relating to the buildings.
5. Take a walking tour in the local community to view historic buildings and sites. Examine the buildings to compare past and present architecture.
6. Teacher will read samples of journals from Oregon Trail diaries and personal/family dia-

ries. Discuss and question the purpose and importance of keeping a diary.

7. View Sanborn maps of the community. Examine and discuss community changes for as many decades as desired using these maps.
8. Students will use newspapers, documents, and records to research history of the local community.
9. The class will visit the cemetery to record names and data of earlier citizens; this is an opportunity for comparative analysis.
10. Students will examine oral history tapes, both audio and video; then discuss benefits of using oral history and compare formats of audio vs. video recording.
11. Students, parents, and community resource persons will be taught the steps and procedures for conducting oral history interviews using *A Field Notebook for Oral History*. (Parent and community resource persons will aid by overseeing student interviews.)
12. Students will develop interview questions and practice interviews with other students.
13. Student pairs will use a pre-developed community members list provided by the teacher to choose a person to interview; questions will be developed and approved by the teacher.
14. Students will conduct an interview with the person; a supervising adult will accompany the students.
15. Students will create an interpretive display using the information gleaned from data research. The display might include photos, artifacts, records, documents, and drawings with a brief summary of each item.

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II. Websites

<http://www.whyy.org/aie/aie.html>

An interactive learning center for using architecture in the classroom, (Web site).

<http://edsitement.neh.fed.us/websites-lit.htm>

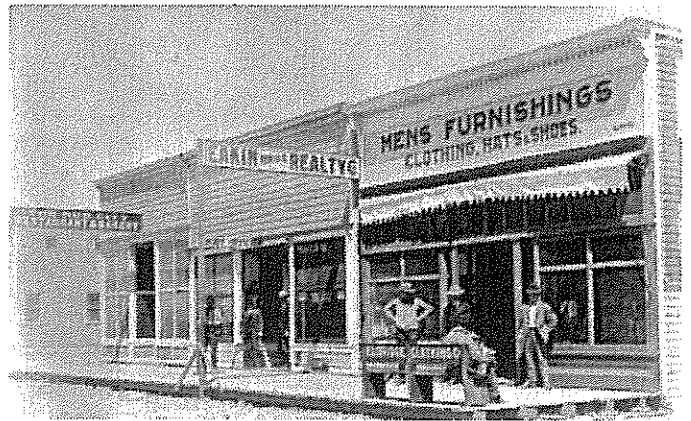
Top humanities websites, (Web site).

Appendix

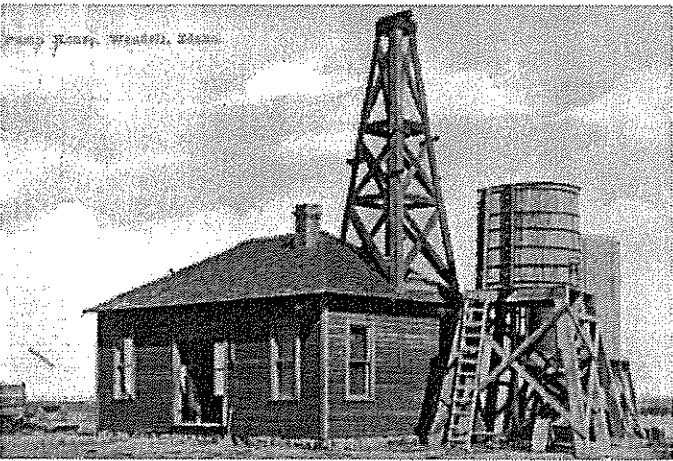
Examples of early buildings in Wendell
Bisbee photos copied from the Idaho State Historical Society Library and Archives



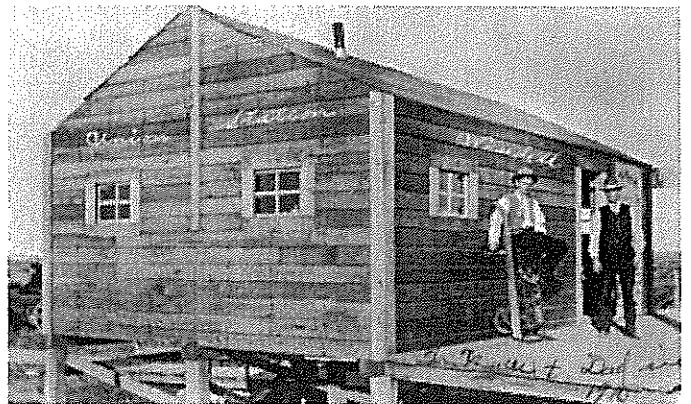
Hotel Mye in Wendell. ISHS #80-90.3



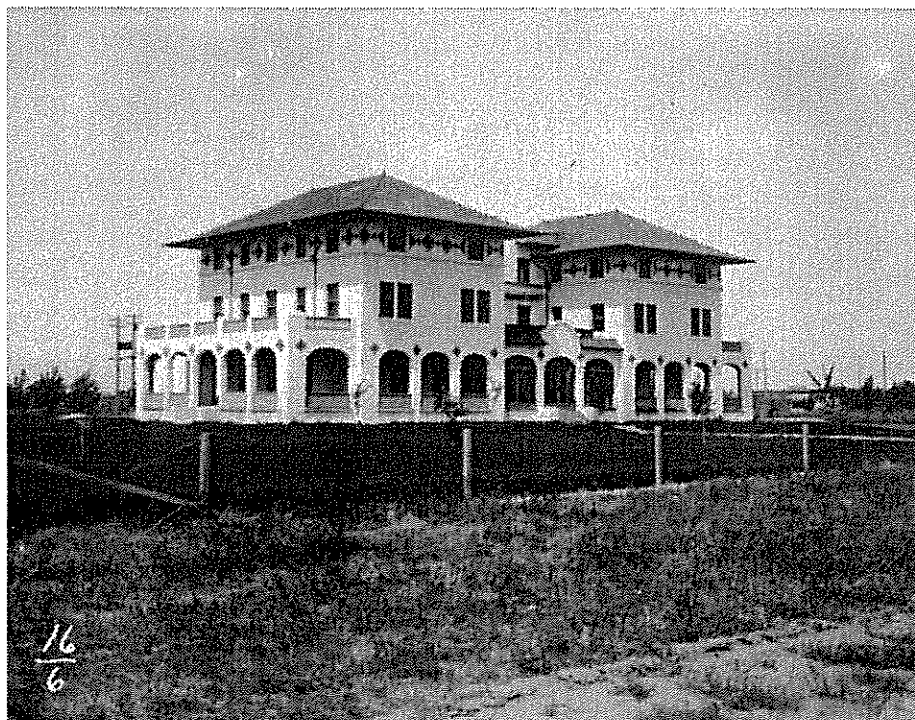
Wendell street, 1908. ISHS #P1986-10.1



Wendell pump house. ISHS #80-90.4



Wendell railroad station, 1910. ISHS #80-90.13



Wendell Inn, August 7, 1912. ISHS #60-176.118

Theresa Sylvester and Mike Warwick

Through reading, discussion, individual and group work, students will use critical thinking to analyze the petroglyphs of Map Rock. They will also observe their own natural environment and create symbols that communicate an idea important to them.

This lesson will encourage critical thought using symbolic language. The students will become aware of their surroundings and how surroundings shape language.

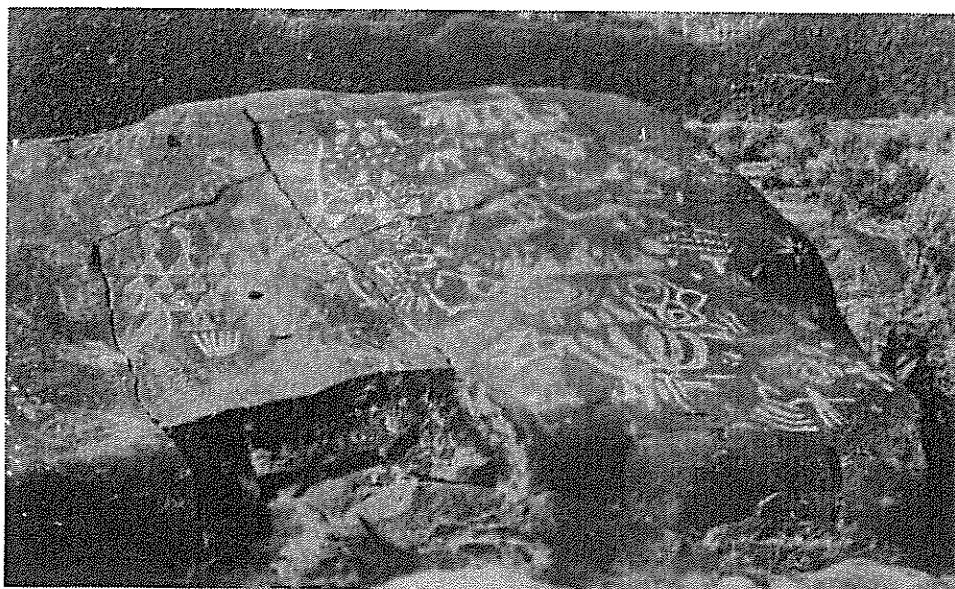
- dictionaries
- handout on description of petroglyphs (No. 250, IHS, Petroglyphs and Pictographs)
- hardcopy or slides of Map Rock or rock art in your area
- pictures of basic symbols (to be student generated)

1. Class discuss the following questions;
 - a. What is communication?
 - b. What are the means and methods by which we communicate?
 - c. What is a symbol?
 - d. What is the purpose of a symbol in language?
2. Distribute handout No. 250 on petroglyphs and pictographs and have the students active read the article silently, underlining main ideas,

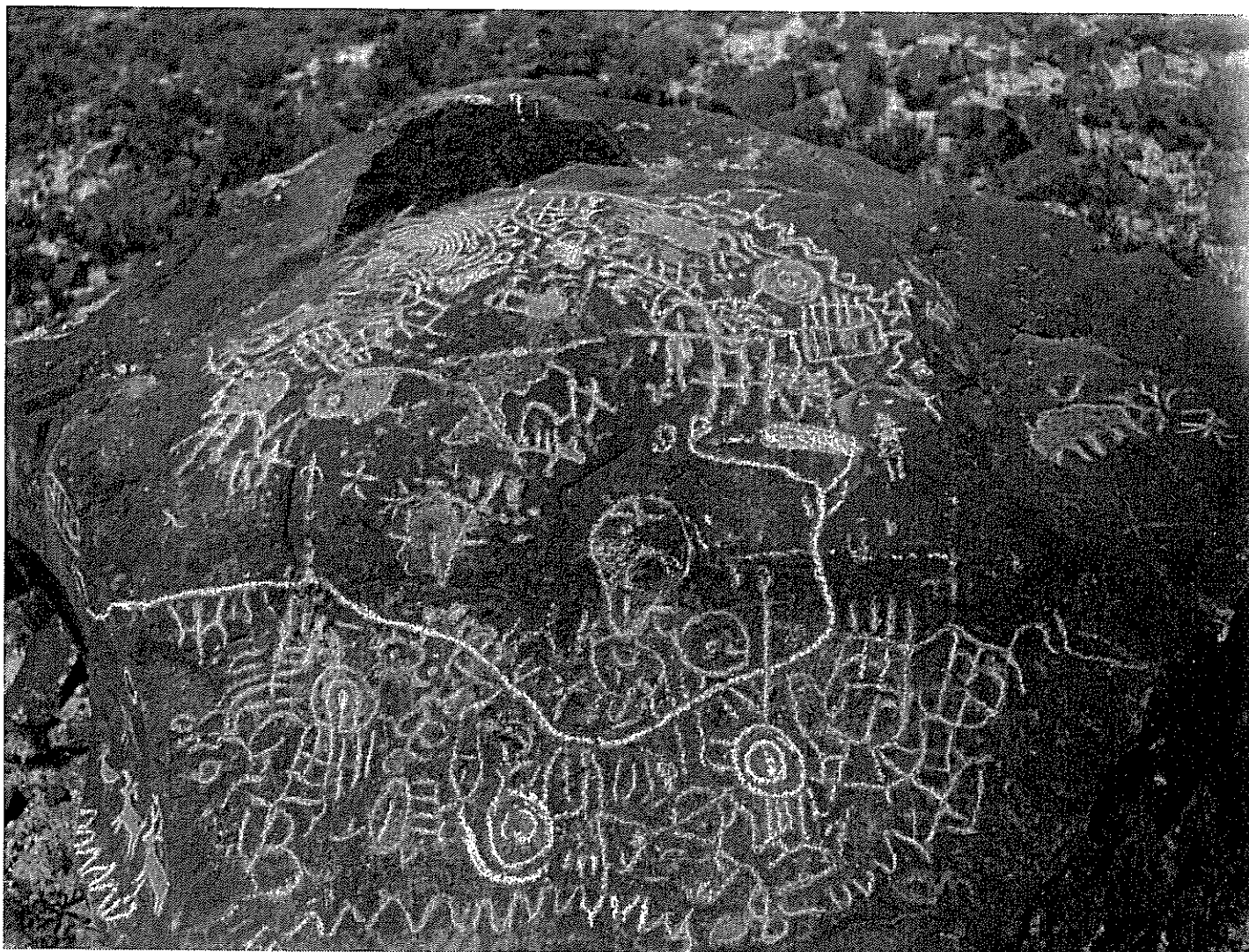
circling words to be defined, and making reactive comments in the margins.

- Do we communicate with symbols today? Ask students to identify symbols that might be recognized world wide. ✈ ☒ ➔ © π ✚ \$ % Ⓔ Do you recognize these symbols? What do they mean? Do they communicate a message?

Photographs used
with permission of
the Idaho State
Historical Society
Library and Archives



Views of Map Rock. Top, ISHS #65-4.4; bottom, ISHS #7.



IDAHO STATE HISTORICAL SOCIETY

REFERENCE SERIES

PETROGLYPHS AND PICTOGRAPHS

Number 250

December 1964

Petroglyphs and pictographs are two kinds of aboriginal rock art found in Idaho. Petroglyphs are cut into a rock surface by hammering and pecking, by chiseling, or rubbing. Pictographs are paintings made on rock surfaces with colors obtained from rock minerals and vegetable dyes mixed with grease and water. Both forms of rock art are sometimes incorrectly referred to as "rock writing." The designs embodied in petroglyphs and pictographs are not standardized and cannot be translated. They do not have a limited unit of sound and meaning attached to a unit of drawing or carving. In every case, the meanings attached to the paintings, or to the rock carvings, were individual and so broad in scope that they could be translated only by the person who put them there. Standard forms found over a geographic area must have a range of meanings. Therefore, the aboriginal rock art of Idaho cannot be compared to an alphabetic writing.

This rock art most of which is prehistoric, is often associated with natural features of the landscape. Rock carvings or rock paintings are found along game trails, near fishing grounds, and in areas where collecting of wild plant foods was an important activity of prehistoric peoples. This suggests that the purpose of some of the paintings was magical. In this case, the painter hoped, by painting the animal he wished to hunt, to increase his chances of success. Sometimes, the rock art seems to be representational, depicting scenes of successful hunts, or of battles between groups of people. Sometimes, the purpose of these art forms cannot be determined and one may guess that they are occasionally ceremonial, having perhaps a religious meaning, and sometimes they may have been done simply for fun.

In Idaho, petroglyphs are found primarily along the Snake River, and to the south and west of that river. Pictographs are found primarily north of the Snake River, but there are some notable exceptions where petroglyphs occur north and pictographs south of the Snake River. At least two localities are known where pictographs and petroglyphs occur together. The age of this work can only rarely be determined with any accuracy. Where paintings or carvings occur on top of one another, it is possible to work out a relative sequence of changing art forms. Occasionally, a carving or a painting is found in a geological or archaeological deposit that can be dated by the radiocarbon method. (As yet, no Idaho pictograph or petroglyph has been dated in this way.) More unusual still is the occasional find of a painting which represents an extinct animal. In other areas it has sometimes been possible to associate art style found on cliff faces with sculpture or paints found in nearby archaeological sites. While a great many localities are known in Idaho, only a few have been studied in any detail, and this is one of the important areas of research which remains to be examined by competent scholars.

Prepared by Dr. Earl H. Swanson, Director, Idaho State University Museum, Pocatello.

Publications--450 N. 4th Street, Boise, ID 83702--208-334-3428

How To Get There

From Boise, travel west on Interstate 84. Take exit 38. Follow signs through Nampa that read "To Murphy - Highway 45". Take Highway 45 south to Map Rock Road, about 1 mile before Walter's Ferry on the Snake River. Make a right turn, and continue about 7.8 miles. Stay on the main gravelled road. Map Rock is clearly marked with an interpretive sign.

Map Rock is located on private land. Please respect property rights. Map Rock and other rock art sites in the area have been vandal-

ized in the past. Please help protect this unique record of Native Americans for future generations to enjoy.

Other Points of Interest

Givens Hot Springs

Located across the river from Map Rock on Highway 78, this place was homesteaded by the Givens family in the 1880's. The Givens developed the natural hot springs into a popular resort in the next decade. Still a commercial establishment, it is owned and operated by descendants of the Givens family. Associated with Givens Hot Springs is the site of the Enterprise Post Office (1894-1917), later known as the Givens Springs Post Office. A ferry also operated here and was known variously as Enterprise, Warm Springs, and Walkers Ferry.

Bernard's Barn and Ferry

Located 4 miles upriver from Givens Hot Springs is the 1884 settlement of James Bernard and the Central Post Office, which operated from 1888 to 1896. Still standing is what was then regarded as the "most elaborate barn in Owyhee County."

Other Rock Art

Although Map Rock is the most conspicuous petroglyph in the area, it is only one of about 20 boulders included in the Map Rock Petroglyph National Register District. Other glyphs may be found 1/4 mile downstream and 1 mile upstream.

April, 1991

BLM-ID-GI-91-013-4331

Map Rock



Bob Limbert at Map Rock, about 1920. Photo by Bob Limbert.

Cultural Resources Information Series
Number 3
Boise District, Bureau of Land Management



Map Rock

Map Rock is a large boulder, about the size of a car, that is covered with intriguing Native American rock carvings. It is located along the Snake River in Canyon County, about 40 miles southwest of Boise.

Rock carvings are called petroglyphs, while rock paintings are called pictographs. Collectively they are known as rock art. The carefully etched petroglyphs on Map Rock include spirals, wavy lines, half circles, and animals such as buffalo, bighorn sheep, and deer or elk.

According to an 1889 newspaper article, Map Rock was "discovered" in 1877 by a miner in search of the legendary Idaho Diamond Fields. Since then, Map Rock has been thought by many to be a map of the Snake River region, from its headwaters to the confluence with the Columbia River, and possibly beyond.

Indians or their predecessors, tall gaunt and keen-eyed, stalk slowly back and forth talking in low monotones as they watch their companions incessantly peck and chisel away to leave the remarkable record you find today.

Bob Limbert, 1922

People have been fascinated with petroglyphs for many years - especially Map Rock - but no one knows for certain what the carvings mean. For decades it was usually referred to as "rock writing", the



assumption being that these symbols depict sign language and could be translated in the same way Egyptian hieroglyphics are interpreted.

Some people think petroglyphs depict astral phenomena such as constellations, eclipses, and solstices.

Most archaeologists today regard petroglyphs as a form of ancient art or graffiti. It is widely believed the carvings may have religious meaning, or were done as part of a ritual activity, such as to ensure a good hunt.

Petroglyphs are difficult to date. However we know the carvings on Map Rock cannot be older than 12,000 to 15,000 years, because the rock itself was deposited by the catastrophic Bonneville Flood at the end of the last ice age.

Based on the designs, today's experts feel these petroglyphs were most likely made by the Shoshone Indians between the period 1000 B.C. and 1500 A.D.

Is It Really A Map?

Although the earliest documentary evidence of Map Rock describes it as a map, the first effort to translate the petroglyphs was in 1922 by Bob Limbert, a well known photographer, naturalist, and promoter of Idaho tourism. Limbert sent photos to John E. Rees, a lawyer, teacher, and noted Indian expert in Salmon. Rees had traded with the Lemhi for 15 years and often translated rock writing using his knowledge of Indian sign language.

It is not known whether Rees responded to Limbert's letter, but in 1922 Limbert wrote a lengthy article for the Idaho Statesman in which he interpreted the glyphs on Map Rock. Limbert's translation was quite literal: he believed that each symbol on the rock corresponded to recognizable geographic features such as rivers, lakes, mountains, etc.

Rees left an unpublished manuscript in which he also tried to interpret Map Rock. Rees agreed

with Limbert that the carvings represented geographic features, but he went a step further.

Rees interpreted what he called "symbolographs" as representing ideas or actions. For example, he suggests that the petroglyphs of several different species of animals represent their habitat, and by extension, the boundaries of the territory inhabited by the Indians who made the carvings. As support for this theory, Rees cites the practice of describing boundaries in this way in treaties struck between the white men and Indians.

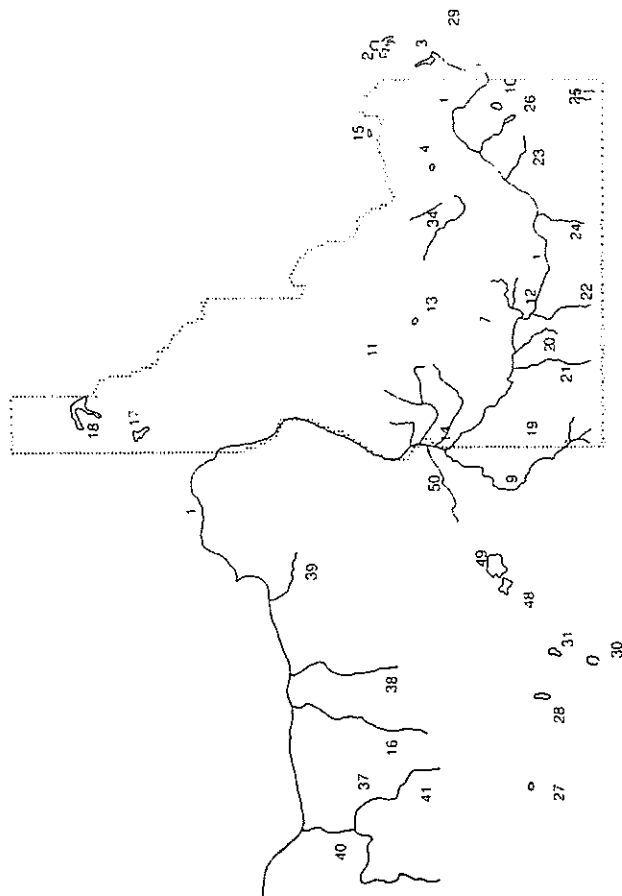
There are other differences between Rees' and Limbert's translation of Map Rock. Rees believed the map represented the Snake River region in Idaho, but Limbert felt the glyph depicted the entire Snake River and Columbia River region, from its headwaters near Yellowstone Lake to the mouth of the Columbia at the Pacific Ocean.





