

## **Section 6**

### **Social Studies**

#### **Compare and Contrast**

There were many differences between the Indian and the Euro-Americans. By breaking your students into small groups you can assign them a topic and have them do research on their respective topics. Suggestion: It might be a good idea to have various groups research an Indian version of life during the mission times (approx. 150 years ago) or present Euro-American version. Afterwards, the two versions could be presented, compared, and discussed. Writings and murals depicting various topics could be shared with others in the class. This guide contains a Compare & Contrast section that discusses cultural differences. Other topics of cultural differences and sample questions for students could include the following:

#### **Shelter**

- 1) What was the primary difference between the Cayuse housing/shelter and that of the coastal or Plains Indians?
- 2) Why did Marcus Whitman use adobe material and not wooden materials for structures built at the mission site?
- 3) Describe the steps necessary to construct adobe bricks.
- 4) What is tule or bulrush? Where is it found? What is it used for?
- 5) Why did the Cayuse Indians live in temporary shelters?
- 6) Did the Cayuse Indians live in shelters during the entire year?

#### **Food**

- 1) Did the Cayuse farm or cultivate any land?
- 2) What food did the Cayuse eat at different times/seasons of the year?
- 3) What did the pioneers eat on the trail?
- 4) How did the Indians make and maintain their fires? Was this method similar or different from the pioneers' method?
- 5) How much land did Whitman farm and what did he plant?

6) Why did Marcus Whitman want the Cayuse to farm the land?

7) What is a grist mill? How does it work?

### **Transportation**

1) How did the Cayuse carry or transport heavy items?

2) What type of tools and living materials did the Indians use?

3) How did the pioneers travel along the Oregon Trail?

4) What changes and improvements were made in the design of the covered wagon throughout the years of use of the Oregon Trail?

5) Did travelers along the Oregon Trail ride inside the wagons? Why or why not?

6) How did pioneers travel down the Columbia River? What were other options besides going down the river?

### **Medicine**

1) What was the name given to the Cayuse Indian medicine person?

2) What type of training did this medicine person possess?

3) In Cayuse culture, what could ultimately happen to a medicine person if one of his/her patients died?

4) How much training did Marcus Whitman have in medicine? Is the training Marcus Whitman received comparable to the training a doctor would need to practice medicine today?

5) Explain the medical procedures that Marcus Whitman used for various illnesses. Are these procedures similar or different that would be used today for the same illnesses?

6) Did these remedies differ from those of the Cayuse Indians? If so, what were the differences?

7) Which medical practices were most effective: those used by the Cayuse or the Euro-Americans? Why?

### **Clothing**

1) What types of clothing did the Cayuse Indians wear?

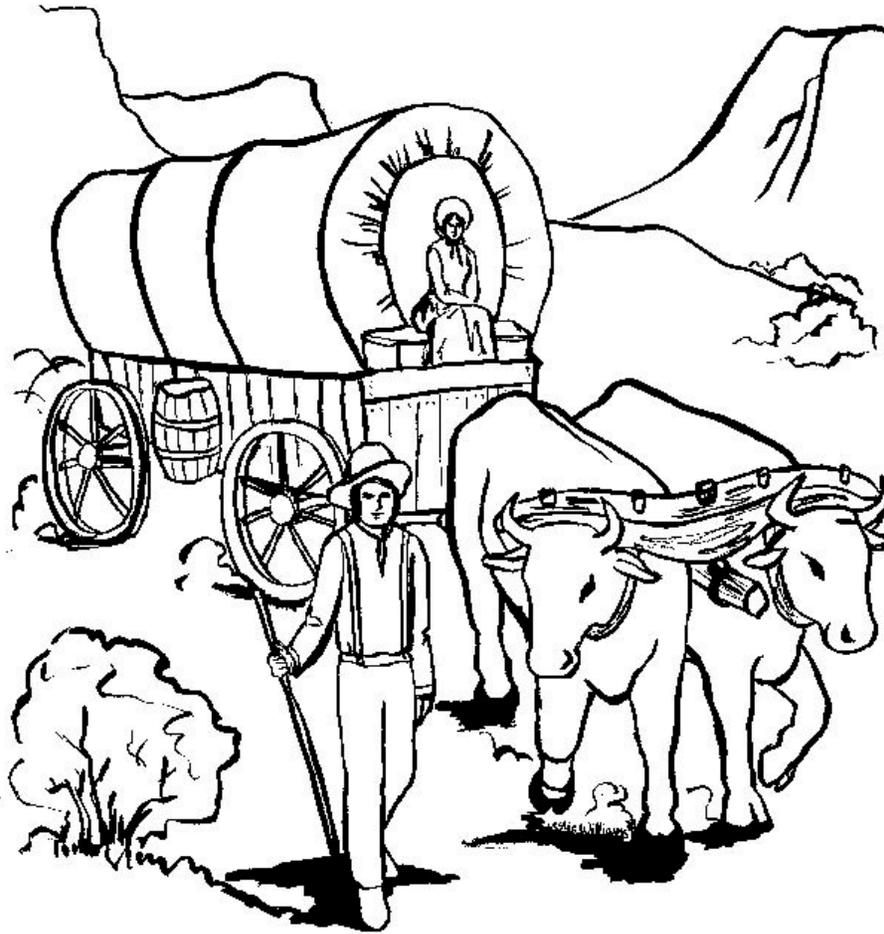
- 2) What materials were used to make Indian clothing?
- 3) What types of clothing did the pioneers wear?
- 4) What materials were used to make pioneer clothing?
- 5) What colors of natural dyes were available to the Indians and the pioneers? What was used to produce natural dyes?
- 6) Which type of clothing was more durable and warmer during the winter months—the pioneer or Indian clothing?
- 7) Was it possible for the pioneers and Indians to obtain pre-made clothing, or was it necessary to make all of their garments?

### **Cultural Differences Between the Missionaries and Cayuse**

- 1) The Cayuse believed that their doctors possessed supernatural power. The missionaries knew that doctors held no supernatural powers.
- 2) The Cayuse had a custom that if a doctor could not cure a patient then the relatives could seek revenge by killing the doctor (or Medicine Man). The missionaries were saddened by death, but they did not avenge a death by killing the doctor.
- 3) The Cayuse, especially the wealthy Cayuse, practiced polygamy (a man has more than one wife). The missionaries had only one wife.
- 4) Cayuse women, or slaves, performed all menial tasks. Missionaries split tasks.
- 5) The Cayuse people were nomadic. Their concept of land ownership differed from the Euro-Americans. They had loosely defined tribal boundaries and each band, or family group, had even more loosely defined boundaries. The Cayuse hunted and gathered food from the land. Fences and agriculture were foreign to them. Manual labor was considered to be for slaves and other tribes. After obtaining the horse, the Cayuse became shrewd traders and consequently, they traded more and hunted less. Missionaries glorified work. They put up fences and farmed the land.
- 6) The Cayuse revered the land and its natural features; everything had a meaning in their legends and religion. The missionaries used the land for cultivation and profit.



