



## Student Response Items: Grade 2

### Directions

Choices may be made by teachers or students. Working time can be limited to finishing on site, or activities may be finished back at the classroom. Some student response items could be used before a trip to the museum or for follow-up activities. Informing museum staff of choices before visit may help direct museum tour.

### Cowlitz Tribe

Use a piece of 9x12 paper to make a 4 frame. Draw and label 4 items you see in the cases.

How did the Cowlitz Tribe cook in baskets without burning them?

Write or draw the steps that you think were needed to make a basket.

### Touch Me Table

How is the candle from the table like and different than the candles we buy today?

How are the sheep's wool and the beaver fur alike and different?

How would you make 20 candles using the mold?

### Oregon Trail

Draw a picture of you and your family on the Oregon Trail.

### Pioneer Cabin

If you had to live in the cabin for one month, what would you like the most? What would be the hardest?

### Country Store

Pretend that you are going to buy 3 birthday or Christmas gifts at the County Store. Who will get the gifts and how will they use them?

In the store a dining chair could cost \$1.00. A rocking chair might be as much as \$2.50, and a child's rocker could be \$.48. How much do wooden chairs cost today?



## 2<sup>nd</sup> Grade Responses      page 2

### **Logging and Bunkhouse**

Make a list of the tools you see in the Logging exhibit and tell how they were used.

Use a piece of 9x12 paper to make a 4 or 6 frame. Draw and label the tools you see in the exhibit.

### **Railroads**

Why do steam trains need to stop for water?

What was the fireman's job?

How was the Tacoma different than other ferryboats on the Columbia River? Why is it no longer needed?

### **River Travel**

On a 6 frame piece of paper, draw and label 6 types of boats that have been or could be seen on the Cowlitz River. You may include canoes, bateaux, paddle wheelers, tugboats, etc.

### **Roads and The Cowlitz Corridor**

Pretend you are going to take a "day trip" in the old truck. Are you going on a summer picnic, to pick apples or huckleberries, to get firewood, or cut a Christmas tree? What will the weather be like for your day? Who will go with you? How will you dress? Who will drive? What will you take? What will happen along the way?

### **Cities**

Make a map of the county and show the cities.

### **Not to Teachers: Student Response Items to Share**

If you would like to have student work considered for publication in the *Newsletter*, please make copies of the completed papers, identifying the students, teacher and school. Send the copies to the museum, Attention Danielle. Our newsletters are published in Sept., Nov., Feb., and May.



## Student Response Items: Grades 3-4

### Directions

Choices may be made by teachers or students. Working time can be limited to finishing on site, or activities may be finished back at the classroom. Some student response items could be used before a trip to the museum or for follow-up activities. Informing museum staff of choices before visit may help direct museum tour.

### Cowlitz Tribe

Study the baskets in the case. Choose 2 or 3 and describe or draw them in detail.

Choose 6 tools shown in the exhibit. Make a 6 frame from a piece of 9x12 paper; illustrate and write a short descriptive label for each.

Indian Mary was 115 years old when she died in 1970. When was she born? What happened during her lifetime? (Bridget Swanger, T&L 371)

### Exploration/Fur Trade/Early Settlement

The Hudson's Bay blanket in the case is a \_\_\_\_ pelt blanket. How many beaver pelts would you need to trade if you wanted 3 blankets?

How would you make 5 dozen candles using the mold?

### Oregon Trail Emigration and Pioneer Cabin

Look at the glasses in the case. Pretend that they belong to someone in your family who is on the Oregon Trail. Draw a picture of that person wearing the glasses. Name the person.

Pretend that you will live in the cabin for a week. What will you bring from home? What will you eat? What will you do? Write a short story.

### Country Store

Make an 8 frame picture from a piece of 9x12 paper. In the top row draw and label 4 items you see in the store. In the bottom row draw and label 4 items you would find in a modern store.

In the store a dining chair could cost \$1.00. A rocking chair might be as much as \$2.50, and a child's rocker could be \$.48. How much do wooden chairs cost today? Write two math problems using your information.



## 3<sup>rd</sup>-4<sup>th</sup> Grade Responses page 2

### **Logging and the Bunkhouse**

Look at the boy in the mural. How old do you think he is? What could he be doing at the logging camp?

Make a list of the tools you see in the Logging Exhibit and tell how they were used.

Draw a floor plan of how you think a bunkhouse for 15-20 loggers may have looked?

### **Railroads and River Travel**

Which railroad photograph do you like best? Tell why you like it.

Why did steam trains need to stop for water?

How was the *Tacoma* different from other ferryboats on the Columbia River? Why is it no longer needed?

What are the names of the steamboats shown in the photographs?

On a 6 frame piece of paper, draw and label 6 types of boats that have been or could be seen on the Cowlitz River. You may include canoes, bateaux, paddle wheelers, tugboats, etc.