Limbert's Interpretation of Map Rock Petroglyphs

- | | |
|---|---|
| 1 - Snake River | 17 - Coeur d'Alene Lake |
| 2 - Yellowstone Lake | 18 - Pend d'Oreille Lake |
| 3 - Jackson Lake | 19 - Owyhee Mountains |
| 4 - Mud lake | 20 - Saylor Creek |
| 5 - Shoshone and Lewis Lakes | 21 - Bruneau River |
| 6 - Elk, deer, bighorn sheep, and mountain lion; signifying a good hunting ground | 22 - South Salmon River |
| 7 - Camas Prairie | 23 - Portneuf River |
| 8 - Land of buffalo | 24 - Raft River |
| 9 - Owyhee River and its headwaters | 25 - Bear Lake |
| 10 - Gray's Lake | 26 - Possibly indicates the Blackfoot marsh |
| 11 - Line that may represent Sawtooth Mountains | 27 - Crater Lake |
| 12 - Malad and Wood Rivers | 28 - Summer Lake |
| 13 - Redfish Lakes | 29 - Rocky Mountains |
| 14 - Boise, Payette, and Weiser Rivers | 30 - Goose Lake |
| 15 - Red Rock Lake, Centennial Valley | 31 - Albert Lake |
| 16 - Deschutes River | 32 - Gros Ventre River |
| | 33 - Silver Creek, Rock Creek, Big and Little Humboldt Rivers |
| | 34 - Lost River |
| | 35 - Symbol evidently intended for the Nez Perce tribe |



- | | |
|---|------------------------------|
| 36 - Chief Nampuh or Big Foot | 44 - Sierra Nevada Mountains |
| 37 - Cascade Mountains | 45 - Salmon River basin |
| 38 - John Day River | 46 - Blackfoot River |
| 39 - Umatilla River | 47 - Coast Range |
| 40 - Willamette River | 48 - Harney Lake |
| 41 - Clackamas River | 49 - Malheur Lake |
| 42 - Steamboat Lake | 50 - Malheur River |
| 43 - Possibly represents the Puget Sound district | |

At this site, too, is a carving which shows the higher development of the intellect of the Indian who placed on a rock a map of what is now Idaho, with part of the country to the east and to the west. Without compass or rule, and probably with no other map as a guide, he has done remarkably well.

Richard P. Erwin, 1930

Gulliver's Walks Across Idaho

Sally Glasgow

General description

After several weeks of in-class map work the teacher and class will work together to make a large model of Idaho on the playground. The model can be as simple or detailed as the class chooses to make it. The students can then walk across Idaho to the various cities and other locations that they have chosen to place on their map.

Lesson objective/learning statement

The purpose of this activity is to give students an opportunity to get a visual/spatial idea of the various locations in Idaho.

Materials needed

1. Map of Idaho
2. Chart listing approximate locations of various Idaho sites
3. Flagging tape, rope, string, or yarn
4. Stakes or weights to hold tape, rope, etc., in place
5. Signs, pictures, or small flags, to mark the location of each site
6. 1-50 foot or longer measuring tape
7. 1-25 foot or longer measuring tape

Lesson sequence

1. The students will need a background in using maps and map scale.
2. Before the day of the activity decide:
 - On the scale you will be using
 - How you will mark the locations
 - Which locations you want to have on your model
 - Calculate the distances
 - The different jobs that will need to be done and assign them

Sally Glasgow is an Idaho native, having been born, raised, and educated in the Burley-Rupert area. She graduated from Boise State University in 1989 after having returned to college when the last of her four children entered kindergarten. Sally has taught sixth and fourth grades in the Parma School District for the last eight years.

- The location on the playground where you want to make your model. It should be away from the main areas of use, but you might want to make it available for other students to walk across during a recess later in the day.
3. Locate north in relationship to your playground location.
 - Place the flagging tape to make the Idaho/Canadian border according to the scale that you are using.
 - Once you have placed your marker for this northern border measure down the correct distance to the southern border from both the western and eastern end of the northern border. Mark the southern border of Idaho measuring from the western end.
 - Work your way north again along both the western and eastern borders of Idaho. Depending on how much time you want to spend, the other borders of Idaho can be very detailed or just a few straight lines to give the basic shape.
 - When the borderlines are all in place, begin measuring and marking the various sites that you have chosen for your model. Start with a key site like your own town or Boise.
 4. Have fun!

Extensions, variations, suggestions

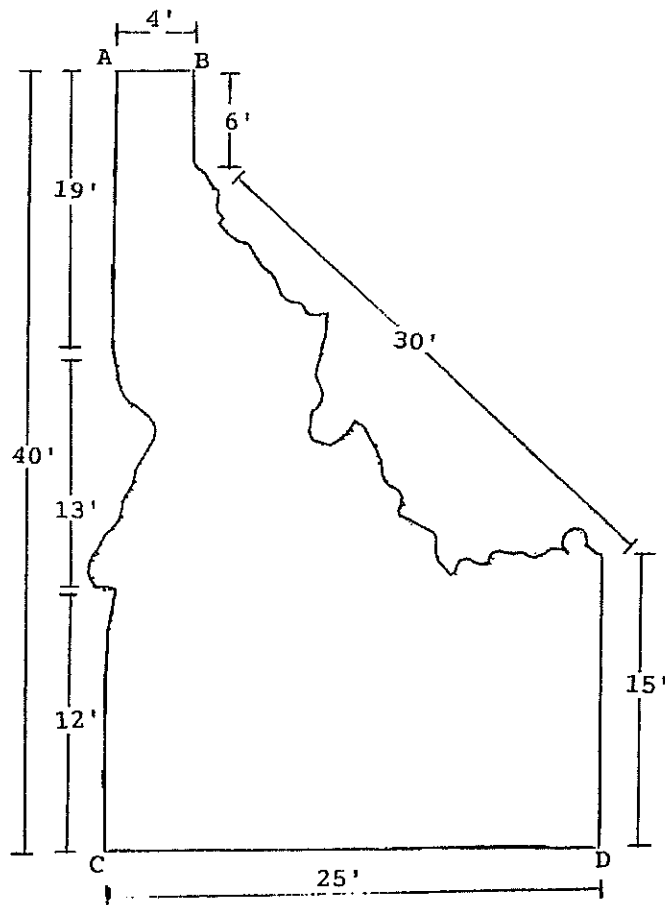
- Make a large chalk drawing of Idaho on a suitable surface.
- Make the model in a hallway or classroom using masking tape.
- Use cones or others items to represent mountains. Many other features can be added depending on the length of time you want to spend on the project.
- Measure off the distance using your own measuring device. For example, the students could take turns wearing a pair of wading boots and walk off the distances.
- If you have a large sand area, you could make a large relief map.
- The model can be made of any size. Just use a good map of Idaho to figure your dimensions based on the area that you have available.

Appendix • handouts, materials

Scale: 1 foot = 12 miles (All measurements are rounded to the nearest foot).

The following chart is just one example of a way to locate various sites in Idaho. On the map of Idaho the four corners are identified as A, B, C, and D. Using these points as two vertices of a triangle, any location in Idaho can be found as the third corner in the triangle.

Northern Idaho sites	Distance from corner A	Distance from corner B
Coeur d' Alene	8 feet	9 feet
Lewiston	19 feet	located on WA border
Moscow	14 feet	location on WA border
Southern Idaho sites	Distance from corner C	Distance from corner D
Bear Lake	located on UT border	1 foot
Boise	10 feet	20 feet
Idaho Falls	23 feet	10 feet
Mr. Borah	19 feet	18 feet
Pocatello	21 feet	8 feet
Salmon	23 feet	23 feet



The Great Seal of Idaho Game

Gary Martin

General description

The game is based on the "Memory" game format where a number of pairs of cards are placed face-down on a flat surface and then mixed up. Each player then tries to remember where each pair is located. The player who is successful in locating the most pairs wins the game.

Lesson objective/learning statements

The Great Seal of Idaho Game provides a motivational tool for teachers to have students review facts pertaining to our state flag.

Materials needed

To create the game cards I have used teacher resource materials, which include pictures and text from "Beyond the Rockies" a text of Idaho history used throughout the state. The card material stock itself can be made from varieties of paper, plastic, or wood products of varied size. The pictures from "Beyond the Rockies" are duplicated and placed on the card material. Next, you will need to take text to match each of the pictures and create another card (pair). This process will create a number of matched pairs. Then, place the same number or color on each card in the pair. Numbering or

coloring each pair will save arguments that might arise later during the game.

Game directions

Each player will shake a die to determine the order of players in the game. The player with the highest number will start the game. Cards are placed face-down and mixed-up. Play begins. Player 1 begins by turning over two cards. If either card is a text card the player reads it to the other player/players. If Player 1 makes a pair, he/she continues and turns over two more cards. If the player does not create a match or pair the next player begins his/her turn. The game winner is the player who matches the most pairs.

Variations

Game cards can be made from any fact and information (text) that matches it. Small cards can be made for pairs or small groups to use. Large cards can be used with larger groups of students or with the whole class.

It would be easy to create a tournament situation with winners advancing to particular tables and losers continuing play at other tables. This option would allow a large number of participants to gain prizes. Teachers could also set a performance goal for the whole group or class if one of its members met a particular performance goal. An example might be that one student wins three games in a row.

Gary Martin has taught fourth grade at Maxine Johnson Elementary in Parma, Idaho for the past eleven years.

My Town Oral History Project

Carol A. DeWitt, Jayna Eichelberger and Jim Shelly

General description

Through interviews and research, the students will collect various examples of oral history about an Idaho town and surrounding community of the school. The students will experience local history through pictures and written/oral accounts of its inhabitants. Then they will design, organize, create, and publish a written booklet with illustrations. A town meeting will be held inviting town council and all other community members. At the meeting the students will present their PowerPoint slide show that will share information about the process and product (booklet) of the oral history project. Then they will inquire about community needs and encourage local residents to purchase copies of the booklet (for a minimal fee) to raise money for a community improvement fund.

Lesson objective/learning statement

Students will form into cooperative groups and assume various jobs/responsibilities to support the overall process of the class project:

1. Define and practice active (but not engaged) listening skills.
2. Review and practice open-ended questions (sentence starters: Why, How, What, Explain, Describe).
3. Format the open-ended interview questions.
4. Develop a signature form for the release of tapes and photos.

Carol A. DeWitt, M.A.: I presently loop in the lower elementary grades, which means that I stay with the same class for two consecutive years. The Notus area where I teach is so much like the small towns in Northern California (Cottonweed/Anderson) where I grew up. Jayna Eichelberger: I have taught fourth grade at Middleton Heights Elementary for the last nine years. Jim Shelly: I was born in Amish country in southeastern Pennsylvania and graduated from Boise State University. I have taught 2nd, 4th, and 6th grades in Boise over the past 20 years.

5. Identify contact people through advertisement and inquiry (Grandparents Tea, etc.).
6. Interview contact persons and record their answers (cassette/notebook).
7. Videotape as needed (specific incident, artifact, memorabilia, hobby or skill).
8. Collect and photograph memorabilia to scan on computer for illustrations.
9. Transcribe collected data and type the accounts on computer system (phonetics of the past or standard spelling).
10. Edit and print the accounts with illustrations.
11. Develop a class PowerPoint presentation for community.
12. Plan the community forum (roles and responsibilities).
13. Direct the forum (PowerPoint presentation, questioning, note taking, filming, refreshments, etc.).
14. Develop a public display of the oral history book and memorabilia collected.

Through celebrating a town's culture by exploring, recording and distributing oral history of the area, the students will gain respect and understanding for others' culture and heritage, as well as their own.

Suggested materials

- Poster board for advertisement
- Letterhead for news advertisement
- Telephone(s) for inquiry and interviewing
- Quiet room with good acoustics
- Language interpreter (different ethnic groups)
- Cassettes for taping and small tape recorders with microphones
- Copies of the interview questions
- Note paper and pencils for recording
- Release forms for tapes, photos and sketches
- Binding and cardstock for book cover
- Printing for cover design
- Film and camera for photographing memorabilia
- Photo covers with identification labels for collecting pictures
- Movie camera to take pictures of individuals and places of interest
- PowerPoint with scanner and digital capabilities
- Lab for public viewing

- Refreshments for community forum
- Flip chart paper for keeping community notes and ideas about fund raising
- Cash box with receipt book for record keeping
- Window display of information (archive, museum, etc.)
- Account for community fund raising

Lesson sequence

- Brainstorm with students on how to conduct an interview.
- Identify and locate contact persons.
- Place an advertisement in the personal ads or letter to the editor section of local newspaper.
- Interview relatives and other contact persons for information.
- Make posters asking for volunteers to interview, and display in prominent locations within the community.
- Interview and record local merchants regarding the history of their building, etc.
- Take a field trip to local business, post office, graveyard, chamber of commerce, state & county offices, etc...
- Interviews will follow a list of leading and open-ended questions (see attached).
- Transcribe cassette and notes of interviews with added visual memorabilia.
- Type on computer and scan photos into document.
- Create a document for the actual book of oral history.
- Create a document as a PowerPoint slide presentation.
- Plan Power Point Presentations according to chronological timeline of events.
- Take turns adding slide presentation to class computer presentation.
- Cut and paste oral history book pages into class computer book for printing.
- Organize which teams will do the following:
 - Plan refreshments.
 - Advertise the community forum.
 - Set up for forum.
 - Run PowerPoint presentation.
 - Oversee sales and receipts.
 - Organize the discussion about community needs.
 - Print follow-up letter to attendees about results of discussion and future plans.
 - Then the whole class will begin process for supporting the funded community project...

Extension ideas

- Have a class, school, or community art contest to illustrate the cover.
- Have an interviewee develop the illustration for the cover.
- Share your project information with another class at another school to compare and add to the oral history of the area(s).
- Have the students make a historical map of the town for the chamber of commerce to share with visitors.
- Research the process of preserving photos and historical documents.
- Organize the booklet: for example, by time period (the Depression, chronological order) or by subject (trade, job, children, etc.).
- Transcribe and edit into Standard English for daily oral language practice.

Sample interview questions for students to inquire about the past...

The interview will follow a list of leading and open-ended questions such as:

- What is the origin of your full name?
- Where (and when) were you born?
- How many siblings do you have and where are they now?
- Where do you live now and when did you move there?
- What were the reason(s) for moving to Idaho? The area?
- How long have you lived here and where did you move from?
- Describe a memorable animal or pet...
- Describe your heritage and the heritage of your ancestors (if known).
- Describe major life events that you experienced (the depression, a flood or drought)?
- What was the first thing you thought of when you were safe?
- Describe the very first job you had?
- Describe other types of work or occupations you have had?
- Describe an "adventure" that you experienced? (traveling, camping, or etc.)
- What were some of the fads during your youth?
- What was life like when you were my age? (4th grade)
- What was your daily routine like back then?
- What types of transportation have you experienced?
- Describe your relatives; were any famous or notorious?

- When did your ancestors first arrive in Idaho? And where did they move from?
- Have you ever been mining? Describe what you experienced or remember...
- Have you ever been hunting? Describe what you experienced or remember...
- Have you ever been fishing? Describe what you experienced or remember...
- What types of recreation (games, sports, and etc.) did you experience in the past?
- What kinds of celebrations, parties or get-togethers did you experience in the past?
- Describe what you think about the 1900's...
- Describe what you think is coming in the 2000's...
- Do you have any photos that I can borrow to scan on our school's computer?

- Will you draw a picture of something about your past for our book of oral history?
- Will you please sign this card to give permission to record, translate, and publicly share this interview (not for commercial purposes)?
- Do you want to preview our book before it goes to press?
- We plan on selling the oral history books for a minimal cost so that we can raise money for a community improvement project; do you approve of this?
- Please share your ideas regarding how this money should be spent.
- Would you object if we donated this interview cassette to the Idaho State Historical Society Archives?

Journal of a Journey: Migration and Exploration

Linda Bartholomew

General description

The ability to communicate clearly through maps, descriptions, drawings and narrations can help those who follow. The journals and writings of Father Pierre Jean De Smet, Meriwether Lewis, John C. Fremont and others were eagerly read and followed by pioneers into the West. This activity is designed to make students aware of these explorers and pioneers and the quality of their writing, then to practice these communication skills.

Student goals

The students will first gain a better understanding of narration, mapping, illustration and description by viewing and discussing examples taken from the journals of pioneers and explorers.

Then the students will utilize these skills by sharing a journey experience in a written format directed to an audience of their peers.

Materials needed

- The teacher will need to locate and photocopy several examples of the journals and diaries of pioneers and explorers. Some are included in the following pages. These can be located by contacting local historical societies, libraries and the State Archives. They are easier to find than you may think.
- The teacher needs to locate a site for the exploration. This needs to be easily accessible to the road, drinking water and bathrooms but be generally mostly not impacted by people. It should be large enough to allow a 1/2 to 1 mile walk and have several landmarks to aid in the mapping.
- The students need pencils and paper and clothing suitable to the site.

Linda Bartholomew is a fourth-grade teacher from H. B. Lee Elementary in Dayton, Idaho. She has taught there 16 years. She is a graduate of Southern Utah University.

- Several parents and/or aides who understand the purpose of the activity to help supervise.

Procedure

Before—Prior to this experience students should have covered in history or Idaho history the period of the explorers and trappers and should be familiar with their accomplishments.

Show a sample of one of David Thompson's maps and discuss how it helped the pioneers and trappers and gold miners who may have come to this area after him. Then show and discuss some samples from Meriwether Lewis' journal. During the trip he described dozens of previously unknown plants and animals. His descriptions were so accurate that we have little difficulty recognizing what he was talking about. He described over a hundred animals, 35 mammals, 50 birds, 10 reptiles and fish. Of these, 24 were unknown to the people of the United States at that time. He not only described but drew pictures of them. He pressed, dried and saved samples of plants and brought back animal skins and feathers.

Show examples and discuss how other explorers described landmarks and told how to best ford a river or cross a ridge. They also described how things might be done. The published writings of these people were invaluable to the pioneers who followed.

Plan with the students their field experience and what will be required to them.

During—Go to the site. While there, have the students in small groups or as individuals make a journal page or two describing their walk across the site. They should include:

- a map that could be followed by others
- a narration of what happened while they were there
- a drawing of something of interest to them that they want to share
- a description of something.

After—Be sure to display and read aloud the students' journals. Compare some of our work to

those from the past. Did they, like Lewis, bring back rocks, plant parts, etc. to share?

Bibliography

Ambrose, Stephen E., *Undaunted Courage*, New York, Simon and Schuster, 1996.

Fremont, John C., *Report of the Exploring Expedition to the Rocky Mountains*, Ann Arbor University Microfilms, Inc. Xerox, 1966.

Haines, Aubrey L., *Historic Sites Along the Oregon Trail*, Gerald Missouri, The Patrice Press, 1981.

Hill, William E., *The Oregon Trail, Yesterday and Today*, Caldwell, Idaho, The Caxton Printers, 1987.

Thwaites, Reuben Gold, LL. D., *Early Western Travels*, New York, AMS Press, Inc., 1966.

The following is an excerpt from a letter written by Father Pierre Jean DeSmet while he was in what we now call Northern Idaho. The source is from Vol. 29 pages 196 and 197 of *Early Western Travels* by Reuben Gold Thwaites, LL.D., AMS Press, Inc., New York, 1966.

He is discussing what the Indians eat.

Such an existence is, however, precarious; the savages, who are not of a provident nature, are obliged to go afterwards in quest of roots, grain, berries and fruits; such as the thorny bush which bears a sweet, pleasant, blackberry; the rose-buds, mountain cherry, cormier or serice berry, various sorts of gooseberries and currants of excellent flavor; raspberries, the hawthorn berry, the wappato, a very nourishing, bulbous root; the bitterroot, whose appellation sufficiently denotes its peculiar quality, is however, very healthy; it grows in light, dry, sandy soil as also the caious or biscuit root. The former is of a thin and cylindrical form; the latter, though farinaceous and insipid is a substitute for bread; it resembles a small white radish; the watery potatoe, oval and greenish is prepared like our ordinary potato, but greatly inferior to it; the small onion; the sweet onion, which bears a lovely flower resembling the tulip. Straw-

berries are common and delicious. To this catalogue I could add a number of detestible fruits and roots which serve as nutriment for the Indians, but at which a civilized stomach would revolt and nauseate. I cannot pass over in silence the camash root, and the peculiar manner in which it is prepared. It is abundant, and, I may say, is the queen root of this clime. It is a small, white, vapid onion, when removed from the earth, but becomes black and sweet when prepared for food. The women arm themselves with long, crooked sticks to go in search of the camash. After having procured a certain quantity of these roots, by dint of long and painful labor, they make an excavation in the earth from twelve to fifteen inches deep, and of proportional diameter, to contain the roots. They cover the bottom with closely-cemented pavement, which they make red hot by means of a fire. After having carefully withdrawn all the coals, they cover the stones with grass and wet hay; then place a layer of camash, another of wet hay, a third of bark overlaid with mould, whereon is kept a glowing fire for fifty, sixty, and sometimes seventy hours. The camash thus acquires a consistency equal to that of the jujube. It is sometimes made into loaves of various dimensions. It is excellent, especially when boiled with meat; if kept dry, it can be preserved a long time.