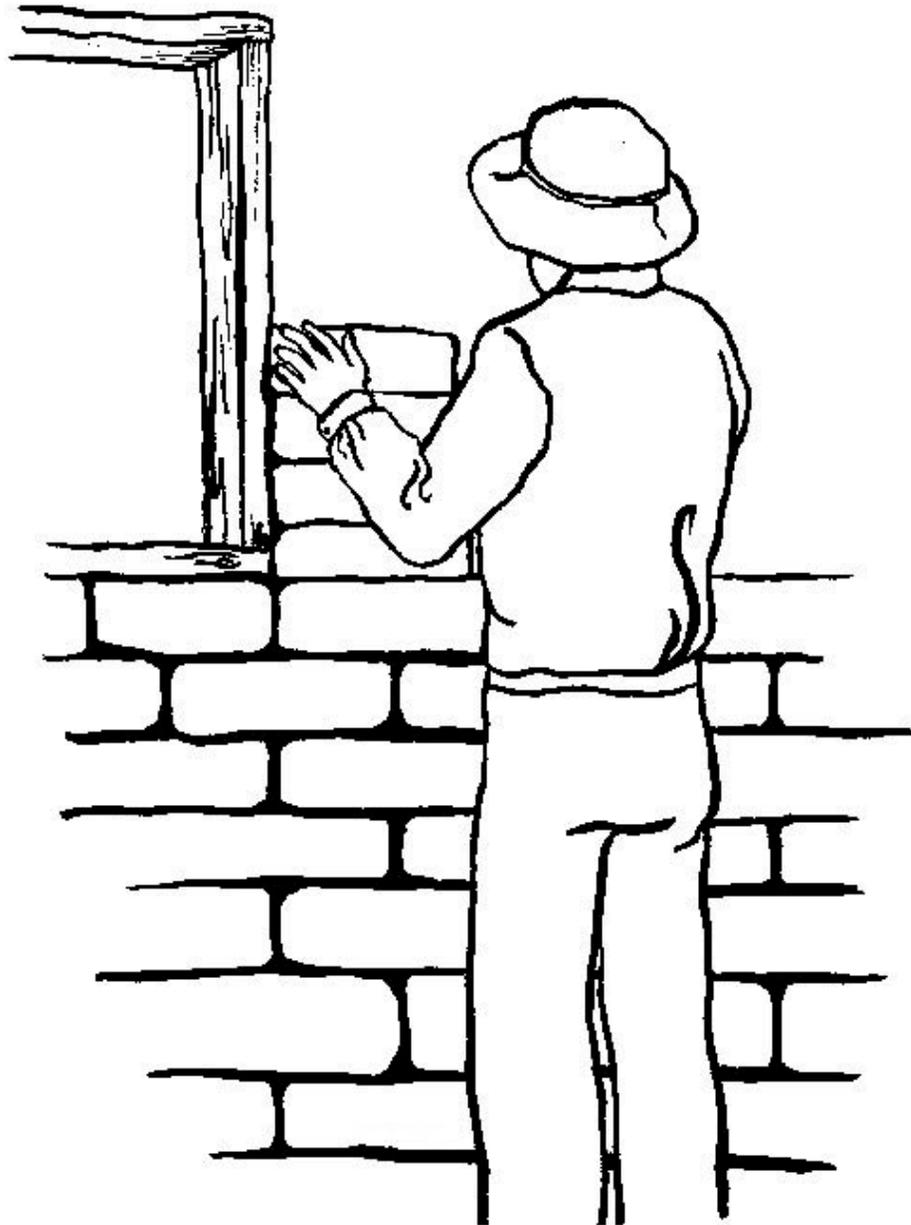
When Indians moved camp they packed their belongings on horses



Most settlers used wagons to haul their belongings over the Oregon Trail.



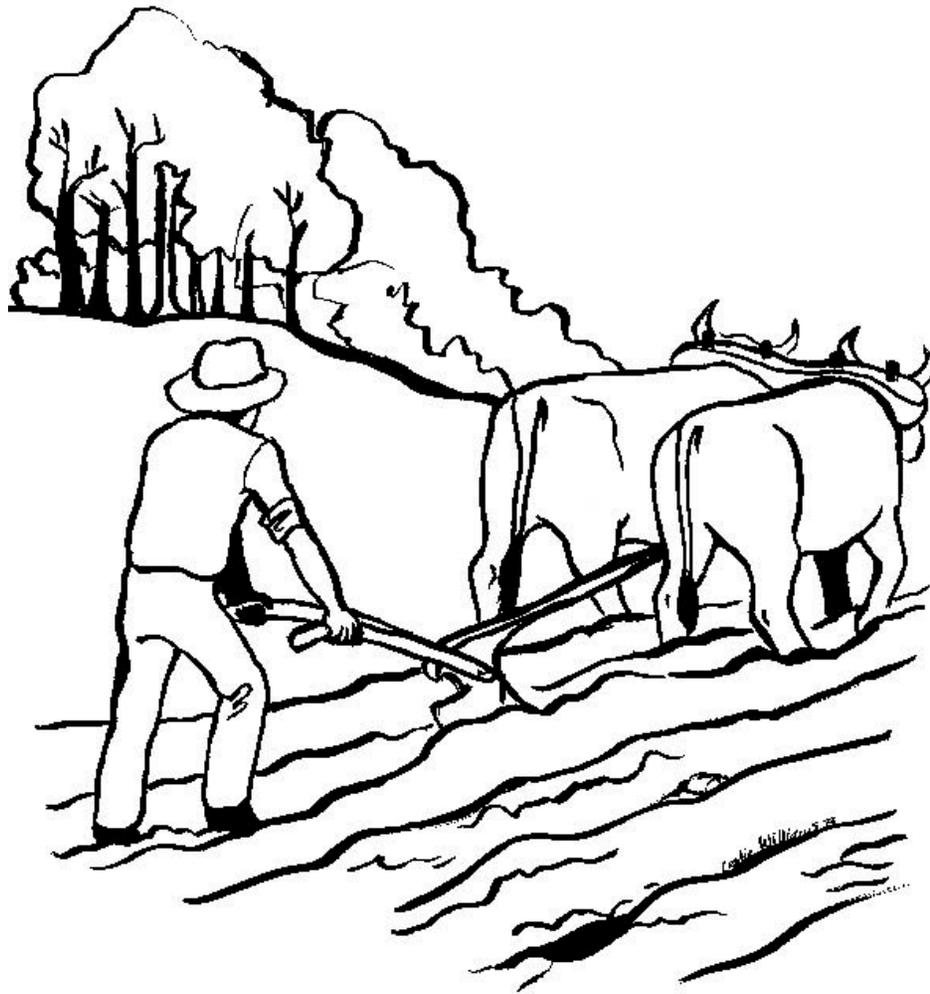
The Indians lived in lodges made from reed mats and poles. Lodges could be moved to new hunting and fishing grounds.



Adobe is dried mud.  
The Whitmans built their houses from adobe bricks.  
These houses could not be moved.



