

# DO Washington!

by Amy Headley  
and Victoria Smith



# WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Do Washington!* Since the curriculum was designed by teachers, we are positive that you will find it to be the most useful program you have ever utilized to teach students about Washington. We would like to take a few moments to familiarize you with the program.

## THE FORMAT

*Do Washington!* is a two-book set consisting of a Teacher's Edition and a Teacher's Resource. The Teacher's Edition contains all of the student information pages. The Teacher's Resource includes all of the activities for the curriculum. Our goal is a curriculum that you can use the very first day you receive our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

*Do Washington!* is divided into four sections. The first section covers United States and Washington Geography, followed by Washington's Animals, Washington's History, and Washington's Government, People, and Economy. Each of the 23 lessons requires students to complete vocabulary cards, read about a Washington topic, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, mapping, graphing, puzzles, research, writing, time lines, and following directions are the types of the activities that will help students learn more about Washington. Whether they're designing a travel brochure, constructing a World War II fighter plane, graphing the egg laying habits of Washington's birds, or writing about their adventures as a pioneer traveling the Oregon Trail, your students will marvel at the rich heritage, beauty, and constant activity that Washington has to offer them.

## THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for the entire curriculum. When you need to make copies of the student information pages, we have listed the page numbers and the initials T.E. for Teacher's Edition. Likewise, when you need to make copies of the activities, we have listed the page numbers and initials T.R. for Teacher's Resource. The answers to all activities, quizzes, and comprehension questions are located on pages 212-238 of the Teacher's Resource Book.

## WASHINGTON'S SOCIAL STUDIES STANDARDS

*Do Washington!* was designed in alignment with Washington's Essential Academic Learning Requirements for Social Studies. These standards serve as a framework for Washington's Social Studies curricula by providing Grade Level Expectations in the areas of Civics, Economics, Geography, History, and Social Studies Skills. We have made it easy for you to plan your lessons by indicating the Grade Level Expectations in bold throughout our Lesson Plans.

## **OTHER CONTENT AREAS**

*Do Washington!* integrates Social Studies content and other areas of the elementary curriculum. You will find that all of the lessons and activities in *Do Washington!* focus not only on Social Studies content, but on Reading, Math, Language, Critical Thinking, Following Directions, Inference, and Art as well. Many of the lessons and activities are aligned with the state's Mathematics, Reading, and Writing Standards. Again, these have been highlighted in bold throughout the Lesson Plans.

## **THE LITERATURE STUDY**

In an effort to integrate Social Studies with the rest of the curriculum, we have included a complete Literature Study on pages 111-128 of your Teacher's Edition. The Literature Study focuses on Washington, frontier life, westward expansion, territorial days, and Native Americans. The Literature Study begins with a Teacher letter outlining the features of this unit which includes an Annotated Bibliography, Discussion Cards for use in Discussion Groups, Comprehension and Vocabulary activities, Writing activities, Book Talks, and a Record Sheet.

## **THE VOCABULARY**

Many of the student information pages in the Teacher's Edition feature words in bold type. We have included a Glossary on pages 100-110 of your Teacher's Edition to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context at a fourth grade level. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words during each of the four sections.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

## **THE COPYRIGHT**

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# LESSONS AT A GLANCE



Before reading *Americans in Washington*, students will:

- complete Vocabulary Cards for *addicted, appendix, ceremonies, Christianity, citizen, competed, Continental Divide, destined, devoted, Europe, expedition, fertile, founded, frequent, generosity, Great Britain, harsh, headquarters, incisor, interpreter, keelboat, kidnapped, measles, missionaries, Pacific Northwest, pioneers, prairie, reservation, respect, retiring, Revolutionary War, sawmill, Southwest, temporary, treaty.*

After reading *Americans in Washington*, students will:

- answer *Americans in Washington* Comprehension Questions.
- complete Discussion Questions for *Americans in Washington*.
- complete Discussion Questions for the Whitman Mission.
- complete a Graphic Organizer to write a Mountain Man Story.
- follow written directions to complete How to Draw a Beaver.
- take a Vocabulary Quiz for *Americans in Washington*.

# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_



# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_



# VOCABULARY CARD



word: \_\_\_\_\_

definition: \_\_\_\_\_

\_\_\_\_\_





# AMERICANS IN WASHINGTON



After the **Revolutionary War**, the United States grew very quickly. More people wanted to live in the United States, but it was too crowded. The United States simply needed more land. France and Spain controlled the land that the United States needed.

## THE LOUISIANA PURCHASE

In 1803, France agreed to sell the Louisiana Territory to the United States. The sale of the Louisiana Territory became known as the Louisiana Purchase. The Louisiana Purchase cost the United States 15 million dollars. It added 800,000 square miles of land to the United States. This almost doubled the size of the United States. The United States also gained control of the Mississippi River.

At only four cents per acre, the Louisiana Purchase was a good deal for the United States. The map on the right shows what the United States looked like back in the early 1800s.

As you can see by looking at the map, Spain still controlled Florida and most of the land west of the Louisiana Purchase. According to the map, it doesn't look like anybody controlled the present-day state of Washington. Remember, explorers from both the United States and **Great Britain** claimed parts of present-day Washington for their countries.

When we look at a map of the United States today, we see that it is divided into 50 sections, or states. If you have a map of the United States in your classroom, ask your teacher to pull it down for you so you can see that Washington is part of these 50 states. Have you ever wondered how Washington finally got to be part of the United States? To find the answer to this question, we need to travel back to the 1800s.



## THE LEWIS AND CLARK EXPEDITION

In 1804, President Thomas Jefferson sent United States Army officers Meriwether

Lewis and William Clark to explore the new territory of the Louisiana Purchase. They were expected to bring back information about the land, plants, animals, and the Native Americans. More importantly, President Jefferson hoped that Lewis and Clark would return with news about a water route that connected the Mississippi River with the Pacific Ocean.



LEWIS AND CLARK

### PREPARING FOR THE JOURNEY

Lewis and Clark chose about 50 skilled woodsmen and hunters to join them on the **expedition**. Before leaving on their journey, Lewis and Clark spent the winter training their men.

A spot along the Missouri River was chosen to set up the training camp. It was named Camp River Dubois (doo•BWAH). They built a road from the mouth of the river through the forest to a nearby **prairie**. There the men built **temporary** houses.

During their training, the men hunted wild turkeys and gathered roots. They were expected to keep their camp clean and care for their equipment and clothing. They

practiced target shooting and learned how to survive in the wilderness. They studied about the area they were about to explore from fur traders who had explored the territory before them.

Lewis and Clark planned to travel up the Missouri River in a **keelboat** and two cedar canoes. The keelboat carried food, medicine, scientific instruments, weapons, and gifts for the Native Americans.