From the book *Historic Sites Along the Oregon Trail*, by Aubrey L. Haines, The Patrice Press, Gerald, Missouri, 1981, I copied this description of Rock Creek which is 2.5 miles southeast of Twin Falls. This is a quote of John C. Fremont's journal.

John C. Fremont, September 29-30, 1843.

... we encamped about 5 o'clock on Rock creek — a stream having considerable water, a swift current, and wooded with willows. ... in its progress toward the

river, this creek soon enters a chasm of the volcanic rock, which in places along the wall presents a columnar appearance; and the road becomes extremely rocky whenever it passes near its banks. It is only about twenty feet wide where the road crosses it, with deep bed, and steep banks covered with rocky fragments, with willows and a little grass on its narrow bottom. ... The fragments of rock which had been removed by the emigrants in making a road where we ascended from the bed of this creek were whitened with lime.

The following copies of Meriwether Lewis' journal were located in *Undaunted Courage* by Stephen E. Ambrose, Simon and Schuster, New York, 1996 page 327.

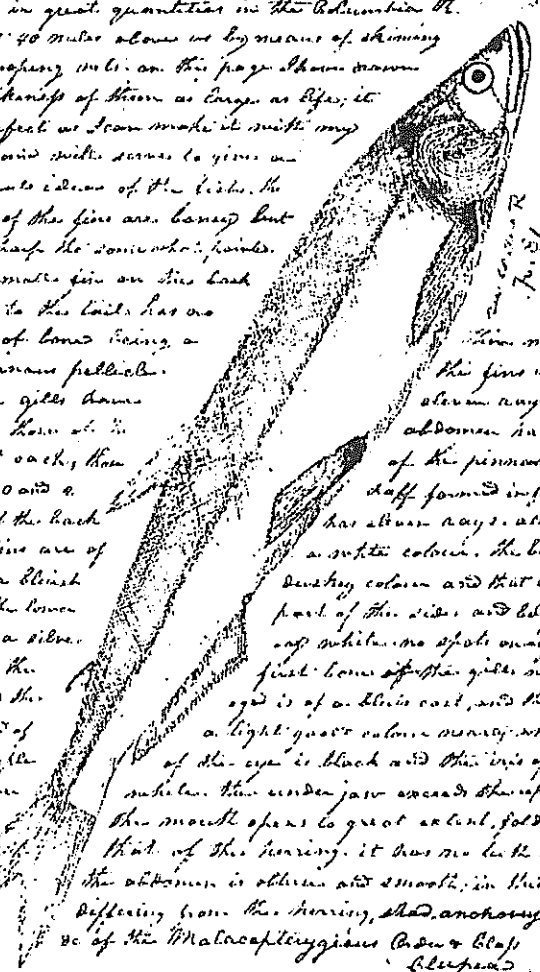
There is a third species of Brant in the neighborhood of this place which is about the size and much the form of the pied Brant they weigh 8 1/2 lbs. the wings are not as long nor so pointed as those of the common pied Brant. The following is a likeness of its head and neck. a little distance above the base of the beak is white and is suddenly succeeded by a narrow band of dark brown. the balance of the neck, head, back, wings, and tail are except the tips of the feathers are of this bluish brown. the breast and belly are white with an irregular mixture of black feathers which give that part a pied appearance from the legs back until near the tail and around the junction of the same with the legs above the feathers are white. the tail is composed of 18 feathers the longest of which are in the center and measure 6 inches with the barbs of the quills. the sides of the tail are another shorter and less with their extremities inward toward the center of the tail. the extremities of these feathers are white. the back is of a light flesh colour. the legs and feet which do not differ in structure from those of the geese or Brant of the other species are of an orange yellow colour. the eye is small, the iris is a dark yellowish brown, and pupil black. the notes of this Brant is much that of the common pied Brant from which in fact they are not to be distinguished at a distance, but they certainly by are a distinct species of Brant. the flesh of the female is as good as that of the common pied Brant they not remain here during the winter in such numbers as the white Brant do, but they are now reduced in considerable numbers. but in the lower latitude.



neck 7 1/2 inches, so. of wing 11 inches; 8 1/2 of leg 3 inches 4 1/2 of a f. of 6 ab. eye nec with. portion of it represented by. is composed of 12 feathers of equal



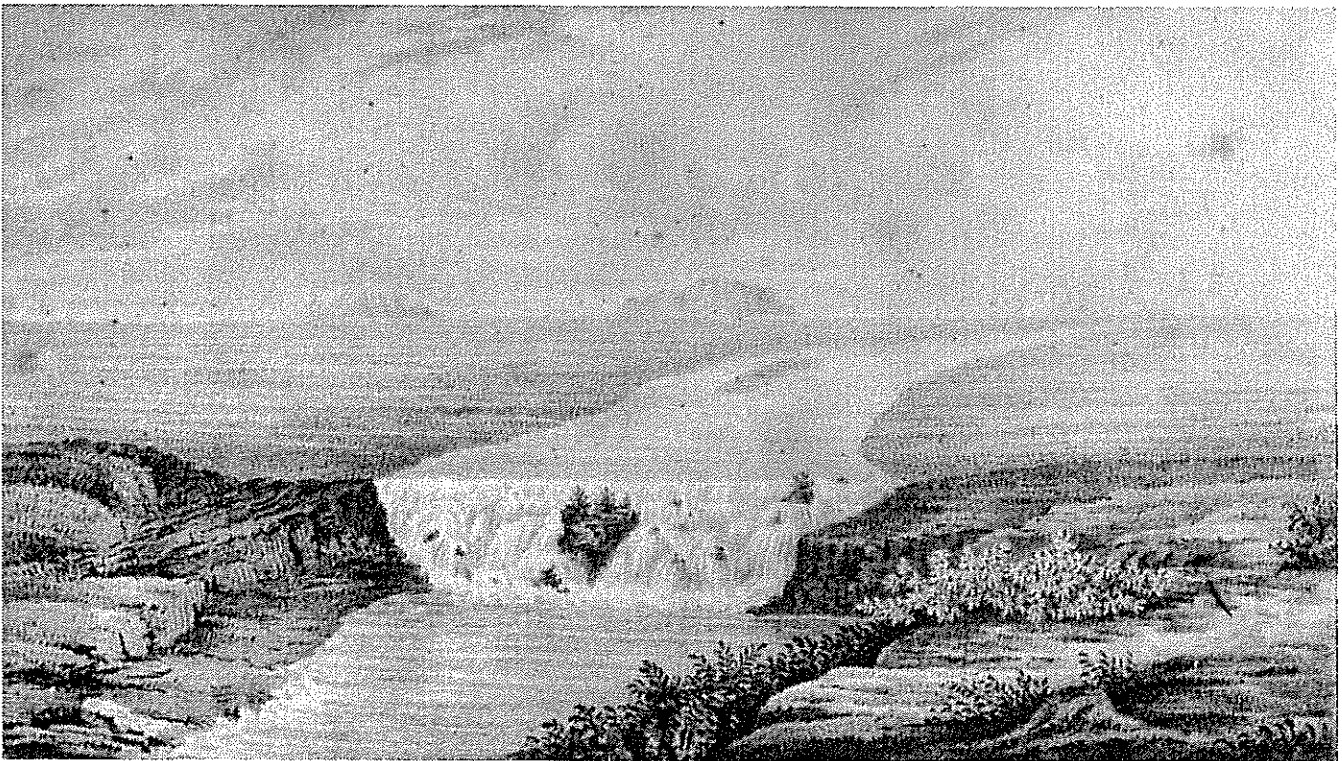
of small fish which more eager to catch and are taken in great quantities in the Columbia R. about 40 miles above us by means of skimming or scooping nets. on this page I have drawn the likeness of them as large as life; it as perfect as I can make it with my pen and with some to give a general idea of the fish. the rays of the fins are bony but not sharp like some other kinds. five small fins on the back next to the tail. has one ray of bone being a barbed pectoral. to the gills have each. there are eight each. there are 20 and 2. that of the back. the fins are of is of a bluish this the lower is of a silver. next the behind the second of the pectoral a silver. the under jaw exceeds the upper and the mouth opens to great extent, folding that of the lower. it has no teeth. the abdomen is oblong and smooth. in this differing from the herring, the anchovy &c of the Malacocephaligidae. Bluehead



From *Report of the Exploring Expedition to the Rocky Mountains* by John C. Fremont, Ann Arbor University Microfilms, Inc. Xerox, 1966, I obtained this description of the American Falls area.

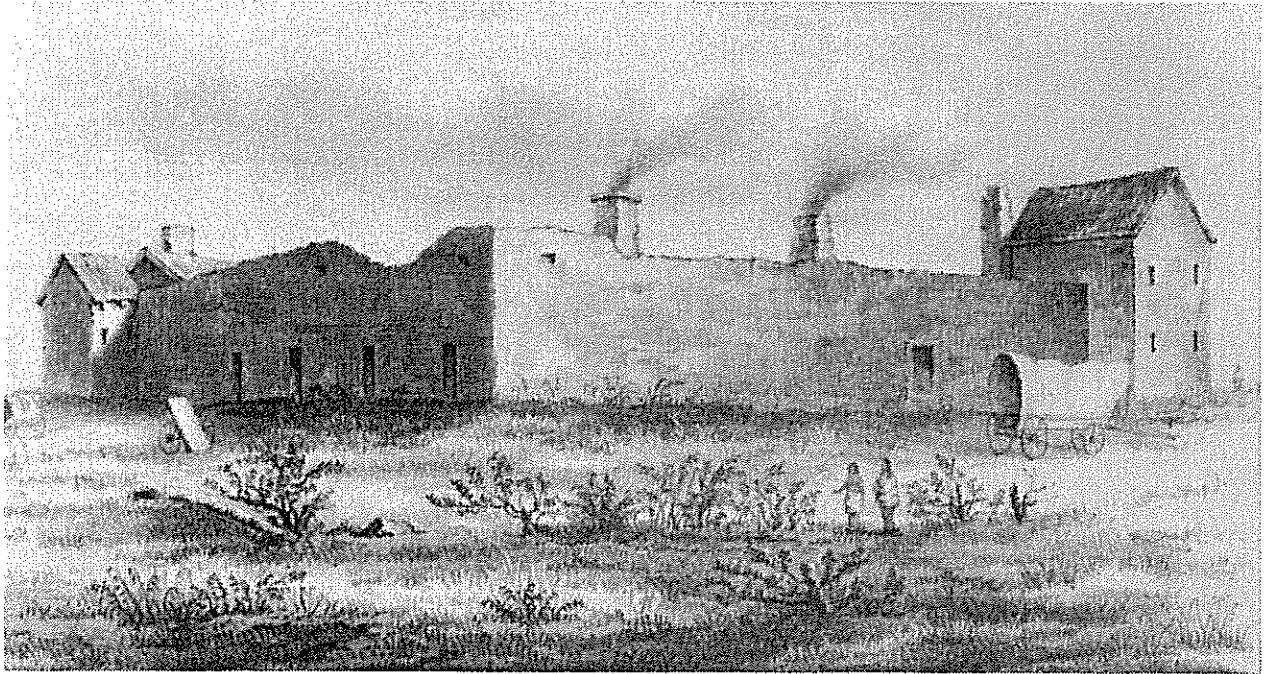
September 24.—The temperature at sunrise was 32°, and a blue sky in the west promised a fine day. The river bottoms here are narrow and swampy, with frequent sloughs; and after crossing the Pannack, the road continued along the uplands, rendered very slippery by the soil of wet clay, and entirely covered with artemisia bushes, among which occur frequent fragments of obsidian. At noon we encamped in a grove of willows, at the upper end of a group of islands, about half a mile above the American Falls of Snake river. Among the willows here, were some bushes of Lewis and Clark's currant, (ribes aureum.) The river here enters between low mural banks which consist of a fine vesicular trap rock, the intermediate portions being compact and crystalline. Gradually becoming higher in its downward course, these banks of coriated volacnic rock form with occasional interruptions, its characteristic feature along the whole lie to the Dalles of the Lower Columbia, resembling a chasm which had been rent through the country, and which the river had afterwards taken for its

bed. The immediate valley of the river is a high plain, covered with black rocks and artemisias. In the south is a bordering range of mountains, which, although not very high, are broken and covered with snow; and at a great distance to the north is seen the high, snowy line of the Salmon river mountains, in front of which stand out prominently in the plain the three isolated rugged-looking little mountains commonly known as the Three Buttes. Between the river and the distant Salmon river range, the plain is represented by Mr. Fitzpatrick as so entirely broken up and rent into chasms as to be impracticable for a man even on foot. In the sketch annexed, the point of view is low, but it conveys very well some idea of the open character of the country, with the buttes rising out above the general line. By measurement, the river above is 870 feet wide, immediately contracted at the fall in the form of a lock, by jutting piles of scoriaeous basalt, over which the foaming river must present a grand appearance at the time of high water. The evening was clear and pleasant, with dew; and at sunset the temperature was 54 degrees. By observation, the latitude is 42° 47' 05", and the longitude 112° 40' 13". A few hundred yards below the falls, and on the left bank of the river, is the escarpment from which were taken the specimens that in the appendix are numbered 94, 96, 97, 101, 102, 106, and 107.

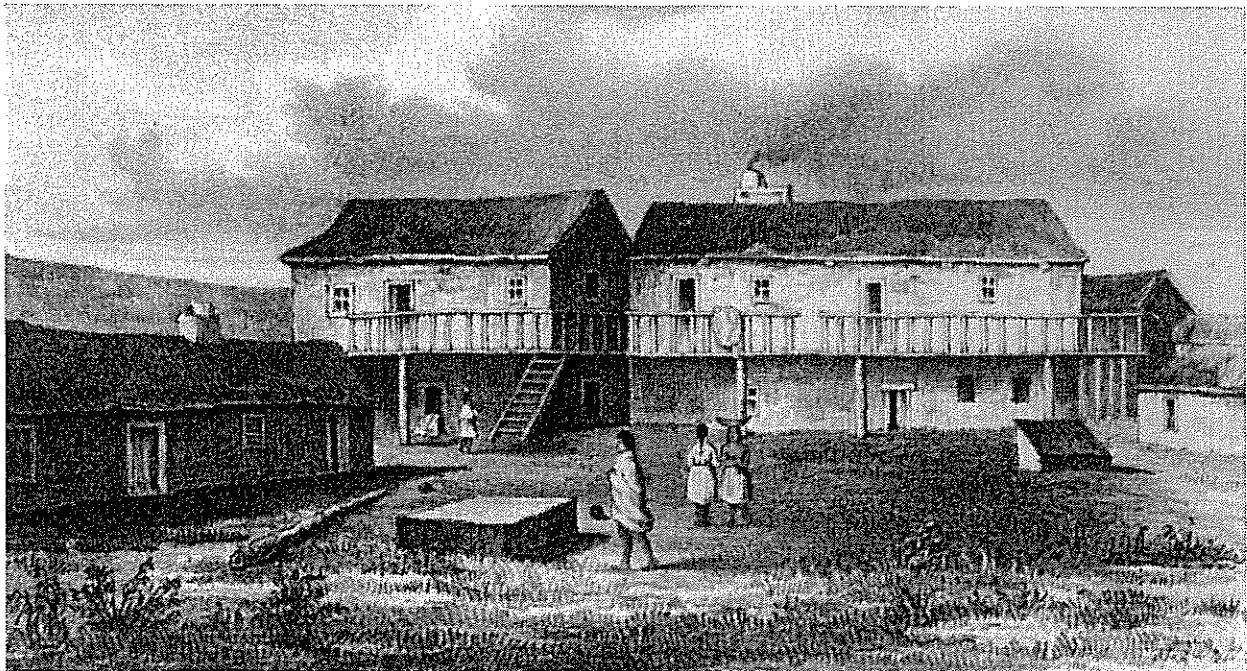


This drawing of American Falls is from John Fremont's Report of the Exploring Expedition to the Rocky Mountains. ISHS #77-12.16. Used with permission of the Idaho State Historical Society Library and Archives.

In a book, *The Oregon Trail, Yesterday and Today* by William E. Hill, The Caxton Printers, Ltd, Caldwell, Id., 1987, I found drawings and paintings of early travelers to Idaho.



Osborne Cross visited Fort Hall in 1849, and William Henry Tappan made these drawings of the exterior and interior of the fort. Top, ISHS #1254-C; bottom, ISHS #1893-B. Used with permission of the Idaho State Historical Society Library and Archives.

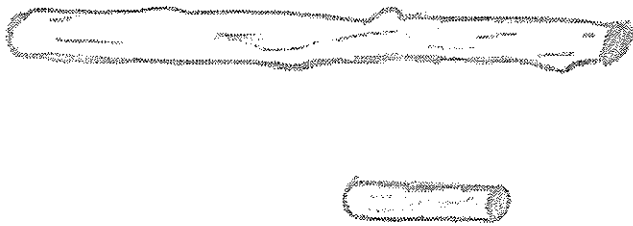


Making a Replica of a Native American Bow Drill

Janele Weatherston

Theme: Bringing a working model of a Native American fire-making tool into the classroom.

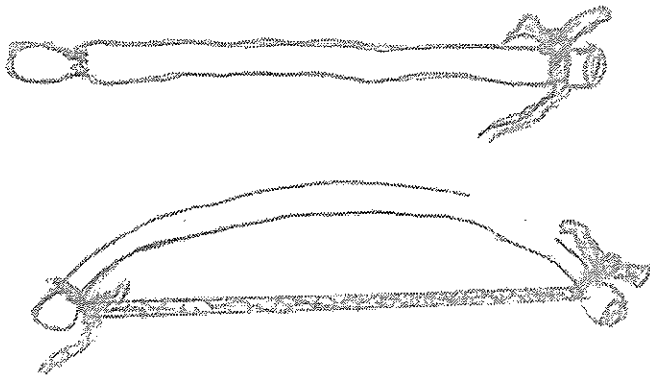
1 Find two green sticks (willow branches work very well). One stick will need to be 24 inches long and $\frac{3}{4}$ in. thick. The other stick should be about 8 inches long and $\frac{1}{2}$ inch thick. While these are green, peel off the bark. Also with your knife, smooth off any knobs on the wood.



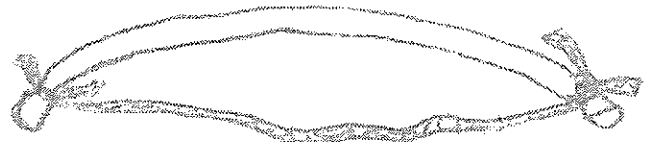
2 On the 24-inch stick, notch a groove all the way around, one inch from each end. On the 8-inch stick, whittle one end until it is rounded.



3 Get a cord that is about $\frac{1}{8}$ inch thick (regular string is not thick enough). Cut off a piece about 3 feet long. Place one end of the cord in the groove and securely tie a knot. Wind the cord in the groove at the other end pulling tightly until the stick bends into an even curve. Tie a knot to hold the stick in this curved position until it dries. It should look something like this:



4 Allow the sticks to dry for 2-3 days. When the sticks are dry, sand them smooth. Untie the cord from one end of the bow. If the bow does not retain its shape it will need to be retied tightly and dried longer. If the bow stays curved, loosen the cord so that it can easily be looped around the other smooth stick. It will need to be loose enough so the cord can slide back and forth on the stick easily and smoothly. Tie the cord again in the bottom groove. Cut off extra cord if desired.



Janele Weatherston teaches fourth grade at Kennedy Elementary School in the Madison School District. She is a hands-on teacher who loves immersing her students in the love of learning.

5 Now you will need to choose what you would like to use for the cap (this goes on top of the 8-inch piece of smooth wood for you to hold onto). You may choose either a rounded rock (with a slight indentation on one side) or choose a piece of wood that is approximately 1 inch thick, 1 to 2 inches wide, and anywhere from 6 to 8 inches long. Both the rock and the wood will need a slight indentation for the top of the smooth stick to fit into easily. A dremel tool could be used to indent the rock and a drill or knife blade could be used for the wood. These indentations or holes need to be slightly larger than the width of the smooth stick.



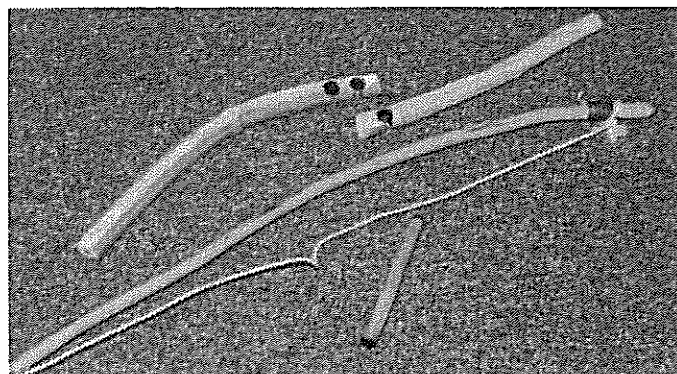
6 You will also need another stick that is approximately 1 inch deep by 1/2 inch wide and that is 6 to 8 inches long. Drill a hole slightly larger than your smooth stick to within 1/8 to 1/4 inch of the bottom. This hole needs to be relatively close to one of the sides of the piece of wood—maybe within 1/8 to 1/4 inch. From the side of this hole to the outside edge, cut a triangular-shaped wedge clear through from top to bottom. This wedge is important because it allows the spark to drop onto the tinder for your fire.

Side view

Top view



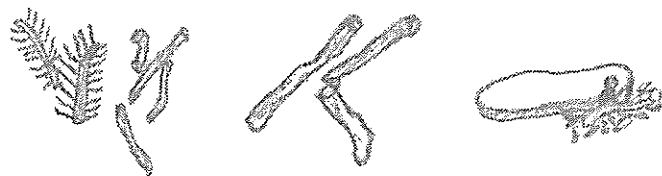
7 Now you are ready to assemble your bow drill to make a fire.



9 Holding the bow sideways over the bottom piece of wood, take the smooth stick (rounded end down) and loop the cord that you previously tied to the bow, loosely around it. Place the rounded end into the hole in the bottom piece of wood. Place your foot on the bottom stick.