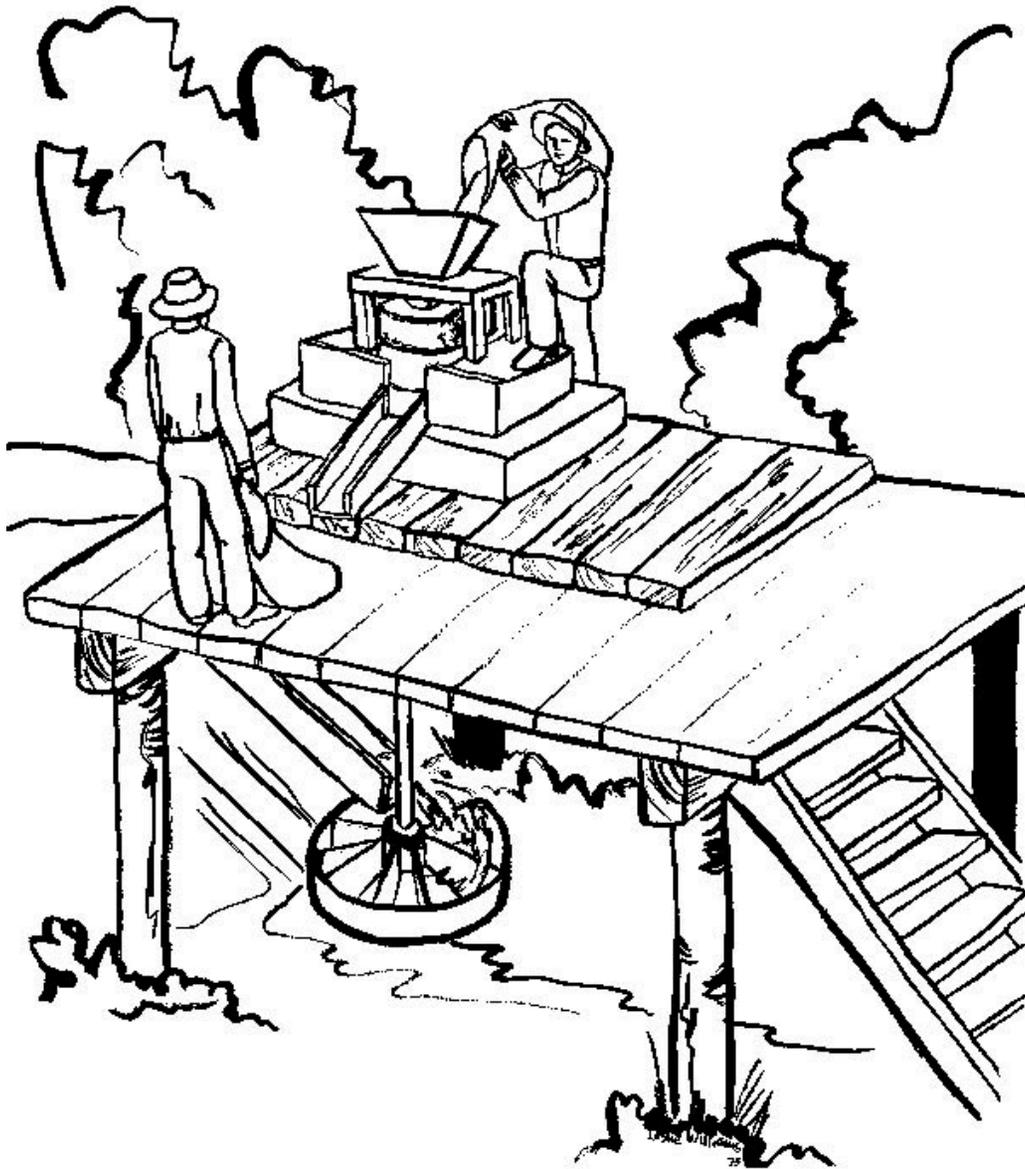
The Indians gathered seeds, fruits, and roots from plants growing wild.  
Each year they could come back and gather more.



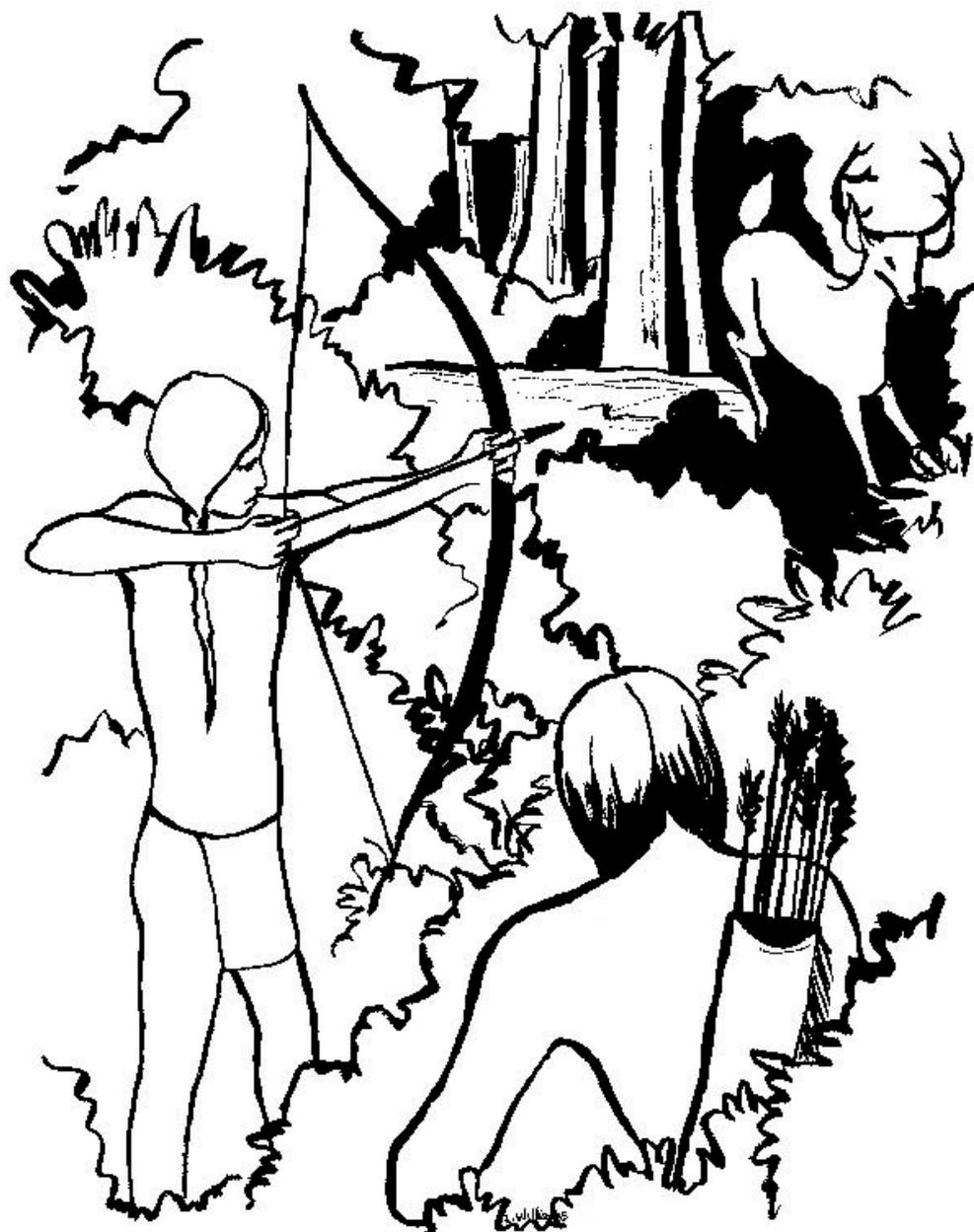
The missionaries plowed the land and planted wheat, corn, and other crops.