#### FAST FACTS:

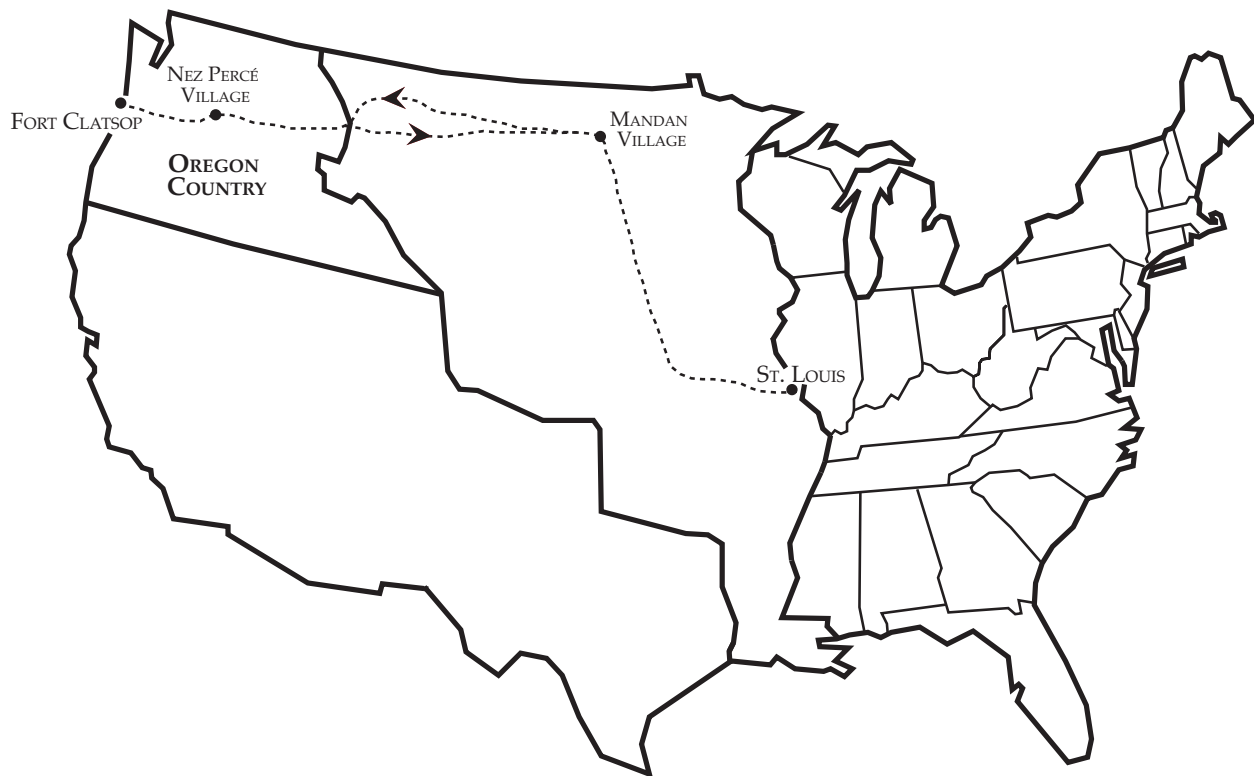


- Many men volunteered to join Lewis and Clark on their expedition. Camp River Dubois was set up to train the men. Only the best volunteers were chosen for the journey. The men who were chosen became part of the United States Army and were paid by the United States.

## EXPLORING THE WEST

In May 1804, the 8,000 mile expedition left from St. Louis, Missouri. The journey took more than two years. The group saw beautiful land, rugged mountains, and plenty of wildlife. Most of the Native Americans were friendly.

Lewis and Clark traveled by boat on the Missouri River. They traveled on land across the Rocky Mountains in Idaho. They spent part of the winter in the Dakotas near the village of the Mandan tribe. They also received advice from the Nez Percé (nay•pair•SAY) people who lived along the Clearwater River. The Nez Percé helped them build boats and told them where to find the Pacific Ocean.



### FAST FACTS:



- Many people suffered from illnesses and injuries during the Lewis and Clark Expedition. Accidental ax and knife cuts, injured shoulders, mosquito bites, and stomach aches from eating strange food were some of the common complaints.
- Everyone survived the journey with Lewis and Clark except Sergeant Charles Floyd. He died after his **appendix** burst.
- The Lewis and Clark Expedition was paid for by the United States government. Most of the people on the journey were in the United States Army. William Clark's black slave, whose name was York, made the entire trip without receiving any pay.

## SACAJAWEA (sak•uh•juh•WEE•uh)

During their expedition, Lewis and Clark were helped by a Shoshone (show•SHOW•nee) girl named Sacajawea. She had been **kidnapped** and taken away from her family when she was just 12 years old. She was sold as a slave to the Mandan tribe in present-day North Dakota. A French fur trader named Toussaint (too•SAHNT) Charbonneau (CAR•bah•no) purchased Sacajawea from the Mandan tribe and married her.

Lewis and Clark hired Charbonneau as an **interpreter**. They decided it would also be a good idea to take Sacajawea with them. She could be the group's interpreter if they came in contact with other Native Americans. Sacajawea was only 15 and pregnant when she joined the expedition. She gave birth to a son while on the trip.

In August 1805, the explorers met a band of Shoshone people. Amazingly, Sacajawea learned that the chief of the tribe was her brother. Sacajawea's brother sold horses to the explorers. The horses helped the group to cross the dangerous mountains.

## RETURNING HOME

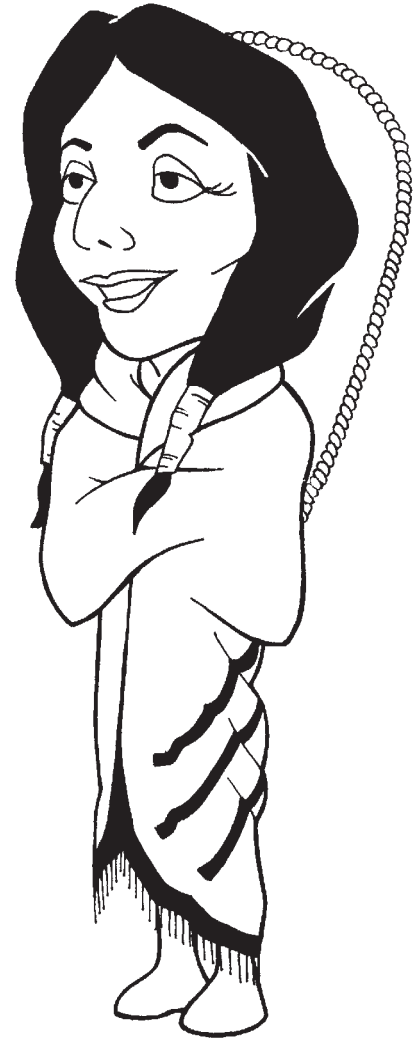
In November, the Lewis and Clark expedition reached the Pacific Ocean at the mouth of the Columbia River. They hoped to meet a ship to take them back home. When none appeared, the entire party voted to build a small shelter and wait for spring. They named their winter camp Fort Clatsop.