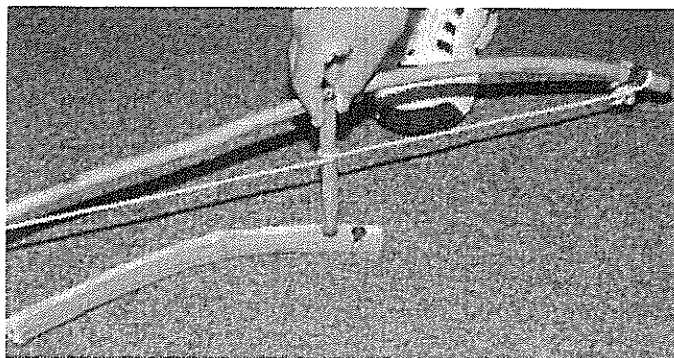


8 First you will need to gather small pieces of dry wood and tinder. Place a small amount of tinder under the hole and cut-out section in the bottom, flat stick.



At right, Jim Woods, Director of the Herrett Center at the College of Southern Idaho, demonstrates the process at the institute July 20, 1998.

10 Place the cap (rock or wood) on top of the vertical stick. Then pull and push the bow back and forth (sideways) quickly. Soon you will see and smell smoke down in the hole. Sparks and heat will drop through the wedge onto the tinder. When the tinder begins smoking, remove the bow drill, etc. and gently blow on the tinder. This could take several small puffs of air before it ignites into a small flame. Carefully feed the flame with more tinder, gradually placing larger twigs and sticks on until the flame is going strong. Now you can add your larger pieces of wood.



Working With Present-Day Artifacts

Ken Mecham

General description

This is a group activity that allows students to study historic artifacts (high school yearbooks) to better understand the history of their own school, community and local citizenry. The activity can also be used as an "ice-breaking" exercise at the beginning of the year to teach students the process that historians have followed in obtaining, studying and producing the material that is in their text and course of study.

Learning statements: the student will

1. Become aware that history is an ongoing and contemporary study of life rather than an antiquated collection of dead ideas.
2. Discover that the raw sources of historic data come from many different times, places, and sources.
3. Make deductions about the historic periods from which the artifact came.
4. Develop comparative skills in equating past and present experiences in many different areas.
5. Discuss the effect of past experiences on the present.

Materials needed

1. One yearbook from different time periods for each group.
2. Study questions (Investigating the Artifact) for each group. (enclosed)
3. Paper and pen for the group recorder.

Lesson sequence

1. The teacher will divide the class into groups of three. One member will be chosen by the group as the recorder and will be responsible for documenting the information the group discusses. Another member will be the spokesman and report the findings of the group to the rest of the class; and the third member will be the

guardian of the artifact whose responsibility will be to insure the safety of the artifact while the group is examining it.

2. The teacher will discuss the importance of artifacts in interpreting history. She/he may even show some traditional ones such as an arrowhead, letters, diaries, etc.
3. Each group is then given a school yearbook, explaining that this too is an artifact, and important for historic examination.
4. The recorder of each group is given a list of questions which the group uses to examine and discuss the year book in their possession. Each group records the main findings of their investigation and the deductions they were able to make about the time period.
5. Each group reports their findings and deductions to the rest of the class.
6. The class as a whole then discusses some of the items they found in common, and some that were unique to the book that they had. These are listed on the board, and major deductions are made by the group about the historic period covered by the collection of annuals.
7. Students then discuss the importance of artifacts (the yearbook) in expanding knowledge about the period that the books covered.

Extended activities

1. Invite several of the people found in the yearbooks to talk to the class about that particular era.
2. Write an essay in which the students compare what they have found in the yearbooks with what is happening in their own culture.
3. Do a biographic video presentation of one of the people who was discovered in the yearbook by the use of still pictures and live action recordings of that person.
4. Write an essay in which the student discusses the effect of the past experience he/she uncovered on the way in which things are done in the present.
5. Make charts showing the changes in select items over the years such as enrollment, size of teams, numbers of people in organizations, etc.

Ken Mecham teaches U.S. History, English and related topics at Carey High School in Carey, Idaho. He is a life-long resident of the area and a graduate of that school and Idaho State University.

6. Research what local, state, and national events or people may have affected the lives of the

- students during that time period.
7. Make a documentary video of the time period.

Investigating the Artifact

One of the jobs of the historian is to ask questions and establish patterns from what is discovered. Examine the artifact, focusing on the following area of interest:

(Note to teacher: This list may be lengthened or shortened to fit the time desired for this activity).

A. Social amenities:

1. What are the hair styles of the time for boys, girls, adults?
2. What shape of glasses are being worn?
3. What is the style of clothing being worn by boys, girls, staff?
4. Are girls wearing dresses?
5. Are boys wearing hats?
6. What special events are evident?
7. What is worn for graduation?
8. What kind of jewelry are students wearing? Who is wearing it?

B. Statistical information:

1. How many students are in the school?
2. How many girls, boys, faculty members?
3. What minority groups are represented?
4. How many organizations exist?
5. What classes are being offered?
6. How many athletic teams are there?
7. What percent of the student body (girls and boys) participate in athletics?
8. What was the win/loss record for the year?

C. Extra-curricular activities:

1. What athletic teams were evident?

2. What were the uniforms and equipment like?
3. Are there any all-male or all-female organizations in the school?
4. How many concerts or plays were produced in a year?
5. Who are the student leaders of the school?
6. Is there a mascot or school rock?
7. Are any noticeable ceremonies or traditions apparent?

D. Structural issues:

1. What is (are) the school building(s) like?
2. What are the classrooms like?
3. Where is the cafeteria located? Who are the cooks?
4. What do the grounds, football field, track, and playground look like?
5. Where is the office in relationship to the classrooms?
6. What is the principal's office like?
7. Are there any unique structures about the school?

E. Technology:

1. What kind of equipment is being used in the office?
2. What equipment does the business room have?
3. Is there evidence of televisions, videos, overheads, film projectors, or other AV items?
4. What noticeable equipment exists in the library?
5. What year and make are the vehicles pictured in the yearbook?
6. Were there any items in the pictures that you could not identify?

The Hunt Camp/Relocation to Idaho

Terry Waitley

General description

Idaho was a major contributor to the WWII effort. Not only in agriculture, and manpower, but also as one of ten sites around the country for a Japanese-American Internment/Relocation camp. In this lesson students will have an opportunity to explore and learn about one of our darkest days in United States and Idaho history. Students will explore the history of executive order 9066 and Civilian Exclusion Order No. 34, the construction and location of the relocation center. They will be given a chance to study the local reactions to the camp and its inhabitants, as well as the reactions and contributions of those inhabitants.

Lesson objectives

1. Students will learn and practice research skills.
2. Students will be given an opportunity to explore and discuss executive order 9066 and Civilian Exclusion order No. 34.
3. Students will locate on a map the area of the Hunt Camp.
4. Students will research the layout of the camp and its makeup.
5. Students will have an opportunity to explore and discuss the contributions and reactions of Idahoans to the camp as well as those interned (held) there.

Materials needed

- Executive order 9066/Civilian Exclusion Order No. 34
- Journal/diary writings of those involved*
- Map of the camp*
- Map of Idaho*
- Copy of census data showing surge of Japanese-American population due to camp*
- Extra's if wanted
- Video "Other Faces Other Lives" Asian Americans in Idaho Centennial project.

- Newspaper accounts/from the time/recent writings.

*Included in lesson plan

Lesson sequence

1. Have students locate or provide for students a copy of executive order 9066 and Civilian Exclusion Order No. 34. Read and discuss.
2. In groups or individually have students locate on a map handout, the camp and list all information they can acquire about the camp. (i.e. nearness to cities, size of camp, population, education, daily activity.)
3. Have students orally report their findings to the class.
4. Share some observations (writings, oral history) about the camp. Try to show more than one side of the history. (i.e. residents, workers, local people, etc.)
5. Journal (writing) assignment of how students feel or would react if put in the same situation or if this happened today.
6. Share with the students some of the benefits thought to have been brought to Idaho by this experience.
7. Discuss immigration of Japanese-Americans and other Europeans.

Extended activities

1. Student report on ethnic groups in Idaho.
2. Possible field trip to Commemorative Center.
3. Guest speakers.

Resource list

Arrington, Leonard J. *History Of Idaho*, Volume 2, University of Idaho Press, Moscow: Idaho State Historical Society; Boise; 1994

Etulain, Richard W. and Bert W. Marley: editors. *The Idaho Heritage: A Collection of Historical Essays*, Idaho State University Press. 1974. (NNC Library)

Roberts-Wright, Bessie M. Shroultz, *Hunt for Idaho: Evacuees 1942-1945 and Homesteaders 1947-1949 t.p., Minidoka prisoner of War Camp (POW) 1942-1945*. S.N. 1994, [Win 96-310802] available Idaho State Historical Society Library and Archives. Boise, ID.

Terry Waitley teaches 9th grade–12th grade at Shoshone-Bannock Jr./Sr. High School in Fort Hall, Idaho.

Schwantes, Carlos. *In Mountain Shadows: A History of Idaho*. Lincoln: University of Nebraska Press. 1991.

Sims, Robert C. *Japanese-American Contributions to Idaho's economic development.*, Center for Research, Grants, and Contracts. Boise State University, May 1977. (NNC Library)

More areas for resources:

- Newspapers
 - *The Times-News* (Twin Falls, Id.)
 - *The Northside News* (Burley, Jerome, Id.)
 - *The Minidoka County News*

- *The Burley Herald*
- *The Minidoka Irrigator* (Japanese-American newspaper published in Camp Hunt)
- *The Minidoka Interlude*, Camp Hunt Yearbook. Published by those at Camp Hunt.
- Idaho State Historical Society Library and Archives. Boise, Id.

The following materials are examples of materials that can be easily obtained for use in the classroom.

Taken From *In Mountain Shadows: A History of Idaho*, by Carlos Schwantes

Non-Caucasians in Idaho, 1900-1980

	1900	1920	1940	1960	1980
American Indians	4,226	3,098	3,537	5,231	10,418
Blacks	293	920	595	1,502	2,716
Chinese	1,467	585	208	311	905
Japanese	1,291	1,569	1,191	2,254	2,585

Copied from material in the collection of the Idaho State Historical Society

THE BURLEY HERALD

(And Cassia County Courier Consolidated)

NUMBER 13 – THURSDAY, AUGUST 13, 1942 BURLEY – CASSIA COUNTY – IDAHO

SOLDIERS AND JAPS ARRIVE AT CAMP AT EDEN

Two Hundred Soldiers Arrive At Internment Camp Near Eden Sunday; First Jap Contingent Has Arrived
Soldiers came first at the Eden Jap camp Sunday – 200 of them. They had to be there first because without guards it wouldn't be much of an internment camp. The soldiers came early in the day, using Army trucks and CCC trucks for transportation.

Then, later in the day the first contingent of Japanese, probably about 200 persons, according to information released last week by the War Relocation authority, arrived in Jerome and were transported to the camp. The camp is not wholly completed but it will serve for at least a portion of the expected group of 7,200 Japanese.

Starting about August 15 it is expected that Japanese will arrive in groups of 600 a day until the entire 7,200 have been relocated.

Official information is not yet available but it is anticipated that the first work for the Japs to do will be the clearing of sagebrush, the leveling of land and building of canals, laterals and ditches for irrigation of the tract on which they are located.

The new city of over two miles long and will be surrounded by an eight-foot woven wire fence along the top of which will be strung a high tension electric wire. Japanese will be let out each morning for work on the land, will work under guard and will be checked in each evening.

The following example materials were taken from the book *Hunt For Idaho: Evacuees. 1942-45 and Homesteaders 1947-1949 T.P., Minidoka Prisoner of War Camp (POW) 1942-1945*, by Bessie M. Shroutz Roberts-Wright. (Idaho State Historical Society Library and Archives

EVACUEES ARRIVE

Berle and Elfreida Denney

"When Arvil was three, his Mother passed away and he was raised by the Wiley Covert's, friends of the family. On reaching the age of ten and in the fourth grade, he was taken out of school and initiated into the farming trade, plowing, planting crops, etc. When 17, he lived with his sister in Oklahoma for a few years. Returning to Missouri in 1919, he stayed in the Yates home;. It could have been love at first sight?? The Yates daughter Nellie Blanche and he were married 18 May 1919 at Advance, MO.

"Arvil had working with a Section Crew and at a Cement Plant in MO. He was employed by the Western Electric Plant in Chicago, but memories of farming predominated his thinking and they returned to the farm where he had met his wife. For 7 1/2 years they were in farming and the pig raising business, always with 50-60 in the pigpen."

The 17th April 1940, finds the family at Eden, Idaho. Arvil had an excellent job as manager of the Telephone Company at the newly constructed Minidoka Relocation Center, Hunt, Idaho, a short distance west of Eden. When the Center closed out in 1945, the family relocated at Pocatello. Here, Arvil worked on the State Highway, then at the U.S. Gun Plant, just built at the Chubbuck-Pocatello area.

Brief time capsule of Hunt's history— 3 years in the life of Ike Ikeda

From the *Seattle Times* (1944). Tsuguo "Ike" Ikeda was a 17-year old high school senior in Portland, Ore., in 1942 when he was ordered to the Minidoka Relocation Center with his family. Some excerpts of his diary of those years include these internment milestones:

Feb. 19, 1942: President Roosevelt signs Executive Order 9066, authorizing the removal of "any or all persons" from designated military zones and transferring authority over civilians from the government to the military. The West Coast is divided into 108 exclusion zones.

Mid-March 1942: Authorities establish 8 p.m.-to- 6 a.m. curfew for Japanese and Japanese-Ameri-

cans.

May 2, 1942. Evacuation North Portland Assembly Center. ...The family arrived with new hopes and thoughts. ...I started work as soon as I got here. Mom got a little car sick but she is feeling better now. The place seems plenty big and empty. ...Sure had a queer feeling having soldiers guarding us all around the road. We got our picture in the *Oregonian*.

Aug. 10, 1942: Beginning this date, most Seattleites and Portlanders are sent to the Minidoka Relocation Camp near Jerome.

Sept. 10, 1942. My family and myself arrived in Minidoka 8:30 p.m., tired, hungry, many problems and worries. ...I still can feel the rocking of the train. ... After dinner in Mess 31, which I ate in a hurry, I went with Hank and Toshio to a dance sponsored by Portland – old friends there. Tough time finding the way home – no lights.

Sept. 11, 1942. Our family woke 7:30 (slept like a log) – camp was plenty quiet. After breakfast Akira and myself walked 2 miles or more to the canteen with no guide. ...Start work in 32 mess hall – tired feet – dirty – hope – no electricity – nothing to look at around camp – camp is still not done, roads are just dirt.

Aug. 15, 1943. Today I became 19 years old.

Camp improvised to accommodate pupils

It didn't take long for the two schools to take on an individual identity and a resultant rivalry. Contests were started immediately for a name for each school. The votes were tabulated on December 24 and Block 10's new name was Huntville. The school in Block 32 chose the name Stafford in honor of Project Director, Harry L. Stafford.

Poignant column from the camp's newspaper

From the *Seattle Times* comes an excerpt from the Minidoka Irrigator, the Hunt Camp newspaper, written by columnist Cherry Kinshita:

July 17, 1943

A young mother looked up from the pictures her 7-year-old son, Teddy, has so laboriously drawn ... to remark: "Just take a look at these pictures and you'll probably understand my anxiety to relocate and get back to normal living as soon as it's possible.

I ... glanced at the first. In orderly juxtaposition, six black barracks, each with the proper

number of chimneys served as the background for the figure of a man holding something in his hand. ... Teddy offered the information that the man was just going to ring the dinner gong.

The next vividly hued drawing was the unmistakable mess hall scene – with rows of oddly proportioned people all deeply engrossed in eating. And the last had brown spots covering the entire page while someplace under it all I could barely make out the form of a woman – or was it a tree? Again, Teddy enlightened me ... the figure was “Momma” going to the laundry room in a dust storm.

The following example is taken from Leonard J. Arrington's *History of Idaho* Volume 2, University of Idaho Press, Moscow, Idaho State Historical Society, Boise, 1994.

A controversial war measure was the relocation of approximately ten thousand Japanese-Americans from the Portland and Seattle areas to an erstwhile “desert” location at Hunt near Rupert in south-central Idaho. These persons formed, for the period September 1942 to October 1945, the eighth largest city in Idaho – a city that no longer exists.

At the height of the popular suspicion, distrust, and fear, on February 19, 1942, President Franklin Roosevelt signed the unprecedented Executive Order 9066, under which the Army was given blanket power to deal with “the enemy.” General John L. DeWitt, commanding general of the Western Defense Command in San Francisco, issued Public Proclamation No. 1 designating the entire western half of California, Oregon, and Washington as a “military area” and announced that all persons of Japanese ancestry would be removed as a matter of military necessity. One of the unfortunate results of the expulsion order was the inadequate protection of evacuee property rights.

There were no washing, bathing, or toilet facilities in the barracks; a central building in each block had to be used for these purposes. Each block had only four bathtubs for all the women, and the same number of showers for the men; and even these were lacking for several weeks. All meals were taken in the central dining hall. In the center of the compound were a community auditorium, gymnasium, canteens, schools, libraries, churches, post office, fire station. There were athletic fields and a community garden plot.

The administrative area consisted of several blocks of office buildings, barracks apartments, dormitories, and a recreation center. Approxi-

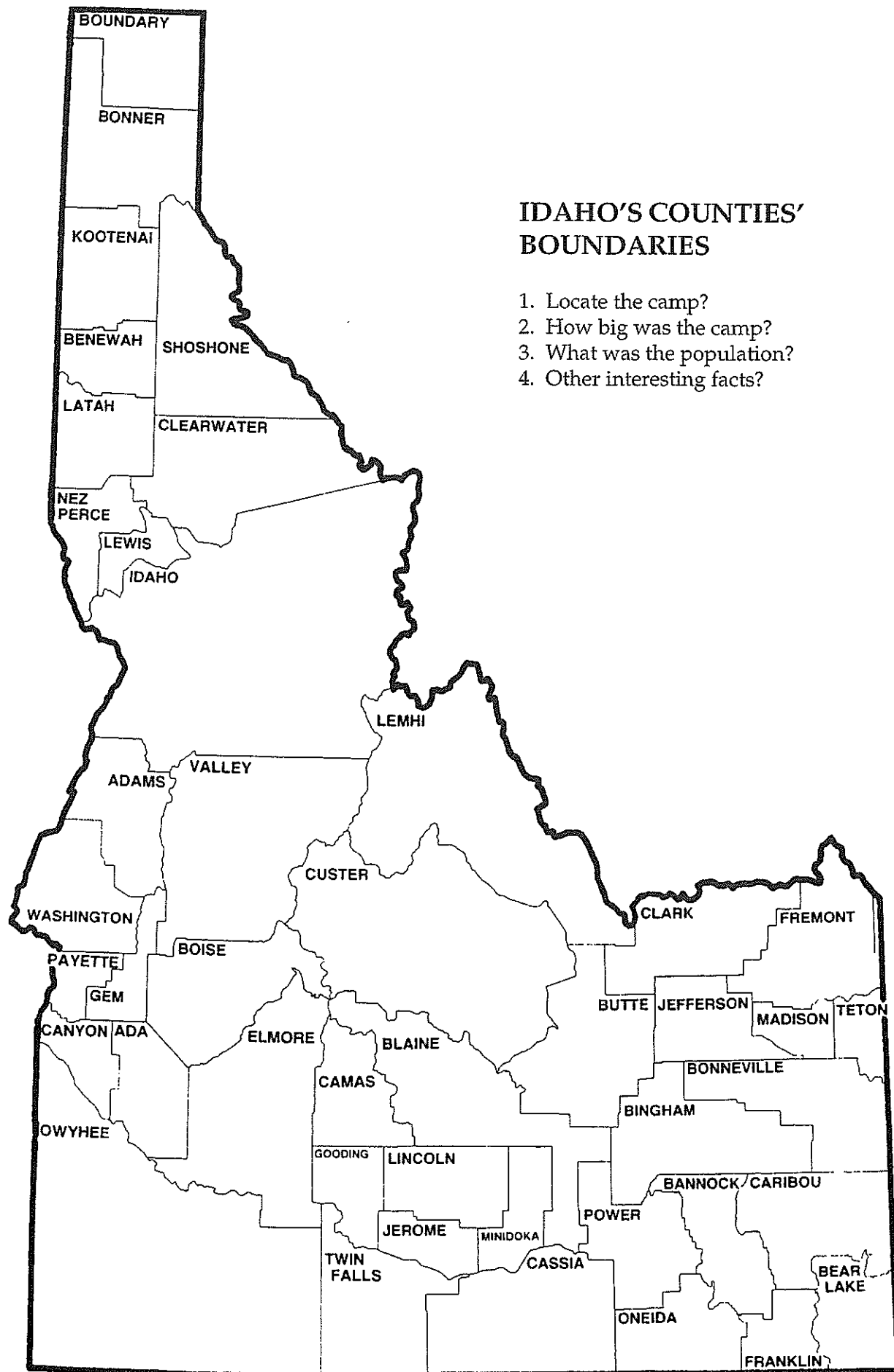
mately 200 Caucasians, some of them from nearby towns, supervised and staffed the various administrative divisions. In one corner, behind a barbed-wire fence, were the barracks and headquarters of the military police, about a hundred of whom arrived ahead of the first detachment of evacuees.

Construction of the Minidoka camp in the summer of 1942 ended the depression in south-central Idaho. M-K had hired carpenters and masons and helpers in Magic Valley for \$72 per week, when wages ranged from \$10 to 15 per week for clerks in stores and \$20 to \$25 per week per carpenters and masons (most of whom were unemployed anyway).

About a year after their incarceration, the residents adopted a system of self-government. A charter was approved, a seven-man Community Advisory Council was elected, and special committees were appointed to deal with food, health, housing, education, employment, and public relations. The center had two elementary schools with 776 pupils and a faculty of ten; five nursery schools for children under six.