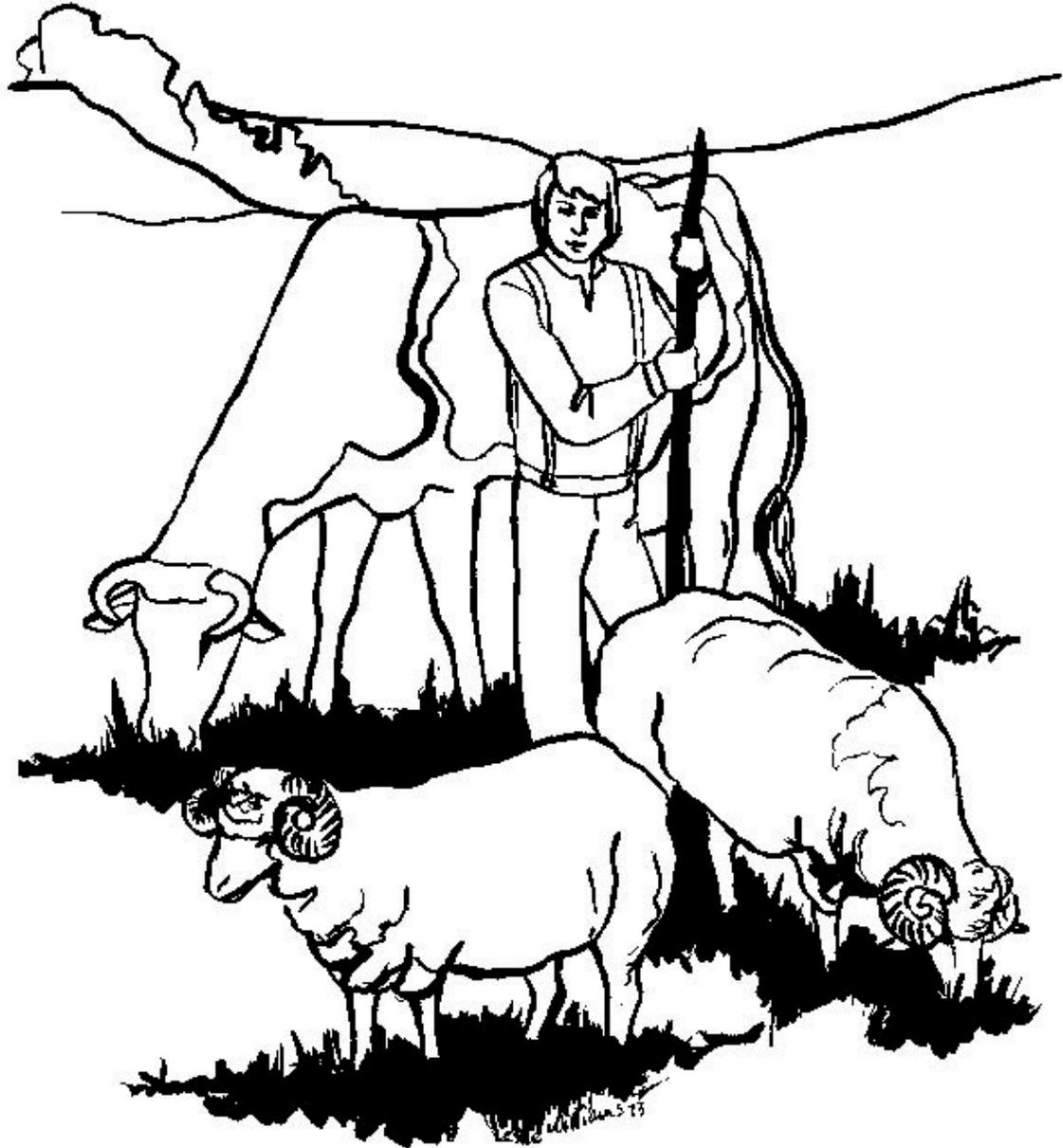
Indian women would use a mortar and pestle to grind roots into flour.



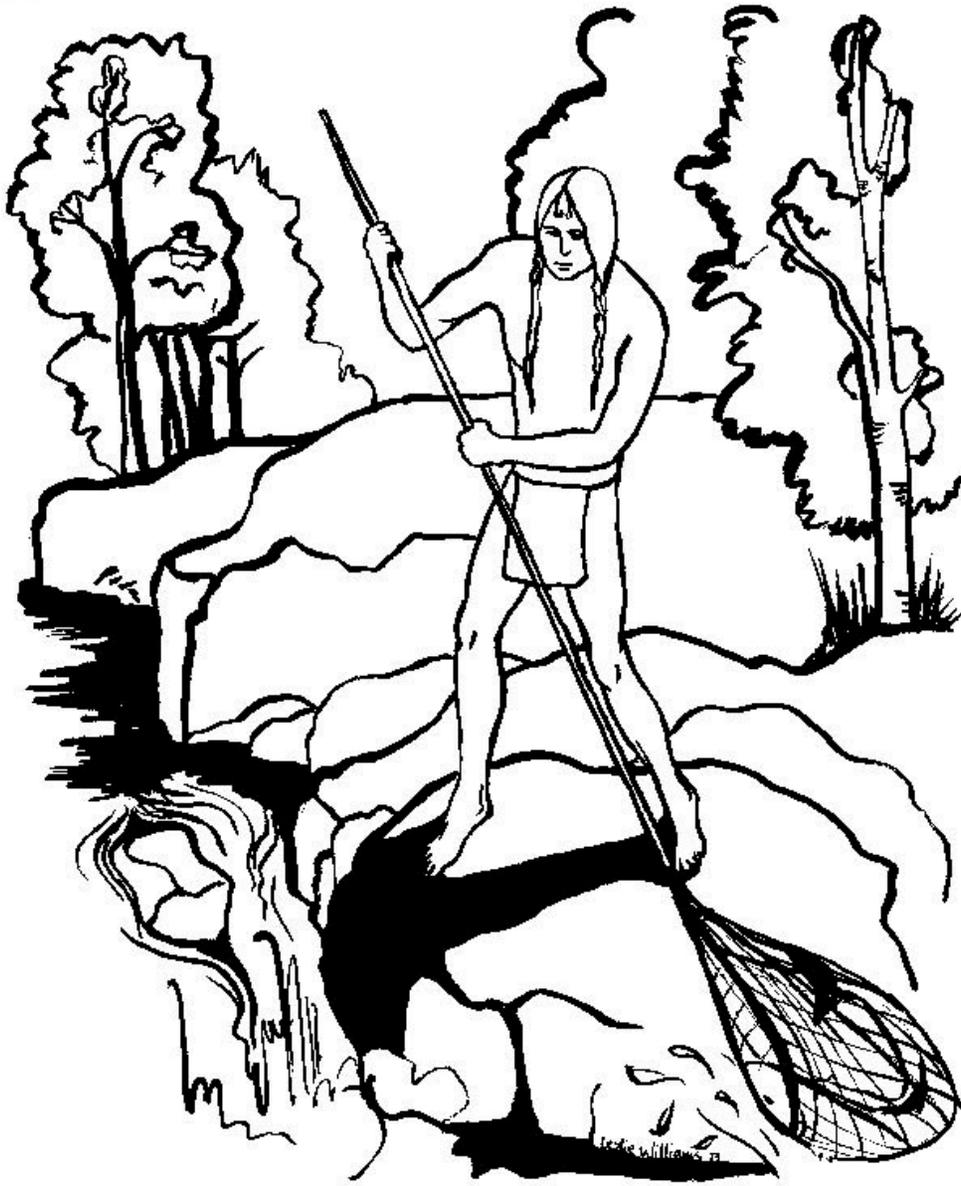
A gristmill was built at Whitman Mission to grind wheat into flour.