### **Roads and The Cowlitz Corridor**

Draw the Model T truck and a modern truck. Label both of your drawings.

Make a list of safety features on modern trucks that you don't see on the Model T.

Make a 4 frame piece of paper. In each frame draw one form of transportation with background that could be copied and used on a note card.

### **Cities and Maps**

Look for photographs of your city or a town near your home. How has the city changed since the photographs were taken?

How many maps are on the walls of the Gallery? How are they alike and how are they different?

### **Note to Teachers: Student Response Items to Share**

If you would like to have student work considered for publication in the *Newsletter*, please make copies of the completed papers, identifying the students, teacher and school. Send the copies to the museum, Attention Danielle. Our newsletters are published in Sept., Nov., Feb., and May.



## **Student Response Items: Grades 5-6**

### **Directions**

Choices may be made by teachers or students. Working time can be limited to finishing on site, or activities may be finished back at the classroom. Some student response items could be used before a trip to the museum or for follow-up activities. Informing museum staff of choices before visit may help direct museum tour.

### **Cowlitz Tribe**

Study the large picture of Mt. Coffin and the canoe. Pretend that you and a friend will spend the morning fishing in the Columbia River from the canoe. Start a one-two page story about your morning that you can finish later.

Study the string of beads in the case. Choose 2 or 3 and describe them in detail.

Indian Mary was 115 years old when she died in 1970. When was she born? What things happened during her lifetime? (Bridget Swanger, T&L 371)

### **Exploration/Fur Trade/Early Settlement**

Study the pencil drawing of the Columbia superimposed on the picture of the Queen Mary. Open the bifold to see the cross-section of the ocean liner. Turn back a page and study the cross-section of the Spanish Galleon. Write 10 facts you learned about each vessel as you read the information or studied the diagrams. You may use the "Jeopardy" format.

When would families usually make candles? Explain your answer. (Kathy Duncan, T&L 371)

### **Oregon Trail Emigration**

Study the wooden mallet in the case. A. Make an attribute list of 6 to 10 items to record what you notice. B. In one or two sentences answer these 4 questions: How much do you think it weighs? What type of wood was used to make the mallet? How was the mallet made? How is it held together?

### **Pioneer Cabin**

You entered a contest and won first prize: You will live in the cabin for one month. What month did you choose? How will you prepare for the month? What will you do during your stay? How will you prepare the cabin for the next visitor?



5<sup>th</sup>-6<sup>th</sup> Grade Responses page 2

**Country Store**

You have 4-6 people on your Christmas shopping list. Some are children and some are adults. What gift would you choose for each person? Explain your choice and how that person would use the gift you selected.

In 1893, you and your family come into town once each month to do your shopping. What month is it? Which 10 items will you purchase and why is each important? (Sativa Carter, T&L 371)

**Logging**

Choose one of the loggers in the mural. A. Describe and name him. B. Write ten questions you could ask him in an interview? C. Write a dialogue between the two of you.

One of the men in the mural is wearing a suit. Who might he be? Why is he there? What will happen because he visited the camp? (Misty Shanks, T&L 371)

Make a matching test from the logging display. Make titles for you columns: Tools and Use.

**Bunkhouse**

Draw a floor plan of how you think a bunkhouse that slept 10-25 men in a logging camp might have looked.

**Railroads**

Imagine you work on the *Tacoma* and will transport a train across the Columbia River from Kalama to St. Helens or Goble. Choose one of the following: A. Make a checklist of things that need to be done before, during, and after the engine and train cars are loaded on the ferry. B. What are some of the skills the captain and engineer will need to use for a successful crossing? C. Write a story about an eventful but successful crossing. [CHQ 1985 V27#1]

**River Transportation**

What jobs do you think people would have had on the sternwheelers? Tell what they would have done and why those jobs were important?

**Roads**

Study the Model T truck and compare it with a truck of today. Choose one of the following: A. Draw the Model T and a modern truck. Label your drawings. B. Make a Parts List and show how that part looks on both trucks. C. Write a compare/contrast paragraph about the two trucks. (Susan Dickey, T&L 371)



## 5<sup>th</sup>-6<sup>th</sup> Grade Responses page 3

### Cities

Consider the following:

Kalama, where “Highway, Rail and Water Meet”

Kelso, “The City of Friendly People”

Longview, “The Planned City”

What do the slogans tell about these cities? Do other cities in the country have slogans, and if so what are they and what do they tell about the city?

### Maps

How many maps do you see on the walls in the Gallery? What is the title of each? How are the maps alike and how are they different?

Draw your own map that combines information of two or three of the maps. Make a legend/key for your map.

### Travel in the Cowlitz Corridor

Choose one of the methods of Transportation shown in the Gallery on which to take a three-day trip. Write a daily journal of you planning and your trip. Will you go alone, with your family, or friends? What will you pack? Where will you go? What will you do and where will you stay during your travels? Will you have any adventures or solve any problems along the way?