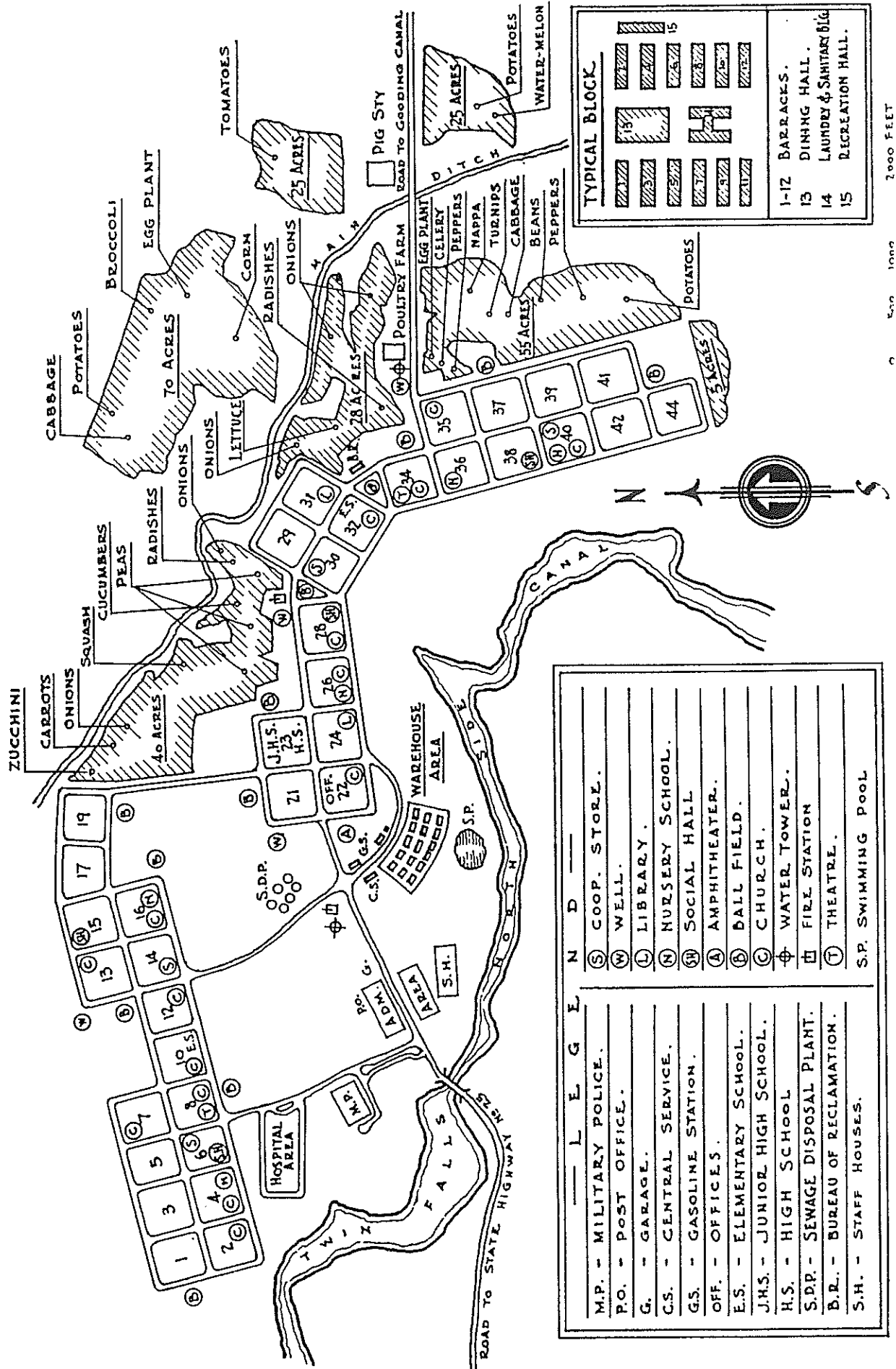
World War II exerted a mixed influence on Idahoans. On the one hand, about 25,000 Idahoans left the state to work in the shipyards, aircraft assembly plants, and other industries on the West Coast. Bright young men and women from the state served in the armed forces in North Africa and Italy; in England, France, Germany; in Guadalcanal, New Guinea, Okinawa, and Japan; and at American bases in Texas, Georgia, Maryland, Michigan, and California. Some of them paid the ultimate price. Civilians on the home front could not travel as they would like to have done, buy all the food they were accustomed to eating, or obtain new consumer durables, parts, and materials for building. Even civilians faced social dislocation, privation, and death.

On the other hand, Idaho experienced unprecedented prosperity. Wages were high, new military bases and industrial plants provided employment and added to the state's income, and people worked together as never before to achieve a common purpose – the defeat of the Axis. Many rural villages suffered as people moved to cities. Not everyone appreciated contributions of the Hispanics, Japanese-Americans, and prisoners of war to Idaho's agriculture, but the greater ethnic diversity added to the state's cultural heritage. Whatever one's individual experience, all were determined that the nightmarish aftermath Idaho's citizens had undergone following World War I would not be repeated.



IDAHO'S COUNTIES' BOUNDARIES

1. Locate the camp?
2. How big was the camp?
3. What was the population?
4. Other interesting facts?



Idaho History Facts and Trivia

Jerry W. Hebbel

Idaho History Facts and Trivia: 1A Migration and Settlement: Intermediate

WHO AM I?

I was born in the Mandan Indian Village in the winter of 1805.

I traveled with the Lewis and Clark Expedition to the Pacific Coast of the Oregon country and back in 1805-06.

I was carried the entire route of the Lewis and Clark Expedition in a cradle board on my mother's back.

I narrowly escaped death as a baby from a flash flood near the Great Falls of the Missouri in July, 1805, and Captain Clark saved me.

I had a sandstone formation in the Yellowstone country named Pompey's Pillar after me by Captain William Clark, during the Expedition's return.

I was given the Shoshoni Indian name of Pomp by my mother Sacajawea, which meant "first born" in Shoshoni.

I was sent off as a young boy with the assistance of Captain William Clark to learn to speak, read and write English, and learn arithmetic in a school in St. Louis, Missouri.

I returned to the upper Missouri River country as a young man and became a trapper and trader

like my father Toussaint had been.

I traveled around from place to place during the Fur Trade Era and "shining times" of the Rendezvous.

I never saw my mother Sacajawea anymore after the late 1840's, but she became a famous person in American history.

I traveled out west to Sacramento, California to seek my fortune in the gold fields in the 1850's.

I did not strike it rich in California, but was accused of claim jumping and became a wanted man, so I left.

I headed for the new gold fields of Alder Gulch in Montana Territory in the year of 1866.

I became ill with pneumonia at the Old Ruby Ranch near Jordan Valley in Oregon.

I died at the Ruby Ranch in Oregon in May, 1866 at the age of 61 years.

I know my gravesite became a National Historic Landmark in 1972.

I AM JEAN BAPTISTE CHARBONNEAU.

Idaho History Facts and Trivia: 1B Migration and Settlement: Intermediate

WHO AM I?

I was a 15 year-old Sioux Indian woman in 1811 and the mother of two young boys, Paul age 2, and Baptiste age 4, and pregnant with a third child.

I had a husband named Pierre who was hired by John Astor to be a guide and interpreter for the Asotrians by Land Beaver Trade Expedition, lead by Wilson Price Hunt.

I took our two young boys and left March, 1811 from St. Louis, Missouri to travel overland to Fort Astoria on the Oregon country's pacific coast with my husband Pierre and 61 other men in the party.

I thought travel up the Missouri River was slow, and hard work for the men.

I found traveling across Wyoming with over loaded horses was very difficult and tiring.

I was so scared and sad when our dugout canoes had trouble on the mad water of the Snake River, Cauldron Linn and Antonio Lapp drowned. Donald McKenzie was angry.

Jerry W. Hebbel is a native Idahoan. He was born in Emmett and raised up in Middleton where he attended all grades 1 through 12, and graduated from high school in 1966. Jerry received his college education at Boise State University where he graduated with two Bachelor of Arts degrees, one in Elementary Education and one in Secondary Education, with a History major and English minor in May, 1974. Jerry got a teaching position in the Shoshone School District in 1975, where he has taught 4th grade for 23 years. He thinks 4th grade students are a great age to teach because they're such an impressionable age. Jerry has a lasting love for Idaho's history and truly enjoys teaching young people about their really great state.

I had such a difficult time carrying my two year-old boy Paul and taking care of my four year old boy Baptiste as we crossed the Snake River desert plain in early winter without any food or water.

I gave birth to my third child in the Blue Mountains of Oregon, but it soon died in the severe winter cold.

I finally made it to Fort Astoria with my husband and two young boys in February 15, 1812.

I left Fort Astoria with my family in the Fall of 1812 after John Astor sold it.

I traveled with my husband, two boys and other trappers back to the lower Boise River valley to trap beaver.

I helped the men build a trapper's house where the Boise and Snake Rivers meet.

I was warned in the early winter of 1813 by a friendly Shoshoni brave that we would soon be attacked and killed by hostile Snake Indians. (probably Bannocks)

I caught a horse and with my two boys went up the Boise River to warn my husband Pierre and the other trappers about the hostiles.

I found the men at the trapping huts all dead, including my husband.

I returned to the main trapper's house and found several trappers who had returned dead inside the house.

I took my two young boys and wrapped them in a buffalo robe as they sat on the horse, and we escaped with our lives from the Boise River Valley, and crossed the Snake River.

I followed the route across the Blue Mountains we had used a year earlier.

I had to kill the brave horse for food as it took about two months to cross the Blue Mountains in the deep snow.

I barely had enough strength to reach the friendly Yakima Indians at the Columbia River where I got help.

I had some of the Yakima Indians follow my footsteps in the snow back to where I left my two boys wrapped up in the buffalo robe.

I stayed with the Yakima tribe for about a year and then moved to the beautiful valley of the Willamette in the Oregon Country where I lived out my life.

I AM MARIE DORION.

WHO AM I?

I was born on the Cherokee Nation in Oklahoma.

I had a white man for a father and a half breed Cherokee and Negro (Black) mother.

I was given the nickname "Bigfoot" from other boys because of my very big feet.

I grew up to be a big, powerful hot tempered man of 6 feet 8 inches in height, with a chest 59 inches around, a weight of 300 pounds, and feet size of 17 1/2 inches in length.

I left the Cherokee Nation and came west on a wagon train headed for Oregon in 1859.

I fell in love with a young woman on the train, but a man named Hart took her from me.

I killed this man named Hart by choking him to death with my powerful hands, and then I threw Hart in the Snake River.

I made friends with a French fur trapper and trader named Joe Lewis and his Bannock and Paiute Indian friends.

I was given the Indian name of "Nampuh" from which the city of Nampa, Idaho would later get its name.

I later found the next spring the young woman that I had loved on another wagon train where the Boise and Snake Rivers meet. She called me a murderer of Hart and became very mad.

I and my Indian friends, along with Joe Lewis, killed all on the wagon train including the young girl I had once loved.

I hated being called Bigfoot, murderer, or Negro.

I later married an Indian woman and we had a son, but both were killed by white men.

I wanted revenge against all whites.

I and my Indian outlaw band began to terrorize the Owyhee Country around Silver City, Idaho in the early 1860's.

I held up many Stage Coaches and I murdered many people in Reynolds Creek Canyon on the wagon road from Silver City to Boise City.

I became a wanted man in Idaho Territory and had a price on my head.

I was finally bush whacked in July, 1869 at Reynolds Creed by a crooked road agent named John Wheeler. He shot me sixteen times with a Henry repeating rifle.

I got John Wheeler to promise not to take my body in for the reward. Wheeler who was part

Cherokee himself made the blood-brother promise. John Wheeler got another man who had witnessed the shooting, William T. Anderson, to also promise not to tell where they buried me with my good old rifle.

I know that ten years later, in 1878, William T. Anderson wrote and sent a detailed account of my shooting at Reynolds Creek in July, 1868 to the *Idaho Statesman* newspaper.

I AM BIGFOOT STARR WILKINSON.

Idaho History Facts and Trivia: 1D Territorial Government and Statehood: Intermediate

WHO AM I?

I shoot and killed a notorious badman named Cherokee Bob Talbot in a gunfight in the goldrush camp of Florence, Idaho on January 2, 1863.

I was Chief of Scouts in the Idaho Indian wars of the 1877 Nez Perce War and the 1878 Bannock War under General Oliver Howard.

I was Chief of Scouts in the 1879 Sheep Eater Indian War under Colonel Bernard.

I was a United States Deputy Marshall in the 1860's through 1870's.

I was elected to the Idaho Territorial Legislature in 1874 and 1875.

I became the Sheriff of Boise City, Idaho in the 1880's through the early 1890's.

I led the posse of lawmen and soldiers that successfully surrounded and capture in a last stand three very dangerous escaped convicts in the Canyon of the Malad River near Tuttle, Idaho in 1880.

I led the parade of floats on July 4, 1890 in Boise, Idaho during the Celebration of Idaho becoming the 43rd State in the Union.

I rode the celebrated cavalry horse that had been ridden by the Confederate General Stonewall Jackson in that July 4, 1890 parade.

I was the arresting officer and traveling guard for the Old Idaho State Penitentiary from 1904 to 1908.

I had a reputation of "always getting the man I had a warrant for".

I tracked down and brought back many escaped convicts from the Old Idaho State Penitentiary.

I was the arresting officer during my many

years as a lawman in Idaho Territory and the State of some real hardcore, celebrated badmen and outlaws that include: Ferd Patterson, "Snake River" Jack Jackson, Talton Scott, "Crooked Neck" Bob Lee, and Charley Chambers.

I died of a heart attack on May 2, 1908, instead of from some outlaw or escaped convict's bullet.

I AM ORLANDO "RUBE" ROBBINS.

Idaho History Facts and Trivia: 1E Agriculture and Ranching: Intermediate

WHO AM I?

I was a deadline enforcer for a large cattle company in the Shoshone Basin south of Twin Falls.

I would shoot any cattle rustlers on sight for stealing cattle and enforce sheepherder trespassing.

I had a violent but unfounded reputation as a hired gunman.

I was given a nickname that I went by, but my real name was Jackson Lee Davis.

I was blamed for the killing of two sheepherders in Shoshone Basin south of Twin Falls on February 4, 1896.

I pled innocent of the murder charge and hired a good lawyer in James H. Hawley.

I was convicted of the sheepherder murders because of my nasty reputation as a gunman.

I was sentenced to hang at the end of a spectacular trial in Albion, Idaho in 1897.

I was prosecuted by the famous Idaho lawyer and later U.S. Senator William Borah.

I was given a stay of execution from the U.S. Circuit Court of Appeals and escaped the hangman's noose in Albion on February 1, 1899.

I was moved to the Old Idaho State Penitentiary where I spent four years.

I had hired a real good lawyer named James H. Hawley who established there was no hard evidence against me, and Idaho Governor Hunt agreed.

I was released from the Old Idaho Penitentiary and given a pardon by the State of Idaho. This happened because two cattlemen guilty of killing the two sheepherders had confessed to self-defense.

I went off to Nevada and became a millionaire by striking it rich in Virginia City from an old abandoned mining claim I had bought, and then found the mother lode.

I was killed in Las Vegas, Nevada when a taxi cab hit me in January, 1949.

I AM DIAMONDFIELD JACK DAVIS.

Idaho History Facts and Trivia: 1F Mining: Intermediate

WHO AM I?

I was working for the Industrial Workers of the World (the I.W.W.) when the ore concentrator at Wardner was blown up on April 29, 1899.

I was there when martial law was declared by Governor Steunenberg in May, 1899.

I was there when Federal troops were sent into Wardner, Idaho to establish martial law and use 'bullpens' to restore law and order.

I was hired to be a contract hit-man by the newly formed Western Federation of Miners union.

I came to Caldwell, Idaho in early November, 1905 under the name Tom Hogan with a job to do.

I wired a bomb to the front gate of former Idaho Governor Steunenberg's fenced yard and waited for him to come home.

I blasted Governor Steunenberg to pieces with the bomb I wired when he opened the gate.

I was waiting to catch a train out of Caldwell when the police arrested me. They had searched my room and trunk at the depot and found many explosives and devices.

I was recognized by Sheriff Harvey Brown of Baker, Oregon who knew my real name from earlier Coeur d'Alene years.

I remember when the bomb exploded the night of December 30, 1905 and I became famous.

I admitted that I had done the killing of former Governor Steunenberg under orders from the Western Federation of Miners that was headed by Bill Haywood, Charles Moyer and George Pettibone.

I was found guilty of the murder of Idaho Governor Frank Steunenberg during part of 'Idaho's Famous Trial' in 1907. The rest of the trial was devoted to bringing the leaders of the I.W.W. and W.F.M. to justice for conspiracy to kill Governor Steunenberg, but they were not found guilty by a jury.

I was sentenced to hang and put on death row at the Old Idaho State Penitentiary.

I was later given a life sentence at the Old Idaho State Penitentiary.

I was given parole from the Old Idaho State Penitentiary when I had aged to be 82 years old.

I stayed and lived out my life at the Old Idaho State Penitentiary and died in 1956 at the age of 88.

I AM HARRY ORCHARD.

Idaho History Facts and Trivia: 1G Logging: Intermediate

WHO AM I?

I came from Germany to the United States as a young man in 1852 with little money but big dreams for my future.

I started out in Illinois working in a sawmill.

I bought a small lumber mill in 1857 at Rock Island, Illinois that showed a profit of \$3,000 dollars the first year of operation.

I had become the number one timber baron of the Great Lakes states by the early 1890's.

I found out about all the timberland in Idaho when I saw an Idaho exhibit at the 1893 Chicago World's Fair.

I was looking for new places to harvest timber after the Great Lakes states suffered from too much overcutting of timber.

I was convinced in 1900 I had to come to Idaho to see these grand forests, after a man named C. O. Brown told me about all the huge white pine.

I came to Sandpoint, Idaho in 1900 to see the large forests of giant white pine, and I saw them alright, the timber man's ideal tree.

I decided to start a timber conglomerate of lumber companies in the state of Idaho.

I started the Potlatch Lumber Company and Town in 1910, located along the Palouse River north of Moscow, Idaho in northern Idaho.

I was proud that by the 1920's and 30's Potlatch Lumber Company had become the largest white pine sawmill in the world.

I started the Boise Payette Lumber Company in western Idaho in the 1920's, which in 1957 became Boise Cascade Corporation.

I formed the largest timber conglomerate in the states of Washington and Oregon using Douglas Fir as our main harvested timber, that made a good quality lumber.

I became almost as rich as John D. Rockefeller was.

I brought big-time logging and lumber operations to Idaho, Washington and Oregon and helped

develop those states with new jobs, people, towns and money.

I AM FREDERICK WEYERHAEUSER.

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Idaho Daily Statesman, May 2, 1908, Biography highlights of the notable career of Orlando "Rube" Robbins.

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God in Idaho: Past and Present

Stephen Wingett

General description

This lesson is designed for grades 9-12. The lesson material presents descriptive information on Idaho's religions from historical and modern day perspectives. It will take four days of class time utilizing assigned readings, lecture, map identification, and a computer and/or library search. This lesson will concentrate on how religion has affected Idaho today, in several selected contemporary political and social issues/problems.

Lesson objectives: the students will:

1. List and define the religions of Idaho.
2. Explain and analyze religious reasons for Idaho settlement.
3. Locate the geographic areas of Idaho's religious adherents.
4. Relate and evaluate the affects of religion on selected Idaho/national contemporary issues [i.e.; lottery, abortion, gay rights, etc.]

Materials needed

1. Classroom set of Idaho road maps. (They are available for free from the Idaho Dept. of Transportation in Boise.)
2. A reproducible outline map of Idaho (teacher-made or other)
3. *Newell, Helen, *Idaho's Place in the Sun*, Boise, Idaho: Syms-York, c 1975. The following chapter numbers/titles should be used: #6, "Lapwai Mission"; #7, "Cataldo Mission"; #8, "Franklin in Idaho"; and #30, "Our Japanese" (This book is

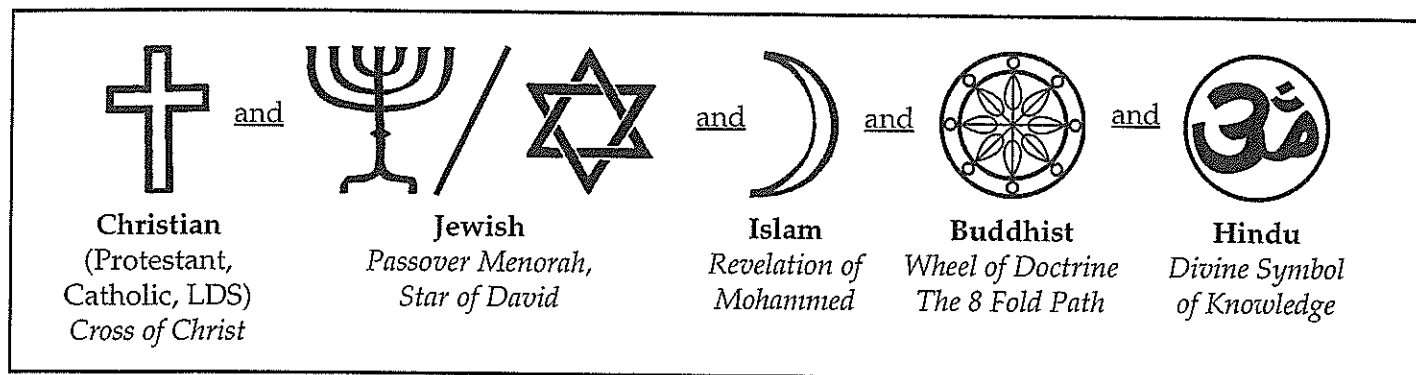
out of print but commonly available in most of Idaho's libraries).