The next spring, the group began the long trip home. The water route that President Jefferson had hoped for did not exist. The Mississippi River was not connected to the Pacific Ocean. The group had made maps of the area. They brought back important details about the land and the Native Americans. They even sent a live prairie dog and bones from a forty-five foot dinosaur back to President Jefferson. Most importantly, the expedition gave the United States a stronger claim to the **Pacific Northwest** and the present-day state of Washington. Still, Great Britain was not interested in giving up its claim on the area.

## FUR TRADERS IN THE PACIFIC NORTHWEST

The Pacific Northwest was full of fur bearing animals that included sea otters, black bears, raccoons, rats, and beavers. The skins of these animals were very popular in **Europe** and the United States. Hats and other pieces of clothing made of fur sold for a lot of money in these two countries.

The United States and Great Britain both claimed to own the Pacific Northwest. Fur trappers and traders **competed** for the area's hunting territories.



SACAJAWEA

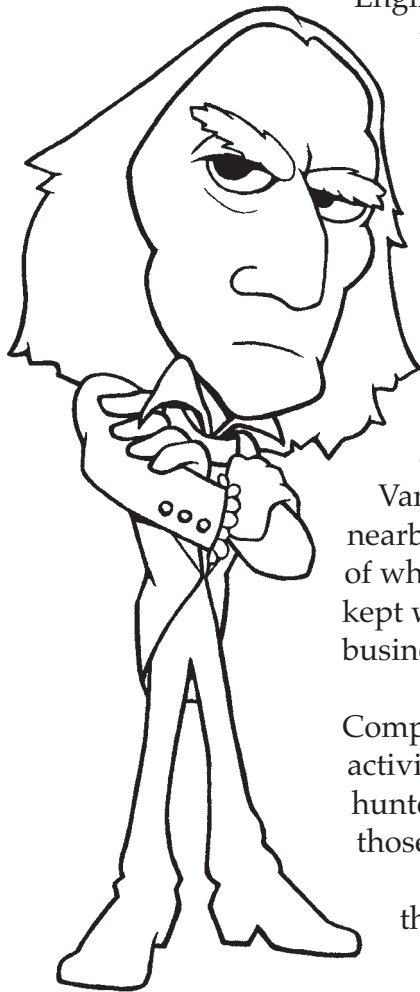
## CONTROL OF THE PACIFIC NORTHWEST

The fur trade was responsible for Washington's first American settlement. In 1810, the North West Company, a British owned fur trading company, sent a group of men into the Pacific Northwest to buy furs from the Native Americans. They built Spokane House, a trading post in the present-day city of Spokane.

A year later, Americans built Fort Okanogan (oh•kuh•NAH•gan). In 1818, Great Britain and the United States agreed that people from both countries could trade and settle in the region they called Oregon Country. This huge area of land included the present-day states of Oregon, Washington, and Idaho. A year later, in 1819, Spain signed a **treaty** with the United States. In the treaty, Spain gave up the rest of its claim to the Pacific Northwest.

## THE HUDSON'S BAY COMPANY

For many years, it seemed that Great Britain would control Oregon Country. In 1821, English fur traders from the Hudson's Bay Company were sent



JOHN MCLOUGHLIN

to Washington. Four years later, they established their **headquarters** on the Columbia River in the present-day city of Vancouver. They built several buildings surrounded by a high fence made of logs. They named their headquarters Fort Vancouver.

Stores, workshops, meeting rooms, and a small school were built inside the high fence. Outside the fence they built a **sawmill**, a flour mill, houses, and other buildings.

Fort Vancouver was almost like a small city. At one point there were at least 27 buildings and hundreds of residents living at Fort Vancouver. The settlers at Fort Vancouver trapped fur bearing animals. They traded with the nearby Native Americans. Families grew fruit trees and crops of wheat, oats, and barley. They also raised farm animals. They kept what they needed and sold the rest. It was a very successful business for them.

John McLoughlin was in charge of the Hudson's Bay Company. He ran the fur trading business and took control of the activities at Fort Vancouver. McLoughlin decided where the fur hunters would go and how much to trade for furs. He punished those who broke the rules and helped people in need.

McLoughlin was called "White-Headed Eagle" by the Native Americans in the area. He treated the Native Americans with **respect**. McLoughlin made sure the Native Americans were treated fairly.

During the 1820s, John McLoughlin was seen as the most powerful person in the Pacific Northwest.

He was told by Great Britain to keep Americans from settling in Oregon Country. Instead, McLoughlin gave Americans food, money, and advice. Many Americans owed their success and their lives to John McLoughlin's help and **generosity**. After **retiring** from fur trading, McLoughlin himself became an American **citizen**.

## AMERICAN MOUNTAIN MEN

In 1806, Lewis and Clark returned to the United States with stories of valuable fur bearing animals in the Pacific Northwest. American fur trappers and traders made their way toward Oregon Country. These American mountain men had already been braving **harsh** weather and Native American attacks in the **Southwest** to trap fur bearing animals. Now they turned their attention toward the Pacific Northwest.

### THE LIFE OF A MOUNTAIN MAN

The life of a mountain man was difficult. To survive in the wilderness, mountain men had to look like Native Americans. They dressed, walked, and even wore their hair like Native Americans. They traveled through all kinds of weather. They fought wild animals and attacks from unfriendly Native Americans.



Mountain men usually lived and worked alone. They traveled through the deserts and across the mountains of the Southwest without maps or roads to guide them. Everything a mountain man owned had to be carried with him. He traveled by horse and could only pack supplies that his horse could carry. One hand guided the horse while the other hand held a rifle. Gunpowder, a bullet pouch, an axe, a sharp knife, animal traps, blankets, food, and cooking supplies were rolled up in a small bundle and strapped to the horse.

Most of the furs were taken back to the United States where they were sold and made into hats. A few of the furs were sold at trading posts so the mountain men could buy flour, salt, coffee, tobacco, and more trapping supplies.

During the 1800s, many mountain men traveled through the Rocky Mountains to Oregon Country. Some even settled in present-day Washington. They found it difficult to compete with the powerful Hudson's Bay Company.

### NATIVE AMERICAN SUFFERING

During the 60 years that the fur traders were in the Pacific Northwest, the lives of the Native Americans changed. The Native Americans saw their food supply disappear as the hunters and trappers killed as many fur bearing animals as they could carry. The Native Americans used every part of the animals they killed. The fur trappers often threw the meat aside and took only the valuable furs.

The fur traders gave alcohol to the Native Americans in return for beaver furs. Many Native Americans became **addicted** to the powerful drink. Unknowingly, the fur traders also brought deadly diseases to the Pacific Northwest. Native Americans had never had contact with these diseases. They had no protection against them. Thousands of Native Americans died.