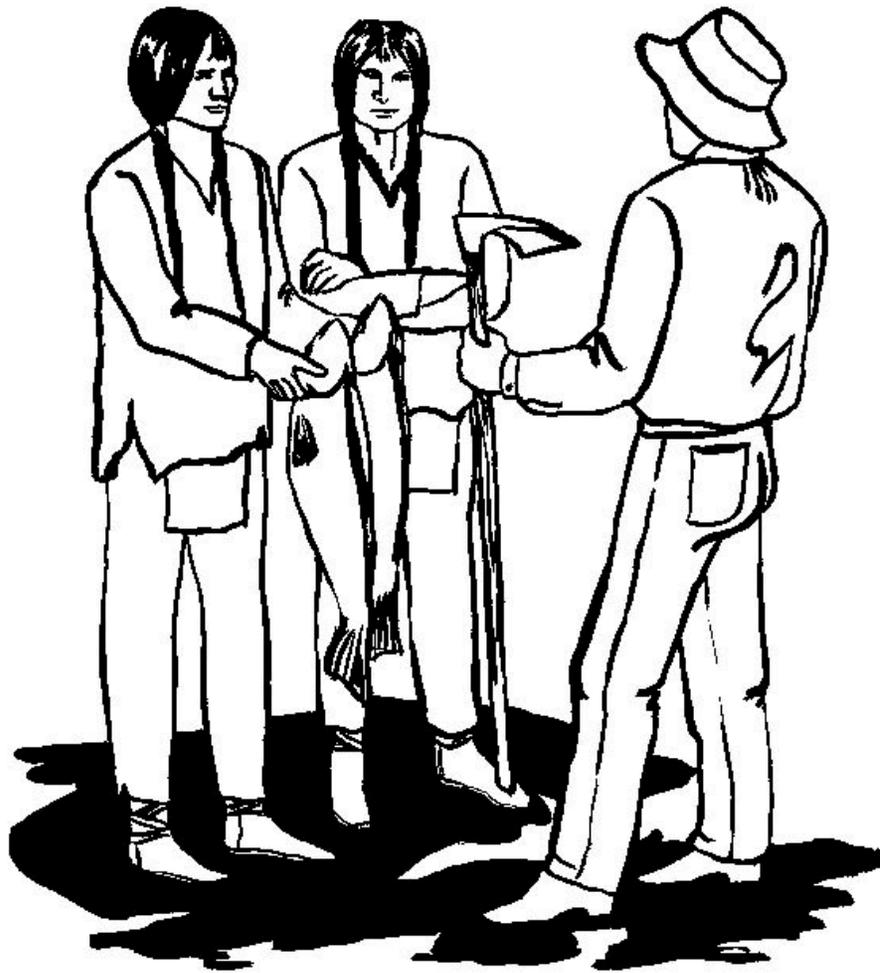
Indian fathers would teach their sons how to hunt.



The children of the missionaries learned to care for farm animals.



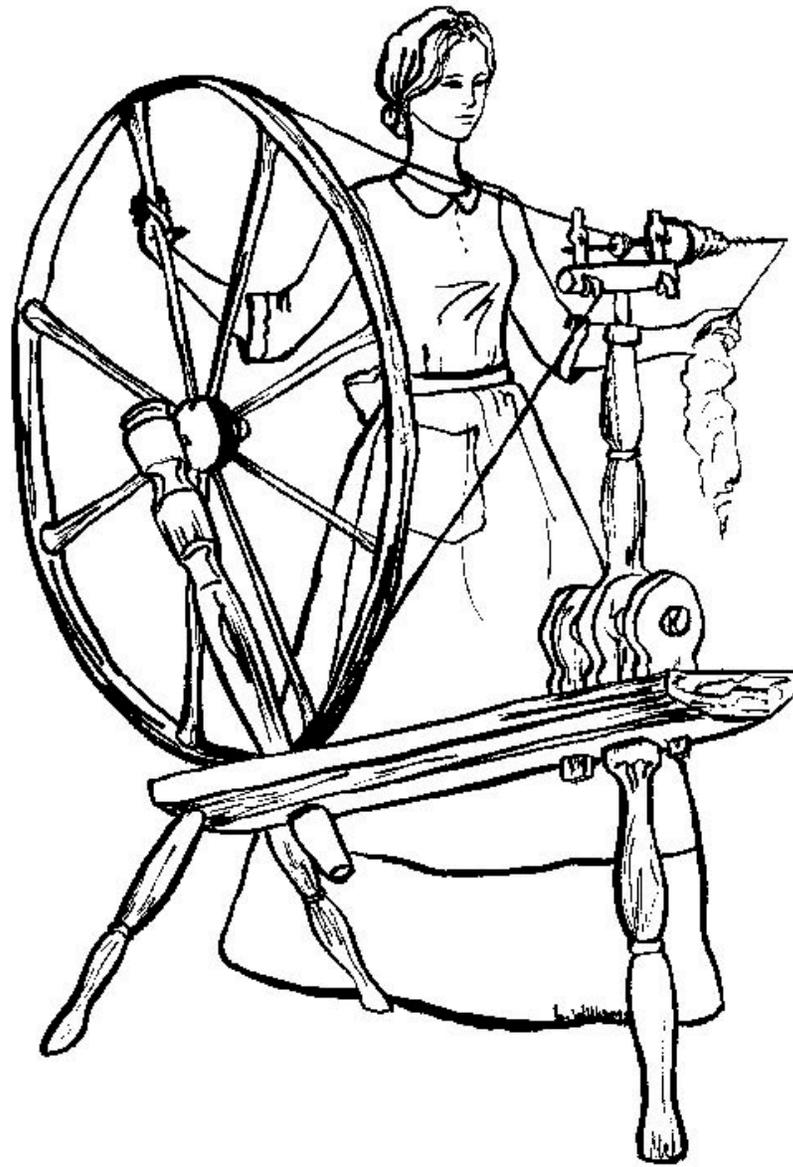
Nets were used by the Indian men to catch salmon and other fish.



The missionaries would give the Indians tools and other items in exchange for fish.



Indian women would scrape and tan deer hides.  
The hides were used to make clothing.



The women at the mission would spin wool into yarn.  
The yarn could be used to knit stockings and sweaters.

## The First People in Oregon

More than twelve thousand years ago (12,000+ Before Present / B.P.), the land that today is known as Oregon was covered with forests, mountains, and high desert. Scientists have named this time in history the Paleo-Indian Period. Paleo (PAY-lee-oe) means “ancient” or “long-ago.” People who lived in ancient Oregon were Indians. They were the first Oregonians. It is some present-day Indians’ belief that the Creator created their people on the North American continent and that they have always lived here.

We know little about these Indians because they did not leave any written record of their lives. Scientists known as archaeologists have learned about these Indians by studying the drawings and objects that they used and left behind. These objects are called artifacts. Archaeologists use artifacts like puzzle pieces, each one tells part of the story of a past culture. Used in conjunction with other evidence found in a site, such as bones from animals and other food remains, pollen, and remains of structures, archaeologists can, in theory, reconstruct the site and how the people lived at that time. It is very important that people visiting archaeological sites do not pick up, move, or remove artifacts, as it makes it difficult for an archaeologist to accurately interpret a site when some of the pieces to the puzzle are missing.

Some of the most interesting clues about the early people of Oregon are found in rock art. Petroglyphs (petro = rock / stone; glyph = sign / symbol), or rock carvings, are some of the earliest known forms of written communication of people in the western hemisphere. No one is sure exactly what the figures meant to these early people. Many of them seem to show things in their daily lives, some show people and animals, others might show the power of nature, such as the rain or the sun. Still others are abstract and more difficult to interpret. Their meanings are unknown.

Some other artifacts archaeologists have found are stone projectile points, which were used for spears. From these artifacts, archaeologists have learned that the ancient Indians were hunters. They used spears to hunt large animals that are now extinct, such as ancient bison, woolly mammoth, and giant sloths. The Indians threw spears at these animals using a spear-thrower, called an atlatl that helped them throw the spears harder and farther.

The Indians at this time probably lived on a seasonal cycle, knowing when and where to hunt and gather food. They would have returned to the same camp locations annually. Historically, some of the Indians of the Columbia Plateau including the Cayuse, made their life in a similar manner.