4. *Jordan, Grace, *Idaho Reader*, Boise, Idaho: Syms-York, c 1963. The following chapter numbers/titles should be used: #3, "The Man God Made Again"; and #7, "Heroism at Franklin" (This book can also be found in Idaho's libraries).
5. Computers with internet access, and/or encyclopedias and general library availability.
6. The following list of *Idaho Statesman* articles should be used:
 - a. "Arguments For and Against Lotteries Heard"; Feb. 5, 1988; Sec C – page 3
 - b. "Pro-Con Arguments on State Lottery Outlined"; April 25, 1988; Sec. C – page 1
 - c. "Church Letter Stays in Line With Beliefs"; Sept. 15, 1988; Sec. C – page 3
 - d. "Lotteries Friends and Foes See Merits and Perils"; Oct. 12, 1988; Sec. A – page 1
 - e. "Prayer and Songs Highlight Scene"; Nov. 1 1988; Sec. A – page 1
 - f. "Abortion Protest Hits Boise"; Nov. 1, 1988; Sec. A – page 1
 - g. "Operation Rescue Won't Relax"; Nov. 5, 1988; Sec. C – page 1
 - h. "Idaho Votes to Drop Abortion Funds"; Sept. 14, 1988; Sec. A – page 11
 - i. "Pro-choice Pro-life Sides Battle in Idaho"; Jan. 11, 1992; Sec. C – page 1
 - j. "Your Views: Abortion"; Feb. 29, 1992; Sec. A – page 11
 - k. "Base Abortion Decision on Sound Reasons"; Aug. 17, 1988; Sec. A – page 4
 - l. "Poor Women Have Rights Too"; Sept. 14, 1988; Sec. A – page 12
7. Internet address – <http://univ.pfaw.org/abtrr/gayjul96.htm>.
8. Copies of: Bible (Kings James Version), Book of Mormon, Koran, Torah, Bhagaradgita, Catholic Bible
9. Churches and Church membership on the U.S.; 1990; Glenmary Research Center.
- Note: Distribute these readings one week in advance of the lesson so the students can have them read ahead.

Stephen Wingett has taught secondary social studies classes in the Meridian School District for 23 years. He graduated from Boise State University in 1975 and received his Masters in Curriculum and Development from BSU in 1987. He currently teaches U.S. History and Global Perspectives at Centennial High School in the Meridian District.

Day #1 (SWBAT: list and define the religions of Idaho)

- Teacher will produce on the blackboard, overhead or handout, the following symbols and ask students what they represent.



- Teacher will ask students which of these religions Idaho has? Are there others? Which ones have the most adherents? 1990 census of Idaho was 1,100,000 people. Order of Idaho's religions according to the number of adherents:

CHRISTIAN

1. Mormon/LDS	268,060	26.6% of total population
2. *Protestant	155,126	13.3% of total population
3. Catholic	73,897	7.3% of total population

JEWISH 390

MUSLIM/ISLAMIC (200-2000) Unknown—mostly due to influx of Iraqi and Bosnian refugees in the Boise area in the mid 1990's.

OTHERS

- Buddhist?
- Hindu?
- Native belief?
- Others? What are they?

*This represents 56 separate Christian denominations.

The students discuss and analyze this information.

- The teacher will make available general encyclopedia and appropriate reference materials to the students so that they can look at the basic beliefs/info. of the above listed religions. The students should complete a chart (handout #1) using these sources and have it completed by the next day.

Day #2 (SWBAT: Explain and analyze religious reasons for Idaho settlement, locate the geographic areas of Idaho's religious adherents)

1. The teacher will lead a brief discussion of student research on the information chart of Idaho's religions. Their finds should have included, but not have been limited to the following:

Chart of Idaho's Religion

	Founder/leader	When	Where	Sacred writings	Basic beliefs
CHRISTIAN					
Mormon	Joseph Smith	1830	New York	Bible/ Book of Mormon	Monotheistic, God's son is Jesus, Joseph Smith is his prophet
Protestant	Martin Luther, John Calvin, others	late 1500's to present	Germany, world-wide	Bible (New Testament)	Monotheistic, God's son is Jesus, individual can interpret faith
Catholic	St. Peter and the first Popes	60 AD	Rome	Bible/books	Monotheistic, God's son is Jesus, church hierarchy interpret faith
JEWISH	Adam, Abraham Moses, others	4500 BC 3000 BC	Middle East	Torah, Bible (Old Testament)	Monotheistic, God reveals himself to his chosen people
ISLAM	Mohammed	600 AD	Saudi Arabia	Koran	Monotheistic, God's name is Allah, his prophet is Mohammed
OTHERS	Answers will vary				

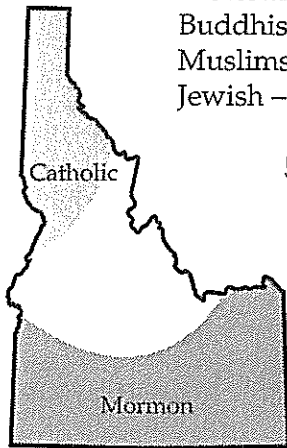
2. Teacher will distribute the Idaho road maps and the outline map of Idaho to the students. The students should locate the following places and place them correctly on their outline map: Lapwai, Coeur d'Alene, Cataldo, Ft. Lemhi, Franklin, Payette ID/Ontario OR, Rupert (Minidoka County), Boise, Idaho Falls, and Cottonwood. The students should also place the religion(s) beside each of the places that it matches up with historically. (note: Ontario/Payette are home to a Buddhist Temple – Minidoka was home to a Japanese relocation camp, i.e. Buddhists; Idaho Falls and Boise have Mormon Temples; Cottonwood is home to a Catholic monastery)

3. The teacher will give a very brief historical survey through a basic time-line presentation:

Lapwai	1836	Henry Spalding, Presbyterian(Protestant) missionary
Cataldo	1852	Father de Smet, Catholic missionary
Ft. Lemhi	1855	Mormon settlement
Franklin	1860	Mormon settlement
Ontario/Payette/Minidoka	1942	Japanese relocation camps; Buddhist/Shinto
Boise	1863-present	Jewish synagogue
	1990's	Iraqi and Bosnia refugees

4. Teacher-led discovery of basic geographic location of Idaho's religions:

Protestant – all over, no pattern
 Buddhist – Ontario, Payette
 Muslims – Boise area – a mosque
 Jewish – Boise area – a synagogue



5. Teacher will distribute 1990 report on religions' adherents and have students discuss and analyze the religions adherent census numbers. They should compose some questions that these data raise.

6. Have students bring their assigned readings to class.

Day #3 (SWBAT: 1. Explain & analyze religious reasons for Idaho's settlement. 2. Relate and evaluate the effects of religion on selected Idaho/national contemporary issues (i.e.; lottery, abortion, gay rights))

1. Teacher lead discussion and/or teacher make quiz based on the pre-assigned readings distributed to the students the week prior to this lesson. The discussion or quiz should emphasize the reasons and places that these religions came into Idaho.
2. Write the following phrases/terms on the chalkboard:
 - A. State lottery – Powerball
 - B. Abortion – Pro-Life – Pro-Choice
 - C. Gay Rights – No "Special" Rights
3. Have the students tell what these terms mean to them and how Idaho's major religions may deal with these issues and why. Distribute any, and/or all of the following *Idaho Statesman* articles, editorial opinions and letters to the editor. These are found in the materials needed section of this lesson. The articles that are numbered 1 – 4, in the materials needed section of this lesson deal with the lottery issue of 1988. Articles number 5 – 12, deal with the abortion issue of the late 1980's and 90's. There is an internet address listed that deals with the gay rights (vs.) no special rights issue of the mid 1990's. All of these *Idaho Statesman* articles can be found on

microfiche at the Boise Public Library, Boise State University, and the Idaho State Library and Archives in Boise, Idaho.

4. Students should spend the rest of the class reading these articles. The students are instructed to bring their readings to class.

Day #4 (SWBAT: relate and evaluate the affects of religion on selected Idaho/national contemporary issues)

1. Teacher will "display" the following books:
 - A. King James version of the Bible
 - B. Catholic Bible
 - C. Book of Mormon
 - D. Koran
 - E. Torah
 - F. Bhagaradgita

Students will be asked to identify each book with the religions that they relate to. A brief open-ended discussion will be conducted based on what religions would be on what side of the 1988 debate on a state lottery, the on-going debate on the abortion issue, and the 1990's issue of gay rights (vs.) no "special" rights. This discussion is based on the readings the students completed previously.

2. The following questions are written on the chalkboard. The students are to go to the library and use the internet and library resources to research well-written answers to these questions.
 - Question #1: Why are Idaho's major religions mostly on the same side of all three of these issues?
 - Question #2: What effect(s) have Idaho's religions had on these issues?
 - Question #3: Make a list of Idaho's religions and denominations that officially took a specific side on these three issues.*
3. The rest of the class time is used to research and write these answers. Due in three days.
4. These 3 essay questions will be the evaluation of the lesson.

* NOTE: Denominations will need to be defined by the instructor and examples given (i.e. Baptist, Assembly of God, etc.). Also, this question will be difficult to find substantiated information for.

Renderings of Prehistoric Implements

Linda Swanson

General description

Archaeological discoveries show that early native people of Idaho used ingenious implements for food preparation, hunting and crafting. The following renderings are intended to be used as a supplement to the study of native people in Idaho.

Linda Swanson has taught in Rathdrum at the Lakeland Junior High School for the last six years. She has a B.A. from Gonzaga University in Elementary Education. She has taught U.S. History, Idaho History, Social Studies and Art.

Learning statement: the students will:

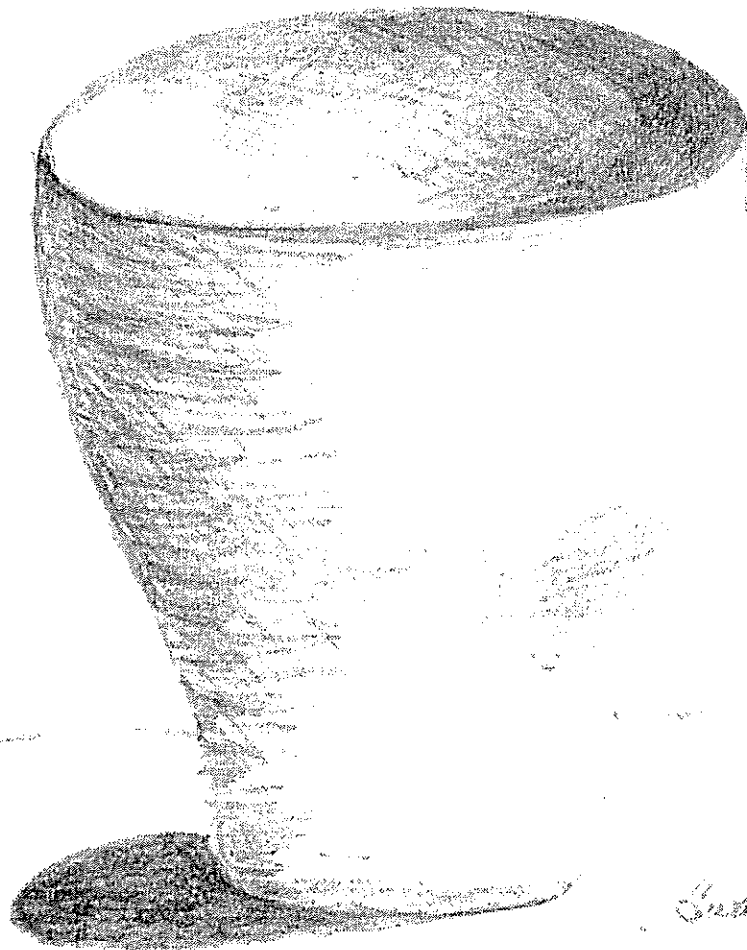
1. Have the opportunity to see renderings of prehistoric implements.
2. Understand how native people gathered and processed food.
3. Understand how native people created and used tools.
4. Gain understanding of the culture of native people through interpretation of artifacts.

Materials needed

Overhead sheets to copy renderings on to.

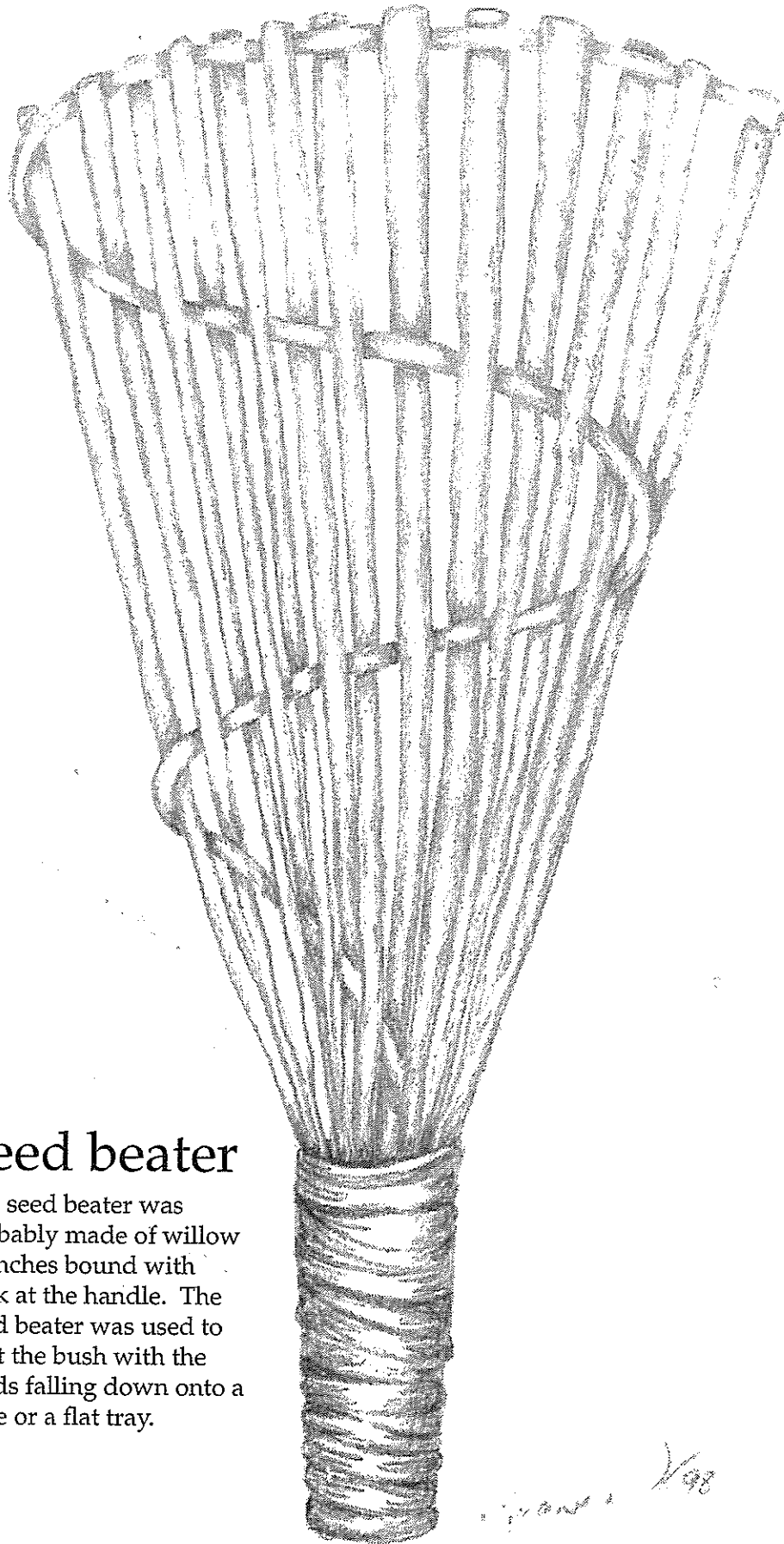
Boiling pot

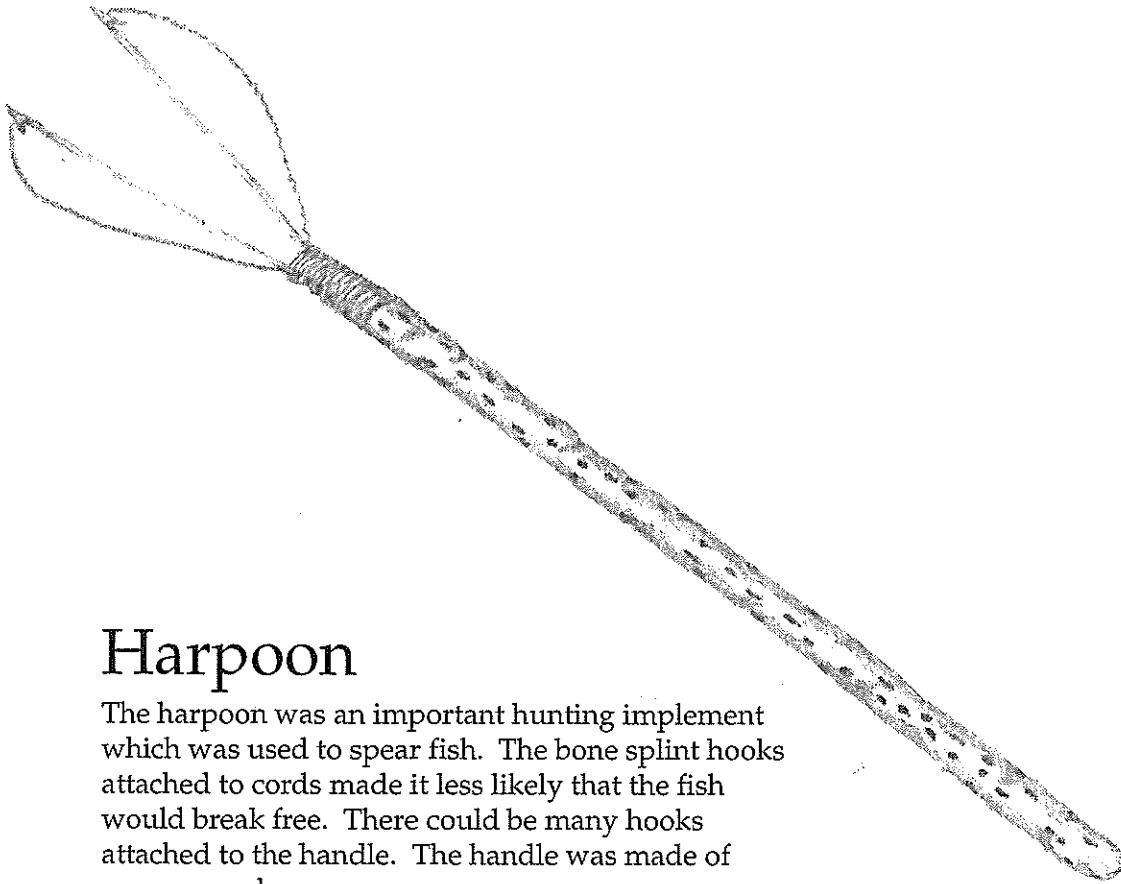
The boiling pot was thin at the top with a thick bottom. The pot was designed to fit into a basket due to the conical design. Heated stones were placed into the pot containing water and foodstuff. The contents of the bowl could boil within as little as thirty seconds.



Seed beater

The seed beater was probably made of willow branches bound with bark at the handle. The seed beater was used to beat the bush with the seeds falling down onto a hide or a flat tray.