Fur trading also changed Native American lives in other ways. The Native Americans wanted the tools, weapons, and fishing supplies that the fur traders brought with them. The only way to get these items was to trade furs with the white traders. The Native Americans found themselves working full time to supply the traders with furs. They gave up their own hunting. They stopped celebrating important religious **ceremonies**. Tribes that were able to trade with the white trappers controlled the hunting territories. They held the most power within the Native American community. Fighting often broke out between the once peaceful tribes of the Pacific Northwest.

## AMERICAN MISSIONARIES IN WASHINGTON

The fur trappers were not the only people interested in traveling to the Pacific Northwest. American **missionaries** thought they could help the area's Native Americans live a better life.

In March 1836, American doctor Marcus Whitman and missionary Henry Spalding loaded their supplies in two large wagons. They left St. Louis and headed toward Oregon Country. They took their wives, Narcissa Whitman and Eliza Spalding, and a group of 70 fur traders.

As they traveled, the Whitmans and Spaldings depended on the hunters in their party to supply them with buffalo meat. They used the milk and beef from 15 cows they brought with them on their journey. The heavy wagons were not able to cross the Rocky Mountains. They left their wagons and most of their supplies and crossed the mountains on mules.

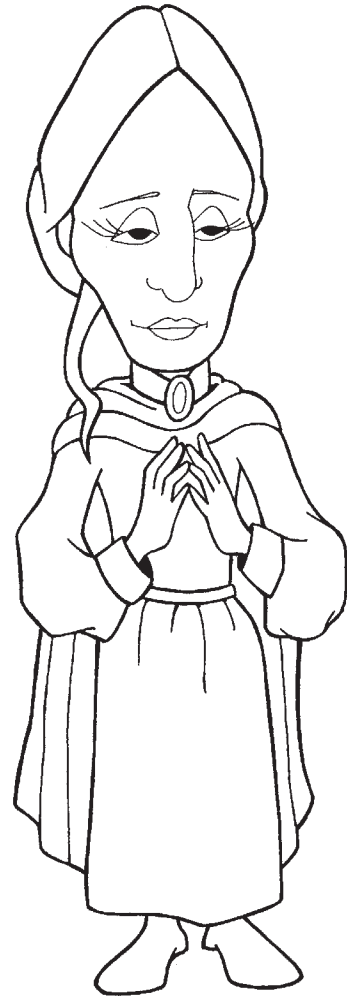
## ARRIVING IN OREGON COUNTRY

Six months after leaving St. Louis, the Whitmans and Spaldings reached Oregon Country. Narcissa and Eliza were the first white women to cross the **Continental Divide**. The Whitmans built a mission in present-day Washington. They wanted to teach the Cayuse (kie•YOOS) people about farming and **Christianity**. The Spaldings traveled on to Idaho. They **founded** a mission among the Nez Percé people.

## THE CAYUSE MISSION

The Cayuse were hunters, not farmers. They were very **devoted** to their own religion. They did not want to learn about Christianity. In 1842, Marcus Whitman left the mission. He returned with 900 new settlers. Someone in the group unknowingly brought **measles** to the mission. The disease spread quickly and killed 14 Cayuse children.

The Cayuse blamed the missionaries for bringing the disease that killed their children. They thought the missionaries were trying to poison them. They also hated the missionaries for taking their land. In 1847, the Cayuse killed the Whitmans and 12 other people who lived at the mission. They set fire to the mission buildings and kidnapped the women and children. The Americans fought back and burned the Cayuse village. The Cayuse people were **defeated** and forced to live on a **reservation** in Washington.



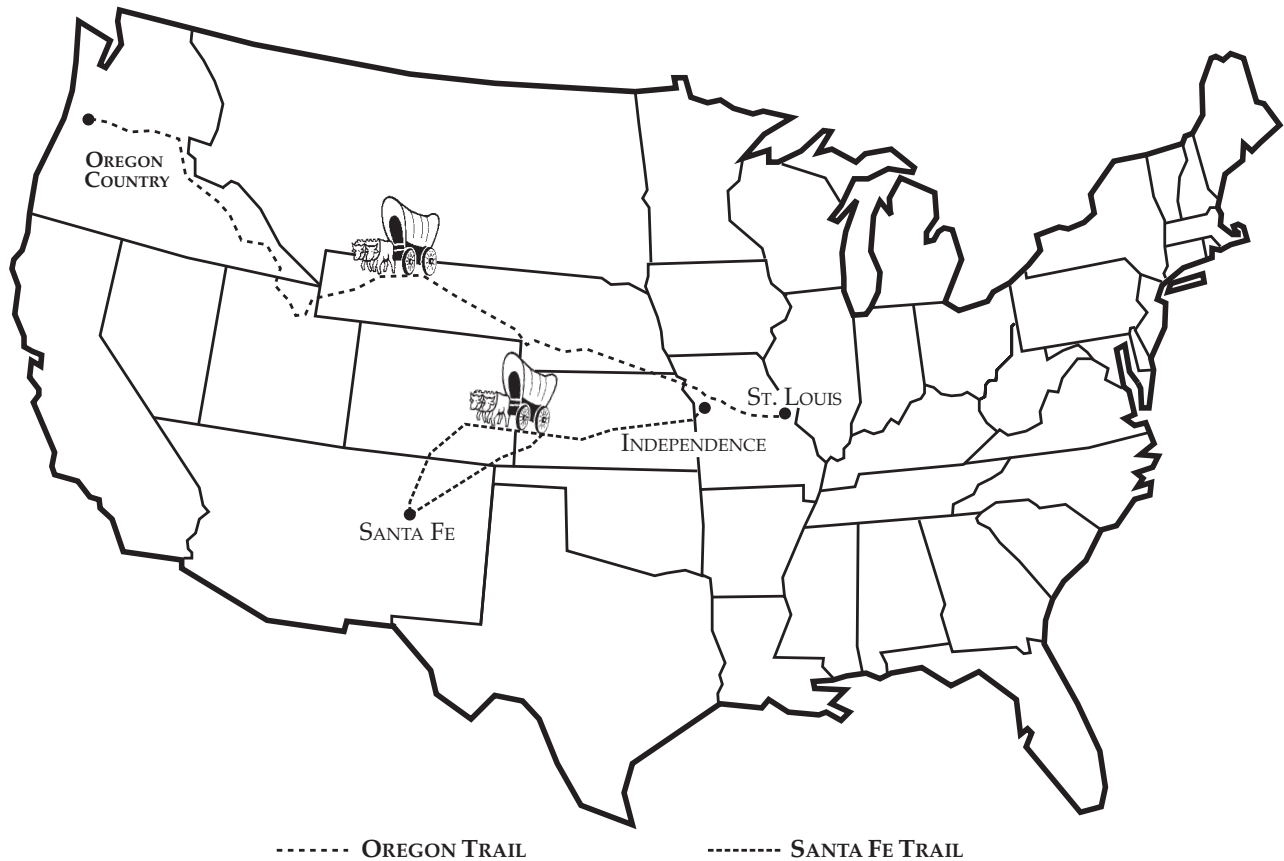
NARCISSA WHITMAN

## THE OREGON AND SANTA FE TRAILS

The mountain men and the Whitmans may not have realized it at the time, but they played a very important part in American history. They proved that people could successfully travel to the West.