Use a piece of 9x12 paper to make a 4 frame. In each frame draw or sketch one form of transportation with background that can be copied and used as the cover of a not card.

### Note to Teachers: Student Response Items to Share

If you would like to have student work considered for publication in the *Newsletter*, please make copies of the completed papers, identifying the students, teacher and school. Send the copies to the museum, Attention Danielle. Our newsletters are published in Sept., Nov., Feb., and May.



## Student Response Items: Grades 7-8

### Directions

Choices may be made by teachers or students. Working time can be limited to finishing on site, or activities may be finished back at the classroom. Some student response items could be used before a trip to the museum or for follow-up activities. Informing museum staff of choices before visit may help direct museum tour.

### Looking at Exhibits

#### *Overview*

The theme of the Gallery is “Cowlitz Corridor.”

What does that tell you about this region of SW Washington?

As you look at each exhibit think about how it fits into its time frame and the theme.

If you could put the items from the temporary exhibit into the main part of the gallery, where would you place them and why?

The floor plan of the exhibits in the Gallery is in a shape like a bubble-letter **U**.

Draw a sketch of the floor plan and label the major exhibit areas.

Notice the maps on the walls in the section of the Gallery.

Make your own map using a key to combine two or three of the maps into one.

#### *Looking at the parts*

In a group of three, study one section of the Gallery. Select one person to report on each of these questions?

1. If you looked at just the photographs on the walls, without reading any of the labels, what would you learn about the area?
2. If you studied only the artifacts exhibited, what would you learn about the area?
3. How do the labels tie the photographs and the artifacts together?

Choose 2-3 items in different sections of the Gallery that are not labeled and write labels for them.

### Cowlitz Corridor

Needed: Washington State outline map (showing the rivers if possible), tracing paper cut the same size as the paper for your map, colored pencils.

Task A Make a Cowlitz Corridor Map which includes the following: coastal and Cascade mountains, major rivers between Puget Sound and the Columbia River, cities or towns along these rivers as well as along the Lower Columbia west from Vancouver WA, and a legend for your map.

Task B-1 On the tracing paper make an overlay of your map to show the major roads in the Cowlitz Corridor in 1880, 1940, and 2000 with a legend.

Task B-2 On the tracing paper make an overlay of railroads in the Cowlitz Corridor in 1885, 1910, 1935, and 1960 with a legend.

### Cowlitz Tribe

Illustrate and label major seasonal activities for men, women, or children during the year in “A Round of Life.”



## Exploration and Settlement

Task A-1 Pretend that you were 12 years old in 1850 when your family first settled near \_\_\_\_\_ (name of nearby town or landmark). Choose a month and day for your arrival. In a diary entry, describe your arrival and the challenges you may face in this place that will be your new home. *Include notes about the weather, land, forest, wildlife, rivers and your feelings.*

Task A-2 Pick the date of 10<sup>th</sup>, 25<sup>th</sup> or 50<sup>th</sup> anniversary of your arrival to write a second diary entry. How old are you? How have your home, land, and family changed?

Task B Use the information in A-1 or A-2 to write a persuasive letter to a friend “back home”. Will your letter encourage the friend to move, stay, or come for a visit?

Needed: 12x18 inch drawing paper folded in half and drawing supplies, water color, or oil pastels. Using the information in writing tasks A and B, make before and after pictures of your homestead in the Cowlitz corridor.

## Country Store and Logging

Pretend you are the owner of a country store similar to the one in the museum and you are preparing you order for the next two years.

Choose the years and list ten items you will order.

Answer the following questions for one or more of the items: (1) Where are your suppliers? (2) How will you send your order? (3) Where will the items be manufactured? (4) How will the freight be shipped to you? (5) How long will it take to receive your order?

Pretend you are an item on the order. Write a story about your shipment from your manufacturer to the \_\_\_\_\_ County Store in \_\_\_\_\_, Washington Territory.

Make an illustrated glossary of logging tools or equipment seen in the exhibits.

Pretend that you are the “camp cook.”

Make a list of daily chores that need to be done at/for the cook shack.

Write a daily schedule for yourself and your one or two helpers.

Make a menu for one day’s breakfast, lunch, and supper. Include the quantities of food needed to be prepared for the crew of 25. (How many pancakes?)

Start a recipe file with an item or meal on your menu.

## Transportation

Need: 12x18’ drawing paper folded to make a 6 frame and drawing supplies. Make a title frame. In the other frames make labeled or captioned drawings of river craft used on one or more rivers in the Cowlitz Corridor through 1910. You may include canoes used by the native tribes, canoes and bateaus used by explorers and early farmers, sailing ships and steamboats.

## Note to Teachers: Student Response Items to Share

If you would like to have student work considered for publication in the *Newsletter*, please make copies of the completed papers, identifying the students, teacher and school. Send the copies to the museum, Attention Danielle. Our newsletters are published in Sept., Nov., Feb., and May.