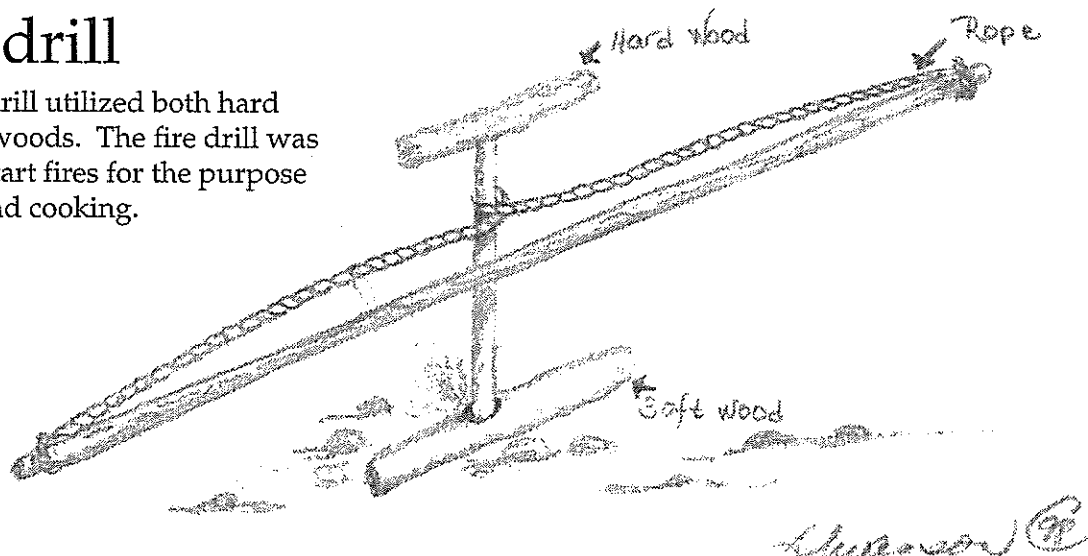


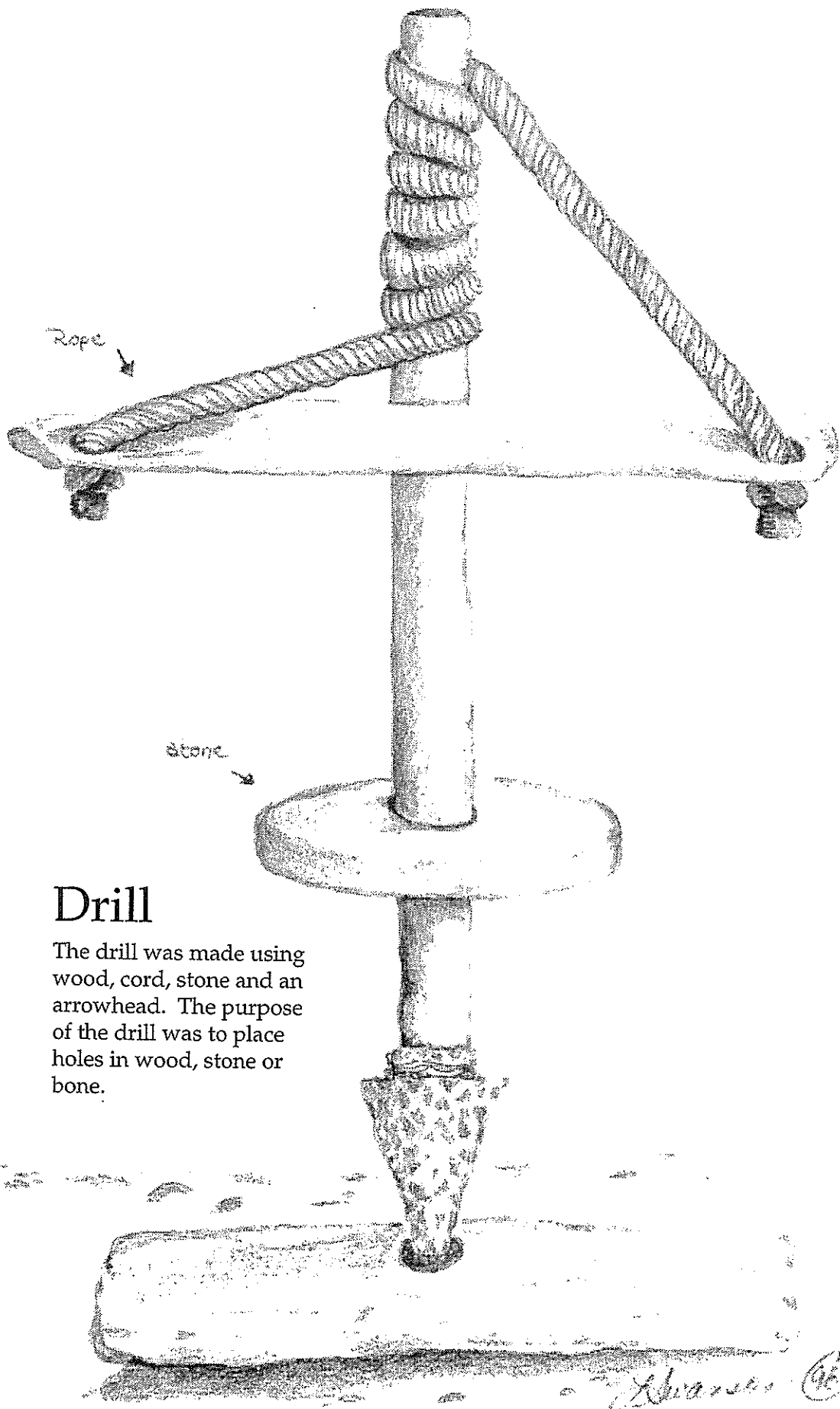
Harpoon

The harpoon was an important hunting implement which was used to spear fish. The bone splint hooks attached to cords made it less likely that the fish would break free. There could be many hooks attached to the handle. The handle was made of grease wood.

Fire drill

The fire drill utilized both hard and soft woods. The fire drill was used to start fires for the purpose of heat and cooking.





Drill

The drill was made using wood, cord, stone and an arrowhead. The purpose of the drill was to place holes in wood, stone or bone.

Early Trading Posts (1809–1834)

Lyla Godfrey and Diane Mordecai

General description

The early trading posts had a great effect on the settlement and migration of Idaho. Had it not been for the building of these forts, the fur trappers and traders, who came in great numbers, would not have been able to sell their furs to the demanding markets in Europe. Later, some of these became important supply posts for those on the Oregon and California trails.

Learning statement

The students will either cooperatively or individually research the WHO, WHAT, WHERE, WHEN and WHY's of the early trading posts that impacted Idaho's early beginnings.

Suggested grade level: Intermediate

Lyla Godfrey has been teaching 4th grade at Tiebreaker Elementary in Idaho Falls for eight years. She is originally from North Carolina. Diane Mordecai also teaches 4th grade at Tiebreaker and has done so for the last eleven years. She is a native Idahoan.

Materials needed

- Map for locating trading posts (attached)
- 5 W's research sheet (attached)
- Idaho History textbook such as—
 - *A Rendezvous with Idaho History*, Dorothy Dutton and Carol Humphries.
 - *Idaho Notebook*, Dennis Sonius.
 - *The Story of Idaho*, Virgil M. Young.

Activity sequence

Students may be divided into 4-6 groups, depending upon the available information given in their particular Idaho text.

They are given the assignment to find as much information as possible on one of Idaho's early trading posts. They will fill out the research sheet and then locate and label the trading post/fort on their maps.

As a culminating part of the activity, the groups can share information learned and place the for symbols on a larger classroom map.

(The activity can be modified for students to do the research individually.)

TRADING POST/FORT _____

WHO was the founder?

WHERE was it located?

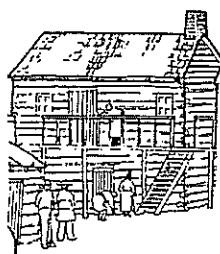
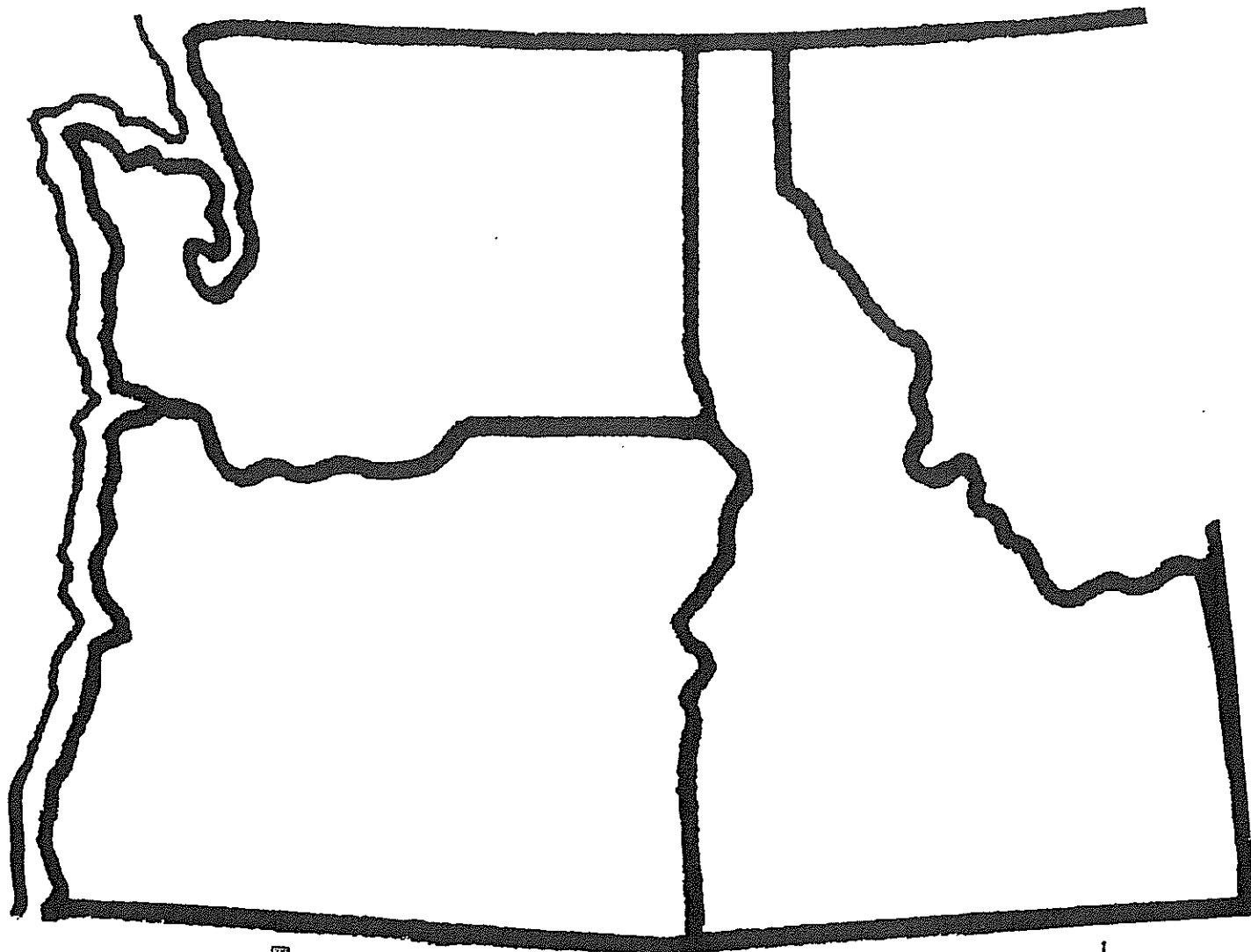
WHY was it located there?

WHEN was it built?

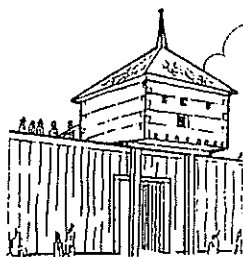
WHAT was it used for?

Other interesting facts:

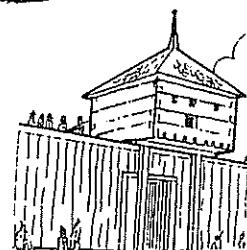
EARLY TRADING POSTS (1809-1834)



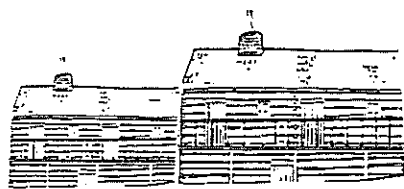
**Kullyspell
House**



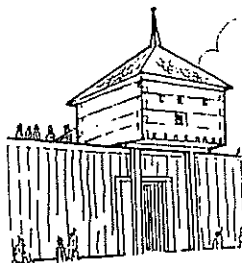
Fort Boise



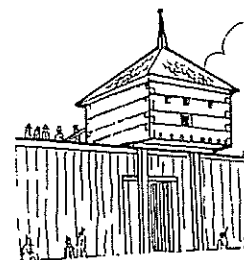
Fort Hall



Fort Henry

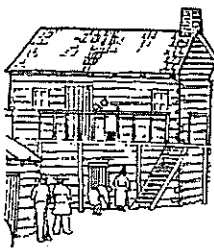
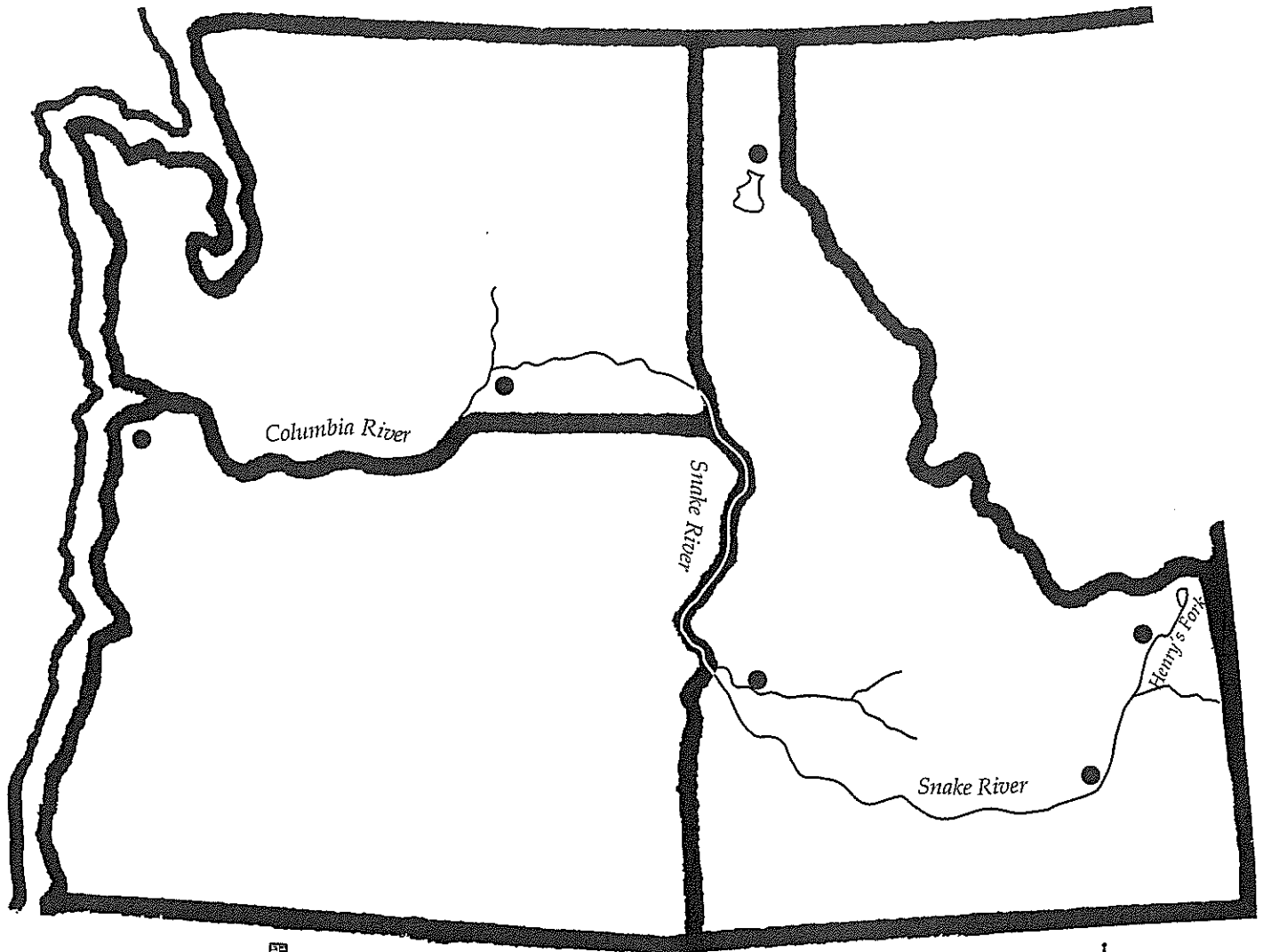


Fort Nez Perce

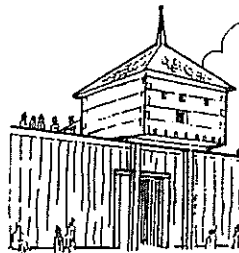


Fort Astoria

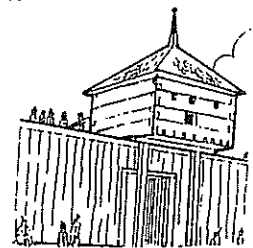
EARLY TRADING POSTS (1809-1834)



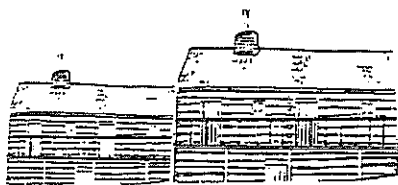
**Kullyspell
House**



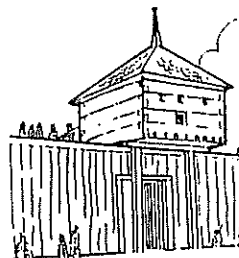
Fort Boise



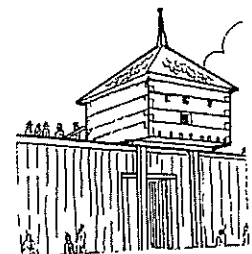
Fort Hall



Fort Henry



Fort Nez Perce



Fort Astoria

KULLYSPELL HOUSE

WHO: David Thompson

WHAT: log structure

WHERE: eastern shore of Lake Pend Oreille

WHEN: 1809

WHY: fur trading

FORT NEZ PERCE (WALLA WALLA)

WHO: Donald McKenzie

WHAT: trading post

WHERE: Junction of Snake with Columbia

WHEN: 1818

WHY: trapping and trading

FORT HENRY

WHO: Andrew Henry and men of Missouri Fur Company

WHAT: several log cabins

WHERE: North (Henry's) Fork of Snake River, near present town of St. Anthony

WHEN: 1810

WHY: trapping and trading

FORT HALL

WHO: Nathaniel Wyeth

WHAT: trading post and fort

WHERE: on Snake River, 11 miles north of Pocatello

WHEN: 1834-1856

WHY: buy and sell furs and other supplies

FORT ASTORIA

WHO: John Jacob Astor/Pacific Fur Company

WHAT: trading post

WHERE: mouth of Columbia River

WHEN: 1811

WHY: trading

FORT BOISE

WHO: Thomas McKay (Hudson Bay Company)

WHAT: log structure

WHERE: Boise River, about ten miles from the mouth

WHEN: 1834

WHY: for an early supply center, built to compete with Wyeth's Fort Hall

COMMENTS: moved in 1838 to east bank of Snake River

Idaho Kids Play

Linda Swanson and Jeff Walker

General description

Games are played and enjoyed by children universally throughout the world. Games are played for learning, worship and entertainment. As settlers came to Idaho, their children continued playing the games from their native cultures. The following games are examples of games played by Basque, Chinese, Mexican and Native American children which can be utilized in the classroom to strengthen concepts of cultural diversity.

Learning statement: the students will:

1. Be exposed to cultural games played by children of early settlers in Idaho.
2. Have the opportunity to play cultural games which were played by children of diverse ethnic groups.
3. Develop an understanding of how culture impacts the games children play.

Materials needed

Materials and instructions will be listed with each individual game.

* Denotes reproducible materials included in this lesson design.

Lesson procedure

Directions for five games follow.

Linda Swanson has taught in Rathdrum at the Lakeland Junior High School for the last six years. She has a BA from Gonzaga University in Elementary Education. She has taught U.S. History, Idaho History, Social Studies and Art. Jeff Walker teaches at the secondary education level at Kootenai High School located in Northern Idaho. He has taught at that location for the past four years. He majored in Social Studies and has taught U.S. Government, U.S. History, World History, Current Events, World Cultures and Geography.

Game 1: Alquerque

A Basque game which was originally brought to Spain and the Basque country by the Moors. This game is similar to checkers.

Number of players: 2

Materials

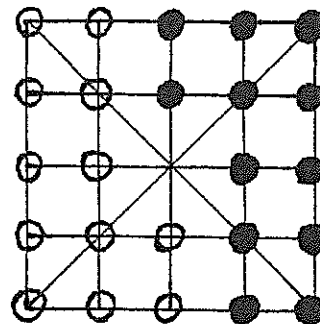
- 24 playing pieces (12 black and 12 white)*
- Playing board*

Objective: To capture all 24 playing pieces.

Directions

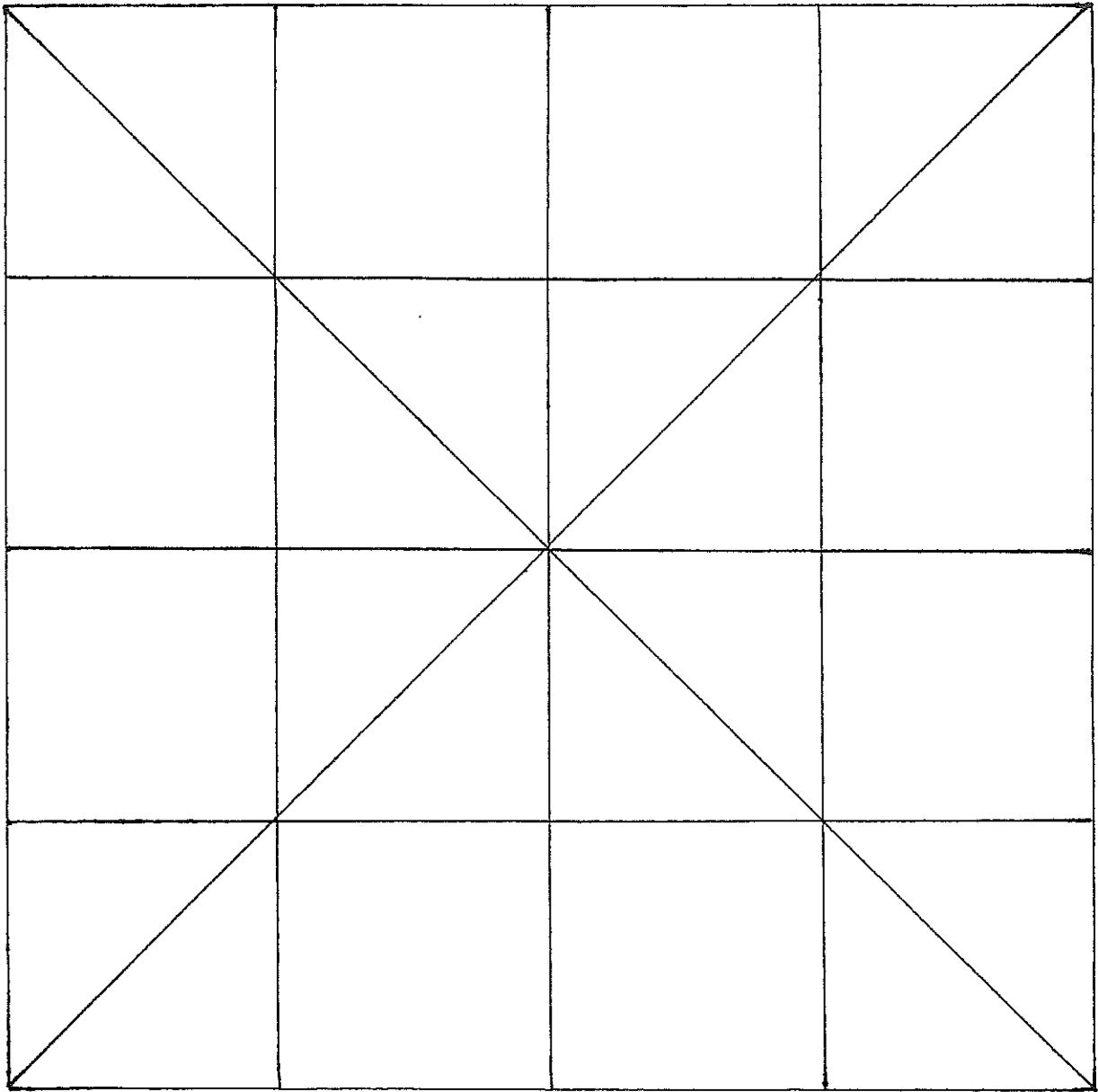
1. Game pieces are arranged on the board as shown in Figure A.
2. Play is between points. The first player moves one point to a neighboring empty point. If the point is already occupied by the opponent's

Figure A

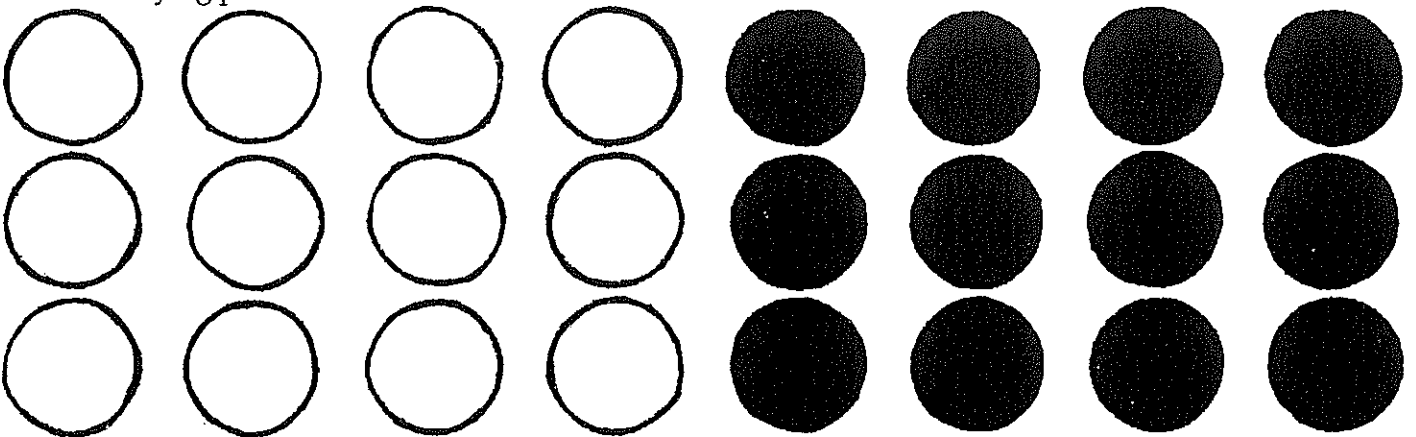


piece, and the point behind it is empty, the first player may jump the piece and capture the piece just jumped. Multiple pieces may be jumped and captured. It is acceptable to change direction.