The route traveled by the mountain men, other traders, and brave **pioneers** became known as the Santa Fe Trail. The Santa Fe Trail was 780 miles long. It started in Independence, Missouri and took travelers to the New Mexico city of Santa Fe.

Although the Whitmans failed as missionaries, they led the way for others wishing to go to the Pacific Northwest. During the 1840s and 1850s, Americans traveled on the Oregon Trail where they found **fertile** soil and became farmers. The Oregon Trail stretched for 2,000 miles from St. Louis, Missouri to the Columbia River in Oregon Country.



## LIFE ON THE OREGON TRAIL

The journey over the Oregon Trail was dangerous. Pioneers loaded all of their possessions into small covered wagons. For safety, several families traveled together. They formed one long wagon train. Oxen pulled the wagons. Horses and cattle walked along behind.

The wagon trains moved very slowly. They traveled just 12 to 15 miles each day. It took four to six months for pioneers to travel from Missouri to Oregon Country. Today, that same journey takes about three days by car or six hours by airplane. Many families died from illness, starvation, and Native American attacks along the Oregon Trail. There were hot and dusty weeks of walking through deserts under the burning sun. Other times, it rained and the wagons got stuck in the mud. There were accidents and diseases, but no hospitals along the way. Native American attacks were **frequent**. At night, the wagons formed a large circle for protection from wild animals and Native Americans.



Crossing rivers was very difficult. There were no bridges. The travelers had to stop and build wooden rafts to carry the wagons. Many of the animals drowned trying to swim across the rivers.

## THE ROCKY MOUNTAINS

One of the most difficult parts of the journey was crossing the Rocky Mountains. It was hard enough to pass through the steep mountains and rugged cliffs of the Rocky Mountains when the weather was warm. Trees had to be chopped down. Sometimes there was no grass for the animals to eat.

During the winter months, the journey was even more dangerous. The oxen could not pull the wagons over the steep mountains. The wagons had to be emptied of personal belongings. Sometimes the wagons had to be taken apart so they could be lowered down the high mountains. This part of the trip claimed many lives. Gravestones marked the trail. The Rocky Mountains were littered with furniture, pieces of wagons, and skeletons of dead animals.

## MANIFEST DESTINY

Of course, many families did make it to Oregon Country. They found miles and miles of wide open spaces and fertile farmland. For these people, the journey and all of the suffering was worth it. American settlers wanted the land in the West to become part of the United States. In fact, the United States looked at the land in the West as a territory that was **destined** to be theirs. Americans even came up with the phrase "Manifest Destiny" which meant it was God's will for the United States to extend from the Atlantic to the Pacific oceans.

### FAST FACTS:



- The most popular animals for pulling the wagons over the Oregon Trail were oxen. They were cheaper, stronger, and easier to work with than horses or mules. Mules cost \$75.00 each. An ox could be purchased for \$25.00.
- Oxen were also less likely to be stolen by Native Americans on the journey. They made good farm animals once the pioneers reached the end of the trail.



# AMERICANS IN WASHINGTON



**Directions:** Read each question carefully. Darken the circle for the correct answer.

- |  |   |
|--|---|
| <p><b>1 The United States is divided into –</b></p> <p>A 48 states<br/>B 52 states<br/>C 50 states<br/>D 30 states</p> <p><b>2 After studying the 1800s map, you can tell that –</b></p> <p>F the United States was located south of New Spain<br/>G Washington was part of the United States<br/>H the Louisiana Purchase included all of Washington<br/>J the United States was located east of the Louisiana Purchase</p> <p><b>3 What can you learn from reading about Lewis and Clark?</b></p> <p>A They planned to travel alone.<br/>B They weren't planning to meet any Native Americans on their journey.<br/>C They spent a lot of time preparing for their journey.<br/>D They planned to cross the Bering Land Bridge and travel into Asia.</p> <p><b>4 Why did Sacajawea join the Lewis and Clark expedition?</b></p> <p>F She wanted to search for her husband.<br/>G She planned to trap fur bearing animals on the trip.<br/>H She was the daughter of William Clark.<br/>J She was an interpreter for the group.</p> | <p><b>5 Where did the Santa Fe Trail <u>begin</u>?</b></p> <p>A New York City<br/>B Independence, Missouri<br/>C Santa Fe, New Mexico<br/>D Los Angeles, California</p> <p><b>6 To survive in the wilderness, mountain men –</b></p> <p>F ate bacon and eggs for breakfast<br/>G dressed like American soldiers<br/>H traveled in covered wagons<br/>J had to look and act like Native Americans</p> <p><b>7 By studying the map of the Oregon and Santa Fe trails, you learn that –</b></p> <p>A both trails started in the same state<br/>B the Oregon Trail ended in California<br/>C following the Santa Fe Trail took pioneers to Oregon<br/>D the Oregon Trail was south of the Santa Fe Trail</p> <p><b>8 After reading about Manifest Destiny, you get the idea that –</b></p> <p>F Americans felt they deserved to own the land in the West<br/>G Americans were too afraid to travel West<br/>H Americans didn't want land in the West<br/>J Americans felt the United States should only extend to the Mississippi River</p> |
|--|---|

READING

## Answers

- |                          |                          |
|--------------------------|--------------------------|
| <b>1</b> (A) (B) (C) (D) | <b>5</b> (A) (B) (C) (D) |
| <b>2</b> (F) (G) (H) (J) | <b>6</b> (F) (G) (H) (J) |
| <b>3</b> (A) (B) (C) (D) | <b>7</b> (A) (B) (C) (D) |
| <b>4</b> (F) (G) (H) (J) | <b>8</b> (F) (G) (H) (J) |



## LET'S TALK ABOUT IT



### AMERICANS IN WASHINGTON

During the 1800s, thousands of American pioneers made the dangerous journey along the Oregon Trail. Many died along the way. Those who made it were rewarded with fertile land and wide open spaces. Read the questions below about the brave pioneers. Write your answers on the lines provided. Attach a separate piece of paper if you need more room. Be ready to discuss some of your answers.

- **Traveling the Oregon Trail was a 2,000-mile journey that took six months.**

Was it worth it? If you had been part of a family that traveled to Oregon Country, what would have been the costs and the benefits of making the trip?