Read the entire passage above before answering the following questions.

How many years Before Present (B.P.) was the Paleo-Indian Period?

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Why would Oregon have been a good location for prehistoric people / Paleo-Indians to live?

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What are artifacts?

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What is the name of the scientists who study past cultures?

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How do these scientists learn about a culture?

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Why should you not remove artifacts from archaeological sites?

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What is another name for prehistoric rock carvings that people used for communication?

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What kind of artifacts from the Paleo-Indian Period tell us that the Indians of this time were hunters?

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What kind of animals did the Indian from the Paleo-Indian Period hunt?

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What did they use to make their spears go further and hit harder?

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What are some cultural similarities between the Indians of the Paleo-Indian Period and the Cayuse of historic times?

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## Comparing Indians of the Northwest

Directions: Fill in the spaces below with information about each tribe. You may need to do some library research if you do not know all of the answers.

Indian Tribe Facts	Where They Lived	Food	Shelter	Other
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Nez Perce

Cayuse

Flathead

Blackfeet

Chinook

Walla Walla

Clatsop

Tillamook

Yakima

## **Pacific Northwest Fur Traders and Trappers**

As the 19th century dawned, the United States and Great Britain were locked in a struggle for control of North America's northern Pacific coast, a region rich in furs. By 1818, the two nations had agreed to share access to the Oregon Country, as they had come to call the region, until they could decide upon a boundary. Seven years later, in a bold move designed to anchor Britain's claim to all of Oregon, the Hudson's Bay Company—the giant fur trading organization—moved its Columbia Department headquarters from Fort George at the mouth of the Columbia to the newly established Fort Vancouver located 100 miles upstream. For the next two decades, Fort Vancouver was directed by strong-willed, capable men who built it into the fur trading capital of the Pacific coast.

The Hudson's Bay Company found itself at the center of this fur trading business. As the vagaries of fashion carried the beaver hat to the heights of popularity, the demand for that animal's fur increased enormously. From Fort Vancouver, the Hudson's Bay Company sent out brigades of trappers that included from 50 to 200 men, women, and children. Trapping was difficult and dangerous work, particularly because most of it was done in the winter, when animal pelts are the thickest.

The earliest trappers had adopted the Indians' method of breaking into a beaver lodge and taking the animals, but soon the steel trap came into use. The trap, designed to catch the beaver by the leg, was set into shallow water. It was attached by a chain to a sharpened stake implanted in deeper water. The traps were baited with castoreum, a scent obtained from glands in the hind legs of the beaver. All this activity was going on while the trapper stood in the water, often ice-cold, so that he would not leave his scent on the bank. The curious beaver, attracted by the castoreum, stepped into the trap. The next morning the trapper skinned his catch. Back at camp, he or his Indian wife, scraped the flesh from the skins and stretched them to dry. After almost a year in the wilderness, the trapping brigades, with their furs in tow, readied themselves to return to Fort Vancouver. Joining up with one another, the brigades made their way to the Columbia and Fort Vancouver where the people awaited their arrival.

Now the company clerks took over, appraising the furs, paying the trappers, and preparing the furs for shipment to London. In the 1830's, silk hats were introduced. As the beaver population of the Northwest declined through over-trapping, silk replaced beaver on the market. By the 1860's the demand for beaver pelts had declined and the large scale commercial trapping of beavers came to an end. Since their near-extinction, beaver populations have made a come-back in the areas where trapping took place.

At about the same time as this decline of beavers occurred, American settlers were becoming attracted to the rich farm lands of Oregon's Willamette Valley. This influx of Americans eventually resulted in the division of the Oregon Country along the 49th parallel, a decision that left Fort Vancouver on American soil. For a few years the Hudson's Bay Company continued to trade with the settlers and the Indians, but trade diminished and the Company moved out in 1860.

## **Pacific Northwest Fur Traders and Trappers**

### **Questions and Answers**

Why were Europeans and Americans interested in Northwest coast furs?

In his voyage to the Northwest Coast, Captain Cook discovered that native Indians were willing to trade beautiful sea otter pelts for brass buttons and other pieces of metal. These pelts were also worth quite a bit of money on the other side of the ocean. The most valuable fur was the sea otter, which was worth as high as \$120.00 in China. Beaver and seal were also valuable.

What were some of the things that the natives of the region were willing to take in exchange for their furs?

At first the natives were interested in anything that was made from metal: buttons, strips of copper, tea kettles, etc. as well as calico cloth, beads (particularly blue beads), wool, blankets, rice, molasses, and tobacco. Later, guns, gunpowder, and liquor also became important trade items.

What were the names of the native tribes that lived amongst and traded with the Hudson's Bay Company?

The lower Columbia River region was populated by a family of natives, known collectively as the Chinooks. Tribal groups included the Clatsops, Klamaths, and Wahkiakums. The Quinalt and Makah inhabited the Washington coast. Still further north lived the Nootka, the Kwakiutl, the Haida, and the Tlingit.

Who gained the most from the fur trade?

From a dollar and cents standpoint, the merchants who sponsored the fur trading ventures to the Northwest coast were the real winners, if enough furs were obtained. Early on in the trade, an investment of \$10,000 to \$50,000 might gross \$150,000 to \$250,000. But the natives were shrewd traders. In most cases they obtained material goods that they could not have obtained otherwise. So viewed in this light, the natives made a "good deal" also.

Who was John McLoughlin?

John McLoughlin was born in Quebec in 1784 and trained as a physician near Montreal. He joined the Northwest Company as a physician at its post at Fort William. When the Northwest Company merged with the Hudson's Bay Company, McLoughlin was named head of the Columbia Department. His job was to keep peace with the Indians, squeeze Americans out of the market, and firmly establish the British claim to all of Oregon. As a businessman he was successful. However, he was generous to the settlers, selling them supplies and lending them credit. When the new Oregon boundaries became established, he retired and moved to Oregon. He later became an American citizen and is known as the "Father of Oregon".

## Mountain Men

The men that searched the wild areas of the Rockies for beaver became known as the “mountain men.” Many of these mountain men became known for helping to settle Oregon Country and the rest of the west. Two of the men who got their start out west as fur trappers, Jedediah Smith and Joe Meek, left an indelible mark on the Oregon Country.

Jedediah Smith explored many mountain areas during his fur trapping time. He was the first white man to cross the Sierra Nevada reaching California by land from the east. Trapping was dangerous. Jedediah met a bear one time and was badly clawed. One of his ears was ripped off during this encounter and was sewn back on by a fellow trapper. After ten days of recovery, Smith continued on his way. Smith was always on the lookout for new streams to trap and he probably saw or more new land than any other white man. Jedediah also helped out the settlers as they were coming to the Oregon Country. He guided many wagon trains over the Oregon Trail.

Joe Meek left his home when he was only 18 years old. He also made his “trapping” home in the Oregon Country as well as helped settlers find the Oregon Country. Not only was Meek a mountain man, but he helped make laws when the Oregon Territory was established. Later, after the Whitman Killings, during which his daughter, Helen Mar Meek died of measles, Joe Meek traveled back to Washington to convince the government to make the Oregon Country into a Territory. When this occurred, Joe Meek became the first US marshal of the newly founded Oregon Territory.

Directions: Read the questions and answer in complete sentences.

1. How did Jedediah Smith and Joe Meek help the growth of the country?

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2. Why was it dangerous to be a trapper?

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3. Why do you think these mountain men would have made good guides for the wagon trains coming west on the Oregon Trail?

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4. How did the Whitman Killings personally impact Joe Meek?

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5. What role did Joe Meek play after Oregon became a territory?

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## Go West!