3. If a piece has the chance to jump the other player's piece, and does not jump it, the first piece is removed from the board and is considered to be captured.
4. Play ends when all pieces have been captured. The person who has captured the most pieces is the winner.



Playing pieces



Game 2: Jackstraws

This game is from China. The Chinese used intricately carved ivory strips. This game is also sometimes call Pick-Up-Sticks.

Number of players: Any number

Materials needed

- 40 ten-inch lengths of 1/8th inch dowel
- Paint: red, yellow, blue and green
- Dowel lengths are painted as follows: 10 red, 20 yellow, 5 blue, 3 green and two with red and white spiral stripes. Taper both ends of the dowels with a pencil sharpener.

Objective: To obtain jackstraws with the highest point value.

Directions

1. Players select a starting player.

2. Mix the jackstraws well, group them together, hold slightly above the table and let fall into a pile.
3. The first player removes the jackstraws one at a time without moving any others. Once a jackstraws is touched the player can not go to another one if the first seems too difficult to remove. If any other jackstraw is moved at all, the turn is over and it becomes the turn of the player to his/her left.
4. Players who acquire the red and white jackstraws may use them to try and gain others that are too difficult to gain with fingers.
5. When all jackstraws have been taken, the scores are figured as follows: yellow + 3 points, red + 5 points, Blue + 10 points, green + 15 points and the red and white spirals + 20 points. The player with the highest point total wins.

Game 3: Stick Game

The Stick Game was played by Native Americans.

Number of players: 2

Materials

- 4 Popsicle sticks called stick dice (marked according to the design in Figure B, making sure to leave opposite side blank.)
- 12 counting sticks (may use toothpicks)

Objective: For one player to earn all 12 counting sticks.

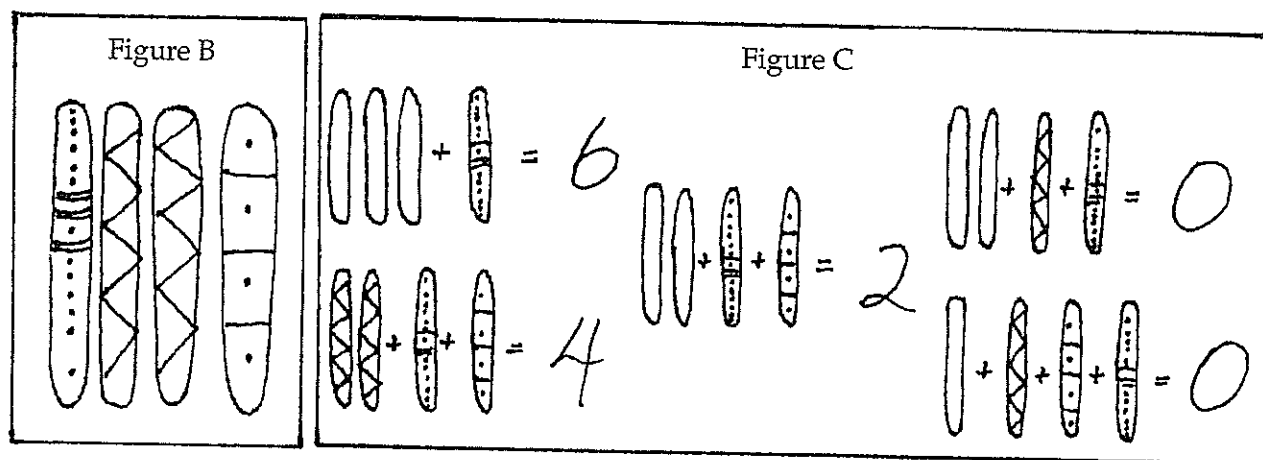
Directions

Play in pairs with opponents facing each other.

1. Place a pile of 12 counting sticks between each pair of players.
2. They will be used for keeping score.

3. Each pair of players receives a set of stick dice.
4. One of the players holds the stick dice in his/her hand and drops them to the floor. Player then counts his/her points according to the diagram in Figure C, taking that number of counting sticks from the pile.
5. The same player continues his/her turn dropping the stick dice and acquiring counting sticks until a 0 (zero) is thrown. It now becomes the other player's turn.
6. When all the counting sticks have been taken from the counting pile, players begin taking counting sticks from the opponent's pile until one player earns all 12 counting sticks.

For all other combinations thrown, no counting sticks are awarded. The player continues by throwing the stick dice again.



Game 4: Buzz

Buzz was played by Native American and pioneer children.

Number of players: 1

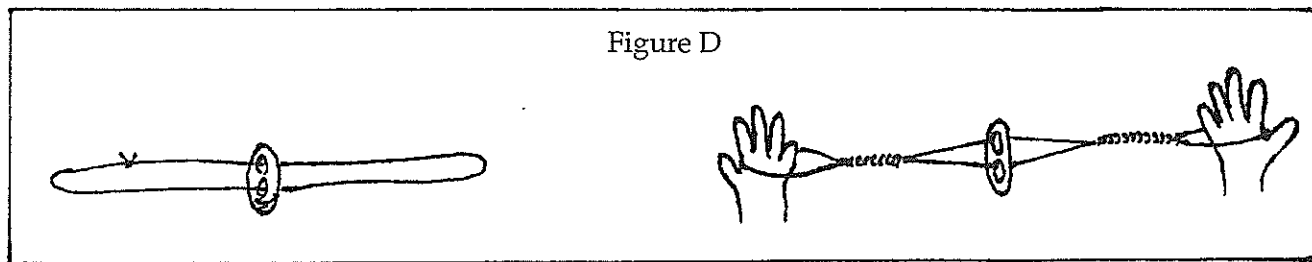
Materials

1 piece of cord or heavy string 36 inches long
1 large button

Directions

Thread the cord through the two button holes and tie the cord as shown in Figure D. Hold the cord in each hand and twist it. The toy will "buzz" when hands are moved together and apart.

Figure D



Game 5: Chivas

Played by the Mexican children.

Number of players: Any number

Materials

- 1 large plastic bowl placed on the floor
- bag of red beans

Directions

1. Place the bowl on the floor and a line, such as tape on the floor, about eight feet away from the bowl.
2. All players must have an equal number of beans. Player stands on the line holding his/her hand-

ful of red beans called "colorinas". The player tosses his/her handful of beans into the bowl all at once.

3. Player picks up any beans that have fallen into the bowl and places them into the palm of his/her hand, then gently throws the beans into the air, trying to catch them on the back of the hand or between the fingers. Without changing the position of the hand, the beans are again gently tossed into the air and caught in the palm of the hand. Count the beans that are in the hand at this point.
4. The player to have the most beans in his/her hand after the final move is the winner.

Carlson, Laurie. *More Than Moccasins*. Chicago, Illinois: Chicago Review Press, Inc., 1944.
Ethridge Hunt, Sarah and Cain, Ethel. *Games the World Around*. New York, New York: A.S. Barnes and Company, 1950.

Grunfeld, Frederic V., ed. *Games of the World*. Versailles, Kentucky: Rand McNally Company, 1975.

Map Races

Richard Cook

General description

One of the skills that a fourth-grader needs to learn is how to locate places on a grid map. Learning this is easily enhanced by turning the lesson into a fun, competitive "race" between classmates. By finding the location of various cities, counties, or landmarks on Idaho highway maps, students gain an awareness of the shape of our state and the locations of its numerous cities.

Lesson objectives/learning statements

The students will:

1. Learn how to use a grid system on a map.
2. Learn different map symbols that represent cities, counties, or landmarks.
3. Locate cities on an Idaho highway map.

Materials needed

1. Current Idaho highway maps for each student in the class.
2. Grid map worksheet for each student in the class.
3. Whiteboard and marker.

Lesson sequence

Part A: Using a grid map

1. Hand out the maps and worksheet.
2. Together as a class, discuss how a grid map works and fill out the worksheet. Follow the directions on the map.

Part B: Using the Idaho map

1. Open up the Idaho map. Folding it in half will help students manage it easier on their desks.
2. Relate what they just learned on the grid worksheet to the Idaho highway map. Discuss any similarities or differences.
3. Point out the key or legend on the map. Find what kind of symbols are used to represent cities, counties, or landmarks. Also find the

directory where these cities are listed, along with their grid locations.

4. Armed with this new knowledge, practice locating a few cities on the map. Simply list on the board the city you want the class to find. Next, the students look up the city in the directory and see which grid box it is located in. With that, they locate the grid box on the map by using the skills taught in the worksheet.
5. Finally, once the grid box is located, search for that city inside. Have the students raise their hand or stand up once it is found. Check for accuracy by having them keep a finger pointed to the city on the map.

Example:

1. Write Boise on the board.
2. Students find in the directory that it is located in box J-2.
3. Students find J-2 and look for Boise.
4. Once found, they point to it and stand up.

Part C: Locating cities

1. Now that the skills have been taught, the fun can begin. This is what I call "Map Races". Divide the class accordingly into two teams.
2. With maps ready, pick any city in the map directory and write it on the board. Students begin looking (racing) as soon as the word is written. The first team with all of its members finding the city on the map, scores a point. Thus the game continues until a set number of points or time is reached.

Part D: Variations

1. Three or four teams can work in this game by allowing a point to go to the first two teams done.
2. One important rule is often used in that team members can help each other by only calling out the location of the city to each other. This, along with working partners in some cases, will especially help those who find this task to difficult or fast for them.

Part E: Extensions

Once this skill is mastered, this game can easily be extended to include finding landmarks, counties, or other such symbols.

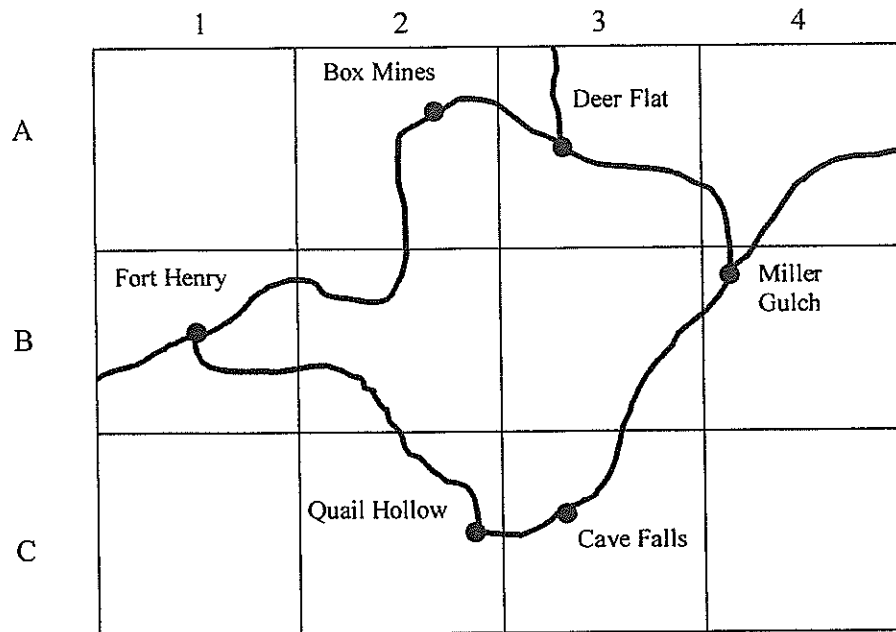
Richard Cook graduated from Utah State University and has taught 4th grade for five years. He is currently teaching at Maxine Johnson Elementary located in Parma, Idaho.

The "Map Races" game is very repeatable and can be pulled out in an instant with very little preparation or set-up. I have often used it as a filler in those timeslots of 1-15 minutes throughout the

year. In the end, the students not only know how to use a grid map, they know the size and shape of Idaho and are very familiar with the locations of dozens of Idaho cities!

Grid Map Worksheet

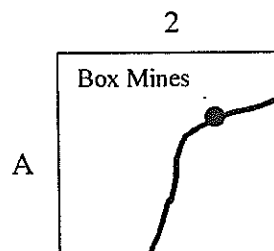
Name _____



Reading a grid map is like playing a game of Battleship. By matching the letter going down with the numbers going across the top, you can easily find the city you want.

Example:

Box Mines is located in A-2



Where is Fort Henry located? _____

What city is found in C-2? _____

National Heritage Day

Valene Dalley

General description

Students will practice doing an oral interview and then actually interview an older family member. They will question them for stories and/or history about how and why their family first came to the United States and then Idaho. They will then research teacher-generated materials and collect other data about the origin and history of their ethnic background in Idaho. They will then present this information to the class in the form of a short oral report with pictures and artifacts if appropriate.

Lesson objective

Students will gain an understanding of the cultural diversity in Idaho and an appreciation of their own cultural heritage.

Learning statement: the students will:

1. Learn basic interviewing skills.
2. Interview an older relative and collect data on the country of their ancestral origins, including possible reasons for migration to the United States and to Idaho.
3. Research additional data about their country and the general migration from that country to Idaho.
4. Present their findings to the class in the form of an oral report.

Materials needed

1. Tape recorders
2. Audio tapes – one for each student

Valene Dalley: I was born in Dayton, Idaho, and have lived in Idaho for the past 33 years, so I consider myself a native of the state even though I lived most of my growing up years in Oregon. I got my bachelor of arts in education at Eastern Oregon College at LaGrande, Oregon. I taught for 4 years and then took off for 21 years to raise my 7 children. I started teaching fourth grade in Heyburn, Idaho, in 1987, and I am still there.

3. World map with yarn or string for locating countries
4. Film: *Visions of Idaho, The World Comes to Idaho* (ISL, NoVC1329)
5. Encyclopedias and other books with material on various migrations to Idaho

Suggested books:

1. Cooper Jack and Thomas McClanahan, ed., *Amerikanuak! Basques in the High Desert*, The High Desert Museum and Idaho Humanities Foundation, 1995
2. Gamboa Erasmo, *Voces Hispanics: Excerpts from the Idaho Hispanic Oral History Project*, Boise: Idaho Commission on Hispanic Affairs and Idaho Humanities Council, 1992
3. Fisher, Ronald K., *Beyond the Rockies: A Narrative History of Idaho*, 2nd ed. (Cour d'Alene, Idaho: Alpha Omega, 1989)
4. Jensen, Dwight Williams, *Discovering Idaho: A History*, (Caldwell: Caxton Printers, 1977)
5. *Idaho's Ethnic Heritage: Historical Overviews*, 3 volumes (I found this at the Idaho State Library and it looked good, but I neglected to write down the author or publishing company.)
6. Elsensohn, M. Alfreda, *Idaho Chinese Lore*
7. Devers, Robert, *Idaho Ethnic Heritage for Youth*

Lesson sequence

1. Some time before the time scheduled for this lesson, begin practicing taping oral interviews. I plan to use this as a get acquainted activity during the first week or so of school. I will assign partners and have them interview each other using a format of questions to ask. We will talk about good interviewing procedures and manners. Later they could interview older students or teachers.
2. A week before scheduling interviews, send home a letter explaining the project and ask parents to think of a possible family member to interview. Find out which students have a tape recorder available at home and which students will need to borrow one from the school.
3. Help the class generate a list of questions they can ask their family member about his/her ancestral origins and how and why the family came to Idaho. Some students may find that

their ancestors came from more than one country. Advise them to ask their family member to only talk about one ancestor and where that person came from at this time.

4. Schedule times for student interviews. This can be done at home any time during the week if they have their own tape recorder. Use of school tape recorders will need to be scheduled more carefully.
5. After students finish their interview they should listen to the tape several times and then take notes for their oral report.
6. During the week that the students are getting

their interview they can begin research on their countries and ethnic groups. Students can work with a partner if their country is the same.

7. Give oral presentations. As students begin their presentations, pin a string from their country to Idaho. They may show pictures and/or artifacts as a part of their reports. Depending on the size and nature of your class you may want to do presentations on more than one day. They may be supplemented with guest speakers representing ethnic groups not included in reports by the students.

1998 Institute Fellows

Kathy Allen	Emerson Elementary	Idaho Falls
Linda Bartholomew	Harold B. Lee Elementary	Dayton
Bruce Bradberry	Deary Jr/Sr High School	Deary
Christine Callison	Meridian High School	Meridian
Susan Cannon	Vallivue Middle School	Caldwell
Donna Clark	Wendell Elementary	Wendell
Richard Cook	Maxine Johnson Elementary	Parma
Rilla Corbett	Aberdeen Elementary Middle	Aberdeen
Claudia Curtis	Iowa Elementary School	Nampa
Valene Dalley	Heyburn Elementary	Heyburn
Carol Ann DeWitt	Notus Elementary School	Notus
Kristine Dietz	Seltice Elementary	Post Falls
Nicole Dodge	Meridian High School	Meridian
Jayna Eichelberger	Middleton Heights Elementary	Middleton
Maxine Evans	Sawtooth Elementary	Twin Falls
Denise Floch	Lakeside Elementary	Plummer
Sally Glasgow	Maxine Johnson Elementary	Parma
Lyla Godfrey	Tiebreaker Elementary	Idaho Falls
Jerry Graves	South Jr. High	Boise
Jerry Hebbel	Lincoln Elementary	Shoshone
Donna Henry	Wendell Elementary	Wendell
Twila Kadel	Horseshoe Bend Middle Sch.	Horseshoe Bend
Judith Madsan	Challis Elementary	Challis
Gary Martin	Maxine Johnson Elementary	Parma
Ken Mecham	Carey High School	Carey
Janet Meyer	Sandcreek Middle School	Idaho Falls
Diane Mordecai	Tiebreaker Elementary	Idaho Falls
Rob Morris	Clair E. Gale Junior High	Idaho Falls
Linda Murphy	University of Yellow Pine	Yellow Pine
Leona Oesch	Zion Lutheran School	Nampa
Ed Pfeifer	Marsing High School	Marsing
Karen Quinton	Hollister Elementary	Twin Falls
Jim Shelly	Owyhee Elementary	Boise
Theresa Sylvester	Buhl Middle School	Buhl
Linda Swanson	Lakeland Junior High School	Rathdrum
Terry Waitley	Shoshone-Bannock Jr/Sr HS	Chubbuck
Jeff Walker	Kootenai High School	Harrison
Patricia Walker	Meridian High School	Meridian
Mike Warwick	Middleton Middle School	Middleton
Janele Weatherston	Kennedy Elementary	Rexburg
Stephen Wingett	Centennial High School	Meridian
Elizabeth Wright	Hayden Meadows Elementary	Hayden

1999 Institute Faculty, Special Presenters, and Evaluators

Katherine Aiken	University of Idaho
Penny Andrew	Meridian School District
Hope Benedict	Idaho State University
Karl Brooks	University of Kansas
Don Burwell	Albertson College of Idaho
Tricia Canaday	Boise City Planning Department
Dennis Colson	University of Idaho
Nikki Eng	Old Penitentiary, Idaho State Historical Society
Kathy Hodges	Independent Scholar
Errol Jones	Boise State University
Marilyn Levine	Lewis and Clark State College
Kris Major	Idaho State Historical Museum
Linda Morton-Keithley	Idaho Oral History Center
Patty Miller	Basque Museum
Jody Ochoa	Idaho State Historical Museum
Max Pavesic	Boise State University
Keith Petersen	Washington State University Press
Ross Peterson	Utah State University
William Robbins	Oregon State University
Carlos Schwantes	University of Idaho
Robert Sims	Boise State University
Susan Swetnam	Idaho State University
Steve Tyree	Boise Independent School District
Steve Walker	Idaho State Historical Society Archives/Manuscripts
Jim Weatherby	Boise State University
James Woods	Herrett Center for Arts & Science