Costs: \_\_\_\_\_

\_\_\_\_\_

Benefits: \_\_\_\_\_

\_\_\_\_\_

Now decide whether you think it was worth making the trip. Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- **When the pioneers arrived in Oregon Country, they found Native Americans already living in the area.**

Pretend you were a Native American child living in Oregon Country. What were the costs and benefits to your family of American pioneers arriving in Oregon Country?

Costs: \_\_\_\_\_

\_\_\_\_\_

Benefits: \_\_\_\_\_

\_\_\_\_\_



### THE WHITMAN MISSION

In 1836, Marcus and Narcissa Whitman arrived in Oregon Country. They established a mission among the Cayuse people. A year later, the mission was destroyed and the missionaries were killed. Read the questions below about the Whitman Mission. Write your answers on the lines provided. Attach a separate piece of paper if you need more room. Be ready to discuss some of your answers.

- **The Whitman mission was built to teach the Cayuse people about Christianity.**

If you had been Marcus or Narcissa Whitman, what would you have done to show the Cayuse people that you were there to help them?

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After doing these things, why do you think the Cayuse people still wanted to destroy your mission and kill you?

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Pretend you were a member the Cayuse tribe. Describe how you felt when the Whitmans built the mission.

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Explain what happened that made your tribe burn down the mission and kill the Whitmans.

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# MOUNTAIN MAN STORY



Have you ever wondered what it would have been like to live back in the 1800s, and hunt fur bearing animals like the mountain men?

In this activity, you will travel back in time and write a story about when the West was an unsettled and dangerous place to explore.

- Directions:**
- Before beginning your story, organize your thoughts by answering the five questions below.
  - Write your rough draft on separate paper and have it edited. Make sure you include all of the details from the five questions you answered.
  - Write your final draft on the special paper provided by your teacher. Attach extra paper if you need more space.
  - Be prepared to read your story outloud to the rest of the class!

1. Describe who you are and what you looked like. \_\_\_\_\_

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2. Explain your reason for traveling through the West. \_\_\_\_\_

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3. Describe the kinds of danger you faced along your journey. \_\_\_\_\_

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4. How did you survive in a place where Native American attacks were so common? \_\_\_\_\_

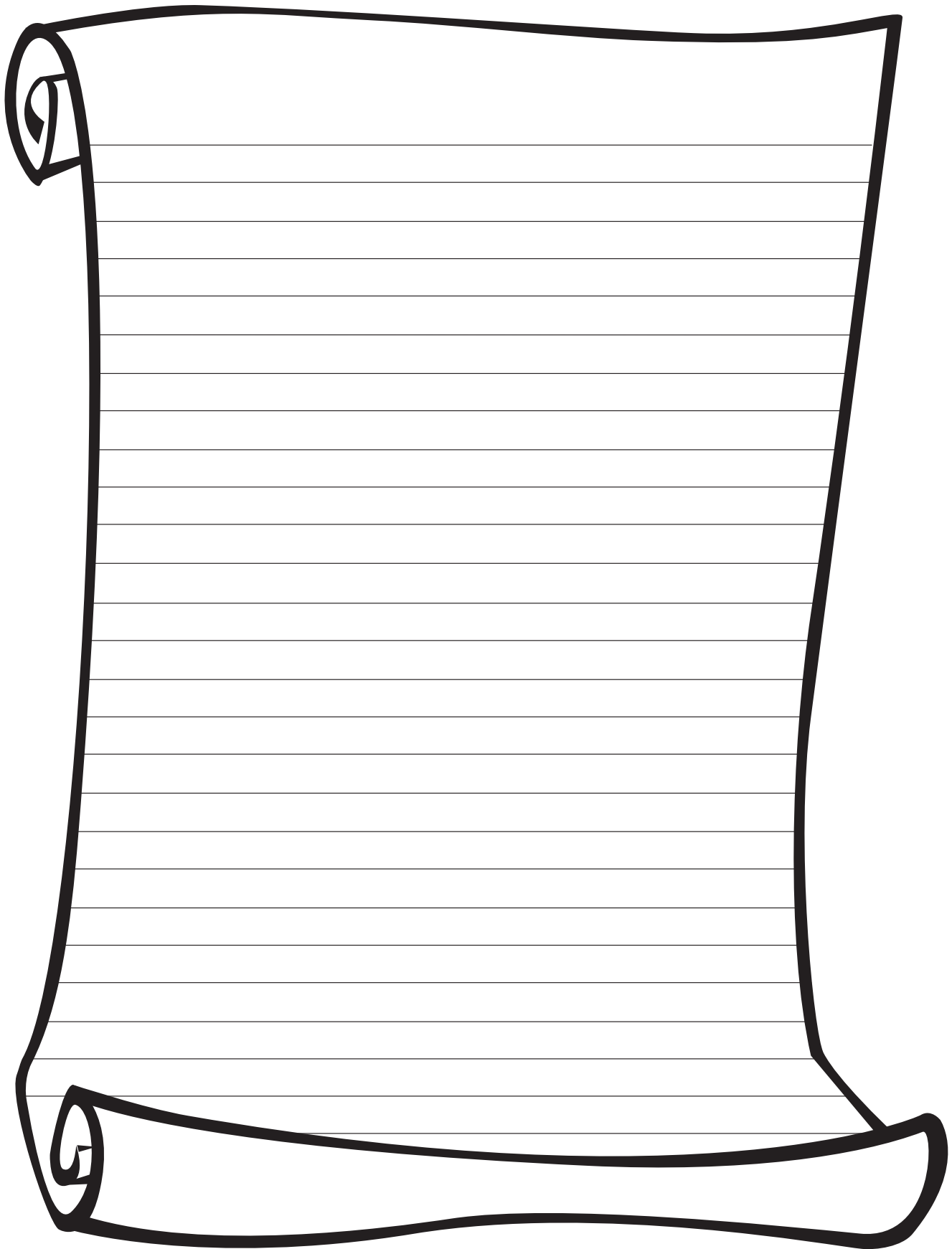
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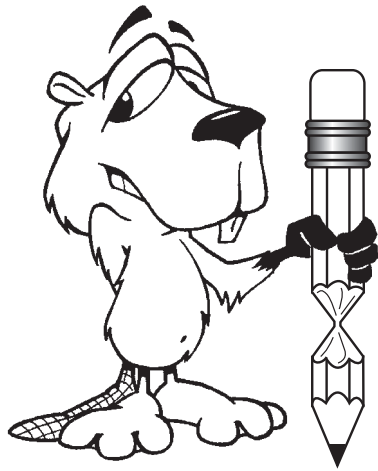
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5. Will we read about you someday? If so, how did you become famous? \_\_\_\_\_

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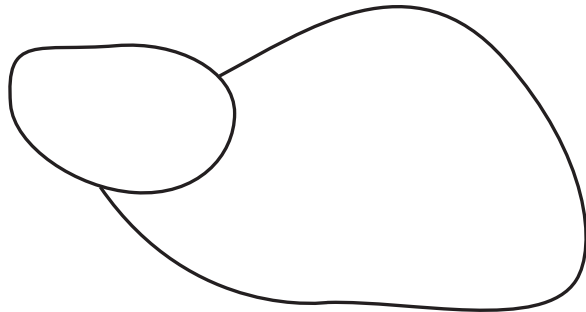