In 1843, more than 120 wagons gathered around Independence, Missouri. Most of these wagons were brightly painted in colors of red, green, and blue. Their canvas tops were clean and white. These people were preparing to cross the country, over plains, mountains and rivers, to Oregon. This trip would be known as the Great Migration — the first year a large number of emigrants traveled to the Oregon Country, and the first year they traveled the entire way by wagons. The word emigrant means one who leaves his or her country to move to another.

Why did these people want to do this - leave their home and journey almost 2,000 miles over rough terrain on foot to go to a place they had never seen? Some had heard of the rich soil found in Oregon while others just wanted some free land. Others wanted to live where there were fewer people so they could have more elbow room. But whatever their reasons were for leaving, no one could have foreseen the hardships they were about to encounter as they traveled the Oregon Trail.

The Oregon Trail was almost 2,000 miles long and the trip would take about six months to complete. Leaving in May, the pioneers would get to Oregon some time in October. During that time they would have to withstand cold and wet storms as well as the heat of the desert. Rivers would be a welcome sight, for a river meant fresh water. But rivers were also problems; pioneers would have to turn their wagons into rafts and float across. If they chose not to float the river they would attempt to ford the river by slowly crossing in a shallow section, hoping that their animals would not drown. Wagon wheels would get stuck in the mud, axles would break, wheels would come off, oxen would die from the heat and some pioneers would end up cutting their wagons in half and turning them into carts. Pioneers would freeze as they crossed the high snowcapped mountains. Cholera and influenza would take many pioneers' lives before reaching the Oregon Country. But when they did make it to their destination, the pioneers would never forget the beauty of the country they crossed.

Directions: Read the following questions and answer in complete sentences.

1. What is an emigrant?

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2. Why do you think going to the Oregon Country was called the Great Migration?

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3. Imagine you are on the Oregon Trail. On the back of this paper, write a journal entry describing what you do from sunup to sundown.

## People on the Trail

### Tabitha Brown

Tabitha Brown was from the state of Massachusetts. In 1817 she opened up a boarding house where people could buy meals and rent rooms. In 1846, she heard others talk of the Oregon Trail. At the age of 66 years old, Tabitha packed up with her family and moved to Oregon. The trip was difficult—it took them nine long months.

Upon arriving in Oregon Country, Tabitha Brown opened up a home for children without any families. She cooked and cared for 40 children, teaching them to sing behave properly. When Tabitha died in 1858, her home was turned into a college. It is now known as Pacific University. Today, Tabitha Brown is known as the “Mother of Oregon”.

### George Washington Bush

George Washington Bush was an African-American man who lived in the Northwest and was prosperous during a time when most black people were slaves in the South. He raised and sold cattle and livestock in both Illinois and Missouri. He later became known as one of the richest pioneers who came to the Oregon Country.

In 1844 Bush helped many families cross the Oregon Trail. He was very generous. But at this time, African-Americans were not allowed to live in the Oregon Country so Bush helped them to move north above the Columbia River. He settled near Olympia, Washington in an area known today as Bush Prairie. Here in his new home, Bush again gained a reputation of helping others. He was so well liked that both Washington and Oregon passed laws during the 1850's to let him live there.

Directions: Read the questions and answer them in complete sentences.

1. Why do you think Tabitha Brown is called the “Mother of Oregon?”

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2. What kinds of problems do you think an older woman would have taking care of 40 children?

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3. Why was George Bush so well liked among pioneers?

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4. Why was he kept from living in Oregon?

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## Making Dreams Come True

Directions: After reading about Tabitha Brown and George Washington Bush, fill out the sections below. The third column is for you. Use the third space provided to think about any dreams, obstacles, etc. you have now or think you will have in the future.

Tabitha Brown

George Washington Bush

Me

Dreams:

Obstacles:

Strengths:

Outcome:

## The Inland Fur Trade Company

Directions: Fill in the blanks in the following story using the vocabulary words listed below.

abundance  
curators  
bastion  
dependent  
blacksmith  
brigades  
sea biscuits  
Chief Factor  
stockade  
dominate

Dr. John McLoughlin was 1. \_\_\_\_\_ of the Hudson's Bay Company. His house and many other buildings were inside the 2. \_\_\_\_\_ or walls of Fort Vancouver. Indians traded for blankets, beads, and cloth at the Indian Trade Shop. Items in storage, such as beaver pelts were kept in buildings called "stores"; gunpowder was kept in the "Powder Magazine". The 3. \_\_\_\_\_ was built as a lookout to help protect the fort. Dr. McLoughlin worked very hard to make sure that there was an 4. \_\_\_\_\_ of food and other supplies for everyone who lived at the fort. He did not want people to be 5. \_\_\_\_\_ on England for tools and other items made of iron and steel. He hired a 6. \_\_\_\_\_ to make tools of iron and traps. 7. \_\_\_\_\_ were made in the bakery at the fort for the 8. \_\_\_\_\_ of trappers to eat when they were trapping beaver. Dr. McLoughlin and his assistant James Douglas wanted to 9. \_\_\_\_\_ the fur trade in the Pacific Northwest. Today 10. \_\_\_\_\_ take care of the objects that Dr. McLoughlin used so long ago.

### ANSWERS

- 1.—Chief Factor
- 2.—stockade
- 3.—bastion
- 4.—abundance
- 5.—dependent
- 6.—blacksmith
- 7.—sea biscuits
- 8.—brigades
- 9.—dominate
- 10.—curators

## Pioneer Life

The first settlers into the Oregon Country did not waste much time. They had to chop down trees to build homes and use whipsaws to saw the trees in half. They then cut small pieces out near the end of the logs. These cuts held the logs into place when stacked to build their log cabins. The pioneers had to fill up the holes between the logs. Mud and dirt as well as small sticks were used to fill openings. When the logs were being put in place, the settlers would cut openings for the doors and windows. The roof was made from the bark of trees. Sometimes the floors had wood planks laid down or early settlers had dirt floors.

The furniture of these log cabins was very simple. Tables and chairs were made from logs. Beds were stuffed with straw and corn husks, and these beds were built into the corners of the cabin.

A homestead was where the pioneer lived as well as farmed. Everyone had to work on the homestead. The children fed the chickens, gathered eggs, milked the cows and tended (worked in) the garden. They also rode horses to drive the cattle to fields where they could graze. Wood had to be chopped for the stove and for long, cold winters. Girls usually helped their mothers make and mend clothes, do the wash, and clean the house. In their spare time, boys worked in the fields. Women and men both worked all day from morning until night on the homestead.

Directions: Read the questions and answer them in complete sentences.

1. Describe the activities on a homestead.

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2. How did pioneers spend most of their time? Why?

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3. What do you think pioneers on a homestead did in their spare time?

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4. How is life different now? Do you think it would have been easier to live during the times of the pioneers or today? Why?

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## The Missionaries

If you had lived on the east coast of the United States during the 1830's you would have heard news of the Oregon Country and the rich and plentiful land. The missionaries who settled there wrote of this land and encouraged people and businesses to move to the Oregon Country. They spoke of rich farm land, fish-filled rivers, forests, and friendly Indians who only wanted to help the white settlers.

People also heard tales of Indians interested in learning more about the "Book of Life" or the Bible. Newspapers told of four Indians who had come all the way to St. Louis just to learn about the white man's religion. These Indians wanted knowledge of this power or religion, and, because of this desire, more missionaries started to go out west.

We now know that the missionaries that came out west were very unsuccessful in teaching the Indians about Christianity. Regardless, these missionaries spread the news about the Oregon Country to the people in the eastern United States, and this eventually brought many new settlers to the Oregon Country via the Oregon Trail.

