

# Explorers in Washington State

## What you will find in this Portable Museum

### **Artifacts:**

---

Sail Mending Kit	Net Shuttle	Ink Bottle Compass	Nails
Wooden Block	Flint Stone/Steel	Pumice	Siberian Coin
Oakum	Tinderbox	Thunder Egg	Trade Beads
Drawknife	Moccasin	Fossils	Pipe Tomahawk
Salt	Elk Skin	Pestle	Fur Samples
Candle	Folk Harp	Horn Spoon	Peace & Friendship Medal
Candle mold			

### **Large Display Photographs:**

---

Captain George Vancouver	North America 1720
Captain Bodega y Quadra	"Discovery" on the Rocks
Sacagawea	Encountering Native Americans by Canoe
Shooting a Star	Chinook Lodge
Ship Chandlery	J. H. Richard Studio

### **Documents:**

---

Skies of the Northern Hemisphere	Jefferson Letter to Lewis
Victuals for Voyaging	Columbia River Trout drawing
Steller's Sea Cow	Fort Clatsop
1792 Spanish Map	Lewis and Clark journal entry for Christmas Day
Vancouver's Gunner's Account	Pine Forest, Oregon

### **Map Transparencies**

---

North and South America 1680	Columbia River Mouth 1805
Russian Voyages 1754	Lewis and Clark 1814
Vancouver's Explorations 1792	Oregon Territory 1841

### **Other**

---

Slide Carousel	Personal Accounts and Biographies
Teacher's Manual	Tape/CD: Slide Show
Textbook: <i>Washington State</i>	

## KEY CONCEPTS

- I. Explorations of the Pacific Northwest were made by people seeking knowledge, nations seeking land, and merchants expanding trade routes.
- II. Maritime explorations and claims were carried out by navigators from several nations.
  - a. China - Official documents indicate that Hwui Shan sailed to North America in 458 A.D. and named what is known today as British Columbia, "Fusang."
  - b. Spain - Losing influence in world affairs, it saw the Northwest as an opportunity to strengthen its position. Eventually, the Spanish Crown decided to concentrate on its California claims.
  - c. Russia - These first explorers to land in the Northwest set sail from Siberia. The public agenda was scientific discovery. The more private agenda was developing the fur trade and expanding the Russian empire.
  - d. United States - During the Revolutionary War, the British closed the Atlantic seaports to American ships. American merchants began seeking trading opportunities in the Pacific. Most of the ships sailed out of Boston or Salem, Massachusetts.
  - e. England - In the late 18th century, faced with the loss of her American colonies, England wanted to secure her position in North America. She feared the growing Russian and Spanish presence there. The increasing wealth brought to her by overseas trade made the quest for a Northwest Passage a prime motivating factor in pushing for exploration of the Northwest.
  - f. France - Conte de la Perouse explored the Alaskan coast in 1786.
- III. Overland exploration was carried out primarily by Americans propelled by the belief in Manifest Destiny.
  - a. 1792/3 - Alexander Mackenzie, trader for the British-owned North West Company, was the first European to cross the continent, through Canada.
  - b. 1804/6 - Lewis & Clark - Scientific expedition called for by President Thomas Jefferson to find a route to the Pacific and to study the land, geology, plant and animal life, and native people along the way. They were the first United States citizens to cross the North American continent.
  - c. 1841 - Lieutenant Charles Wilkes - An overland expedition from Puget Sound to Oregon to map the geographical features and make other scientific investigations.
- IV. Native Americans were contacted for the first time.
  - a. Explorers traded beads, mirrors, objects made of metal and other things to the Native Americans in exchange for food and furs.
  - b. Native American society was irreversibly changed with the introduction of European objects and ideas.
- V. The explorers' legacy includes geographic and scientific knowledge, establishment of the fur trade, the foundation for future settlements, and the eventual domination by the United States of the present state of Washington.

# Explorers

## Planning Calendar: Primary Grades

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in this Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Analyzing Artifacts	<u>Lesson Plan 7:</u> Journaling	<u>Lesson Plan 3:</u> Explorers and Food	<u>Lesson Plan 4:</u> Explorers and Transportation
			<u>Activity:</u> Making Hardtack and/or Salt	<u>Activity:</u> Role Playing or Making Candles
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 5:</u> Explorers' Homes	<u>Lesson Plan 8:</u> Trade Economy	<u>Lesson Plan 6:</u> Mapping	<u>Lesson Plan 9:</u> Timeline	<u>Lesson Plan 10:</u> Compare and Contrast
			<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included in the Teacher's Manual for related children's literature.

# Explorers

## Planning Calendar: Intermediate Grades

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in this Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 4:</u> Daily Lives	<u>Lesson Plan 5:</u> Trade Economy
			<u>Activity:</u> Craft Projects	
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 6:</u> International Competition  Or  Begin <u>Lesson Plan 8: Mapping</u>	<u>Lesson Plan 7:</u> Winter at Fort Clatsop	<u>Lesson Plan 9:</u> Timeline  Or  Finish <u>Lesson Plan 8: Mapping</u>	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
			<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1: K-W-L (Part Two)</u>	

Also, check the bibliography included in the Teacher's Manual for related children's literature.

# Explorers

## Planning Calendar: Middle School

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in this Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 7:</u> Winter at Fort Clatsop	<u>Lesson Plan 4:</u> Daily Lives
				<u>Activities:</u> Craft Projects
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 5:</u> Trade Economy  Or <u>Lesson Plan 9:</u> Journaling	<u>Lesson Plan 6:</u> International Competition  Or Begin <u>Lesson Plan 8:</u> Mapping	<u>Lesson Plan 8:</u> Mapping	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
			<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included in the Teacher's Manual for related children's literature.

# Explorers

## Planning Calendar: High School

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in this Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 4:</u> Daily Lives	<u>Lesson Plan 8:</u> Mapping
			<u>Homework:</u> Complete one of the craft projects and write a reflective essay	<u>Homework:</u> Assign mapmaking activity from Lesson Plan 8
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 9:</u> Journaling	<u>Lesson Plan 6:</u> International Competition  Or  Finish <u>Lesson Plan 8:</u> Mapping	<u>Lesson Plan 7:</u> Winter at Fort Clatsop	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
	<u>Homework:</u> Research project from Lesson Plan 6		<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included in the Teacher's Manual for related literature.