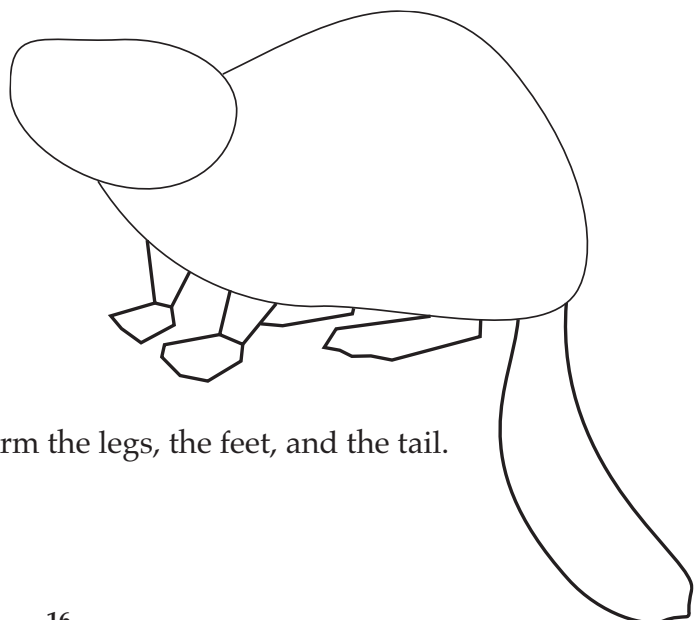
# HOW-TO-DRAW A BEAVER

**D**uring the late 1700s and 1800s, mountain men made the dangerous journey into the Pacific Northwest in search of fur bearing animals like beaver. The skins were used in the United States and Europe to make expensive fur hats. By the late 1850s, the fur trade ended. Beaver hats were replaced with silk hats as the newest fashion in Europe. In this activity, you will follow written directions to draw a beaver.

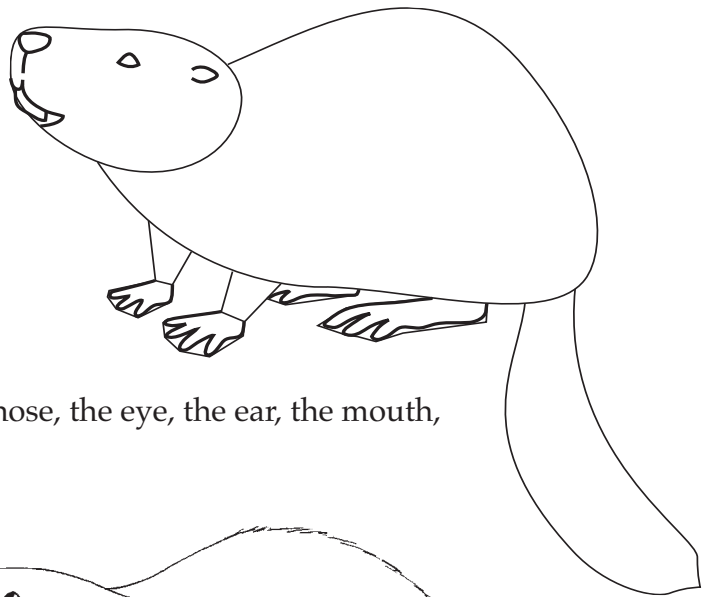
**Directions:** Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the step before it so that the lines can be clearly seen. You should keep your drawing very light.



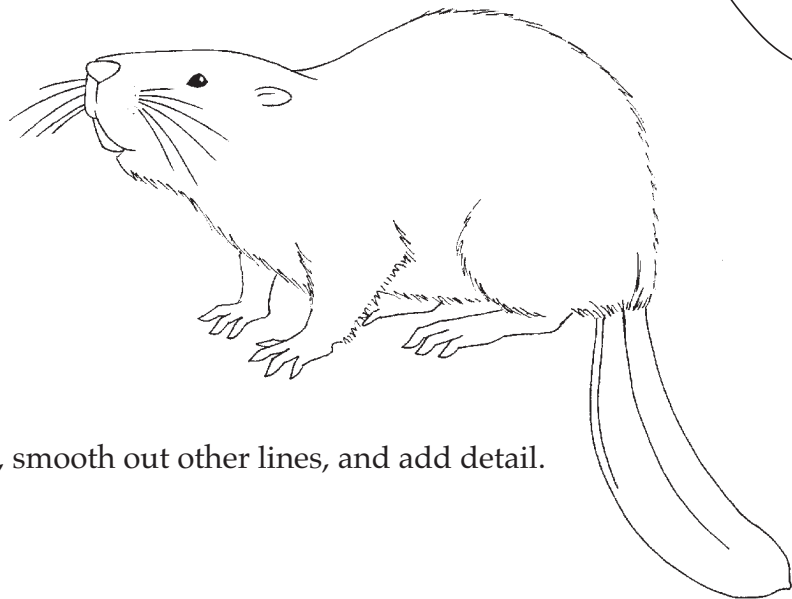
**1.** Draw these shapes to form the head and body.



**2.** Add lines to form the legs, the feet, and the tail.



3. Add lines to form the nose, the eye, the ear, the mouth, the teeth, and the feet.



4. Erase guidelines, smooth out other lines, and add detail.

### COLOR

Use your black coloring pencil to trace the outline of the teeth, nose, whiskers, eye, and tail of your beaver. Color the nose, eye, and tail black. Then use your brown coloring pencil to trace the outline of the beaver. Lightly color your beaver brown.

#### FAST FACTS:



- Young beavers are called kits.
- Beavers can weigh up to 70 pounds. This makes them the second heaviest rodent in the world.
- Beavers can block their throats with the backs of their tongues. Their lips can close around their **incisor** teeth to allow for carrying branches underwater without choking.
- Beavers can swim underwater for up to 15 minutes.