The first missionary to come out west was a Methodist named Jason Lee. Jason Lee made the journey to the Oregon Country and settled in the Willamette Valley. He started a school in the valley and today it is known as Willamette University.

Marcus and Narcissa Whitman were Presbyterian missionaries who came out to the Oregon Country. They set up their mission along the Walla Walla river where the Cayuse Indians lived. A mission is where missionaries live and teach others about Christianity. The Whitmans lived there for almost 11 years trying to teach the Indians how to farm and about their religion. Since Whitman was a doctor, he tried to give medical help when the Indians were in need. Still, the Indians became sick with "White Man's" diseases such as small pox and the measles. Whitman could not help them and the Indians blamed him for the sickness and death of their family and friends. For this and other reasons the Indians killed the Whitmans on November 29, 1847.

1. Who was Jason Lee?

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2. Why did missionaries want to go to the Oregon Country?

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3. Why did the Oregon Country seem like a good place to start a business?

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## Oregon Trail Missionaries

### Word Jumble and Vocabulary

Directions: Use the word list to help you unscramble the following words. Then use the space below to put them in alphabetical order.

Word List:

SAWMILL DOCTOR MISSIONARY GRISTMILL RELIGION MINISTER  
PEW TEACHER MISSION FARMING BIBLE READING CHURCH  
HYMNS CAYUSE

1. DRNAIGE

2. EWP

3. FIMAGNR

4. LWMLASI

5. GREINOLI

6. INMSISO

7. EATHRCE

8. SYMHN

9. TINRMISR

10. CDOTRO

11. LBEIB

12. RMASYIINOS

13. YCAESU

14. LTLIRIGMS

15. RHCUHC

Un-jumbled Word List Alphabetical Order:

1.

2.

3.

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## Oregon Trail – Wagons Westward

### Matching Exercise/Vocabulary

Directions: Place the letter of the word on the top in front of its definition number on the right.

- a. ferry
- b. migration
- c. patriotic
- d. abandon
- e. trapper
- f. Oregon Fever
- g. trailblazing
- h. exaggerate
- i. Congress
- j. pioneer
- k. homestead

\_\_\_1. a person who lives in the wilderness for many months collecting furs of beaver and other animals

\_\_\_2. the group of people who make the laws in Washington D.C.

\_\_\_3. to expand a story beyond the grounds of truth

\_\_\_4. a boat used to carry people and goods across the water

\_\_\_5. a great eagerness to come to the Oregon Country to live

\_\_\_6. feeling love of and support for one's country

\_\_\_7. to leave, especially because of trouble or danger

\_\_\_8. land occupied and farmed by a settler.

\_\_\_9. movement from one place to another

\_\_\_10. a person who settles in a new country

\_\_\_11. marking a new trail by cutting notches in the bark of trees

Answers: 1=e 2=i 3=h 4=a 5=f 6=c 7=d 8=k 9=b 10=j 11=g

### **Discover the Columbia River!**

Game Rules: Game is on next page. Place your marker on "Go Discovery!" Roll the die and move your marker down the first line of boxes; upon reaching the bottom of the line, move your marker to the right and follow squares up the second line; at the top of the second line, move your marker right again and go down the third line, etc. until the bottom of the fifth line. Follow the directions for the space you land on. Keep track of the points you receive and try to beat your opponent. You must land on the "Discover the Columbia" square exactly. If you roll a number too high, stay where you are. May the best explorer win!

<p>"GO DISCOVERY!" ↓</p>	<p>FOG AND BLUSTERY WEATHER. LOSE 1 TURN</p>	<p>FOOD SUPPLY LOW. GIVE ONE POINT TO OPPONENT ↓</p>	<p>A SCHOOL OF SALMON WAS CAUGHT. RECEIVE 2 POINTS</p>	<p>TRADE FOR TWO OTTER PELTS. RECEIVE 1 POINT ↓</p>
<p>ATTEMPTED MUTINY ABOARD YOUR SHIP, LOSE 1 POINT</p>	<p>SCURVY!!! NEED FRESH FRUIT. LOSE 1 POINT</p>	<p>INDIANS TRY TO BOARD SHIP. GO BACK 5 SPACES</p>	<p>MAN OVERBOARD BUT YOU SKILLS SAVED HIM. RECEIVE 1 POINT</p>	<p>STORM BLEW YOU OFF COURSE! ROLL THE DIE AND IF IT IS ODD NUMBER, LOSE 1 POINT</p>
<p>WATCH OUT - ROCKS! GREAT JOB, CAPTAIN; RECEIVE 3 POINTS</p>	<p>SAILCLOTH IN NEED OF REPAIR. LOSE 1 POINT</p>	<p>SHIP RAN INTO SANDBAR. LOSE 1 POINT AS CREW TRIES TO GET OFF SANDBAR</p>	<p>FOG AND HIGH WINDS BLOW YOU WAY OFF COURSE. ODD ROLL DIE WILL LOSE YOU 1 POINT</p>	<p>ATTACKED BY INDIANS. YOU MANAGED TO ESCAPE. GREAT JOB! RECEIVE 2 POINTS</p>
<p>MAST BREAKS AND HITS YOU ON HEAD. LOSE ONE TURN</p>	<p>TRADING GOODS LOST OVERBOARD. OH NO! LOSE 1 POINT</p>	<p>TRADE FOR CANOES. GET 2 POINTS AS YOU SCOUT AHEAD VERY BRAVELY</p>	<p>FIND PLENTY OF FOOD. YOUR CREW'S HAPPY. RECEIVE 3 POINTS</p>	<p>SAILED ASHORE AND GOT MEDICINE FROM INDIANS. RECEIVE 3 POINTS</p>
<p>ENTER RIVER. IS IT THE RIGHT ONE? RECEIVE 2 POINTS</p>	<p>TRADE FOR MUSKRAT HIDES. RECEIVE 1 POINT</p>	<p>BOATS ATTACKED BY SPANISH FLEET. GO BACK 3</p>	<p>SEA SICKNESS, YOUR CREW NEEDS REST. LOSE 1 POINT</p>	<p>SAILED TO SANDWICH ISLANDS AND THE FIRST MATE DIES. OH WELL, LOSE 1 POINT</p>
<p>TRADE WITH INDIANS AND THEY SHOW YOU WAY TO COLUMBIA. RECEIVE 5 POINTS</p>	<p>FRESH WATER COMING TOWARDS YOU. YOUR LOOKOUT TELLS YOU THIS IS IT. GET 3 POINTS</p>	<p>SPACES SPEND WINTER ON A DESERTED ISLAND. RETURN TO START</p>	<p>FOUND LOST EXPLORER AND WAS GIVEN A MAP TO COLUMBIA RIVER. RECEIVE 3 POINTS</p>	<p>INDIANS WANT BLUE BEADS, YOU HAVE RED. FLINT AND STEEL INSTEAD? EVEN ROLL OF DIE YOU GET 2 POINTS</p>
<p>IGNORE ADVICE. RIVER ENTRANCE IS OVER THERE. LOSE 1 POINT</p>	<p>↑ TRADE FOR FIVE OTTER PELTS. RECEIVE 3 POINTS</p>	<p>TRADE FOR FOUR BEAVER PELTS. RECEIVE 3 POINTS</p>	<p>SHIP MAKES GOOD TIME IN WIND. RECEIVE 2 POINTS</p>	<p>THIS IS IT! THE COLUMBIA RIVER FOR SURE. HOORAY!!! RECEIVE 10 POINTS FOR DISCOVERING THE COLUMBIA!</p>