# VOCABULARY QUIZ

## AMERICANS IN WASHINGTON



**Directions:** Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. \_\_\_\_\_ Europe
2. \_\_\_\_\_ appendix
3. \_\_\_\_\_ keelboat
4. \_\_\_\_\_ interpreter
5. \_\_\_\_\_ ceremonies
6. \_\_\_\_\_ expedition
7. \_\_\_\_\_ fertile
8. \_\_\_\_\_ founded
9. \_\_\_\_\_ competed
10. \_\_\_\_\_ headquarters
11. \_\_\_\_\_ Great Britain
12. \_\_\_\_\_ missionaries
13. \_\_\_\_\_ generosity
14. \_\_\_\_\_ retiring
15. \_\_\_\_\_ kidnapped
16. \_\_\_\_\_ Pacific Northwest



- A. Someone who turns one language into another language so people speaking different languages can understand each other.
- B. Very uncomfortable conditions.
- C. Over and over again.
- D. Wide area of flat or rolling grasslands.
- E. Established or set something up for the first time.
- F. Business with big machines that saw wood into planks and boards.
- G. Person in a city, town, state, or country who enjoys the freedom to vote and participate in government decisions.
- H. Treating someone with fairness and honor.
- I. Land set aside by the United States government for Native Americans.
- J. A region of the United States that includes the states of Arizona, New Mexico, Oklahoma, and Texas.
- K. The sixth smallest of Earth's seven continents.
- L. Giving freely of time or money.
- M. People sent to spread a religious faith.
- N. Fought over.
- O. Promised to be loyal to something.
- P. Religious or spiritual gatherings.
- Q. A formal agreement.

17. \_\_\_\_\_ harsh

18. \_\_\_\_\_ addicted

19. \_\_\_\_\_ pioneers

20. \_\_\_\_\_ prairie

21. \_\_\_\_\_ Continental Divide

22. \_\_\_\_\_ Christianity

23. \_\_\_\_\_ respect

24. \_\_\_\_\_ Revolutionary War

25. \_\_\_\_\_ devoted

26. \_\_\_\_\_ destined

27. \_\_\_\_\_ sawmill

28. \_\_\_\_\_ Southwest

29. \_\_\_\_\_ measles

30. \_\_\_\_\_ reservation

31. \_\_\_\_\_ frequent

32. \_\_\_\_\_ temporary

33. \_\_\_\_\_ citizen

34. \_\_\_\_\_ incisor

35. \_\_\_\_\_ treaty



R. Leaving a job permanently to rest or try something else.

S. Early settlers who prepared the way for others to follow.

T. A region of the northwest United States that includes Washington, Oregon, Idaho, and Montana. It can also include the southwest part of British Columbia, Canada.

U. A religion based on the life and teachings of Jesus Christ.

V. Battle for independence between the English colonists in America and Great Britain.

W. A journey for the purpose of exploring.

X. Not able to stop participating in harmful activities like drinking alcohol or using drugs.

Y. One of four front cutting teeth in the upper or lower jaw.

Z. Rich soil that produces a large number of crops.

AA. Took someone without permission.

BB. Lasting for a limited amount of time.

CC. An island which includes England, Scotland, and Wales.

DD. An illness that causes fever and red spots all over the skin.

EE. Main centers of operation.

FF. The line separating areas that drain into the Atlantic Ocean from those areas that drain into the Pacific Ocean. The line usually follows the tops of the Rocky Mountains.

GG. A shallow covered river boat that is usually rowed or towed and used for carrying supplies.

HH. Events with outcomes that seem to have already been planned ahead of time.

II. A small pouch located at the upper end of the large intestine.

# GLOSSARY



**ad•dict•ed** not able to stop participating in harmful activities like drinking alcohol or using drugs.

**ap•pen•dix** a small pouch located at the upper end of the large intestine.

**cer•e•mo•nies** religious or spiritual gatherings.

**Chris•ti•an•i•ty** a religion based on the life and teachings of Jesus Christ.

**cit•i•zen** person in a city, town, state, or country who enjoys the freedom to vote and participate in government decisions.

**com•pet•ed** fought over.

**Con•ti•nen•tal Di•vide** the line separating areas that drain into the Atlantic Ocean from those areas that drain into the Pacific Ocean. The line usually follows the tops of the Rocky Mountains.

**des•tined** events with outcomes that seem to have already been planned ahead of time.

**de•vot•ed** promised to be loyal to something.

**Eu•rope** the sixth smallest of Earth's seven continents.

**ex•pe•di•tion** a journey for the purpose of exploring.

**fer•tile** rich soil that produces a large number of crops.

**found•ed** established or set something up for the first time.

**fre•quent** over and over again.

**gen•er•os•i•ty** giving freely of time or money.

**Great Bri•tain** an island which includes England, Scotland, and Wales.

**harsh** very uncomfortable conditions.

**head•quar•ters** main centers of operation.

**in•ci•sor** one of four front cutting teeth in the upper or lower jaw.

**in•ter•pret•er** someone who turns one language into another language so people speaking different languages can understand each other.

**keel•boat** a shallow covered river boat that is usually rowed or towed and used for carrying supplies.

**kid•napped** took someone without permission.

**mea•sles** an illness that causes fever and red spots all over the skin.

**mis•sion•ar•ies** people sent to spread a religious faith.

**Pa•ci•fic North•west** a region of the northwest United States that includes Washington, Oregon, Idaho, and Montana. It can also include the southwest part of British Columbia, Canada.

**pi•o•neers** early settlers who prepared the way for others to follow.

**prai•rie** wide area of flat or rolling grasslands.

**res•er•va•tion** land set aside by the United States government for Native Americans.

**re•spect** treating someone with fairness and honor.

**re•tir•ing** leaving a job permanently to rest or try something else.

**Rev•o•lu•tion•ar•y War** battle for independence between the English colonists in America and Great Britain.

**saw•mill** business with big machines that saw wood into planks and boards.

**South•west** a region of the United States that includes the states of Arizona, New Mexico, Oklahoma, and Texas.

**tem•po•rar•y** lasting for a limited amount of time.

**trea•ty** a formal agreement.

# ANSWERS



## ANSWERS TO COMPREHENSION QUESTIONS

1. C
2. J
3. C
4. J
5. B
6. J
7. A
8. F

## ANSWERS TO VOCABULARY QUIZ

- |       |        |        |        |
|-------|--------|--------|--------|
| 1. K  | 10. EE | 19. S  | 28. J  |
| 2. II | 11. CC | 20. D  | 29. DD |
| 3. GG | 12. M  | 21. FF | 30. I  |
| 4. A  | 13. L  | 22. U  | 31. C  |
| 5. P  | 14. R  | 23. H  | 32. BB |
| 6. W  | 15. AA | 24. V  | 33. G  |
| 7. Z  | 16. T  | 25. O  | 34. Y  |
| 8. E  | 17. B  | 26. HH | 35. Q  |
| 9. N  | 18. X  | 27. F  |        |

## MOUNTAIN MAN STORY GRADING CHARTS

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Answered each of 5 Prewriting Questions	<b>50</b> (10 points per question)	
Development of Character in Story	<b>20</b>	
Described Exciting or Dangerous Event in Story	<b>15</b>	
Orally Reading Story	<b>15</b>	
<b>TOTAL</b>	<b>100</b>	

## MECHANICS

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Spelling	<b>20</b>	
Punctuation	<b>20</b>	
Grammar	<b>20</b>	
Capitalization	<b>20</b>	
Sentence Structure	<b>20</b>	
<b>TOTAL</b>	<b>100</b>	