

CELEBRATING DIFFERENCES

What do we all share?

Social Studies

Grade Level: K-1

INTRODUCTION:

On this Expedition, students will explore the question, “What do we all share?” by looking at traditions and celebrations. They will practice a ‘global view’ by identifying objects with countries and cultures from around the world.

SUMMARY:

Pre-Visit Activities:

1. Without any prior discussion, students will draw a picture of what they think a Native American looks like.
2. Students will bring an object from home to share during a discussion of how we celebrate traditions.
3. The class will formulate a question they would like to find an answer to during their Museum visit.

Museum Visit Activities:

1. In the *By Hand Through Memory* exhibit, students compare Native American holidays, celebrations and other traditions to their own.
2. In the *Spirit of the West* exhibit, students go on a ‘scavenger hunt’ for items that represent different cultures. They will also explore the settlers community by listening to sounds and imagining who lives there and where they came from.
3. At the *Tule Mat Summer Tipi*, students play a “Museum Spy” riddle and then discuss clues about who lived in the tipi and where they were from.
4. At the *Birds of Prey Center* students examine objects from the traditions of falconry.

Post Visit Activities:

1. Students will again draw a Native American, this time adding a small journal entry such as: “I used to think _____, but now I know _____.”
2. The class will make a list favorite foods, determine where they come from, and locate them on a world map.
3. Circle/Discussion time questions, such as: “What kinds of traditions do Native Americans celebrate that are like yours? What is different?”

VOCABULARY:

Native American, holiday, tradition, country, travel, emigrant, world, globe, culture

Oregon State Benchmarks:

Geography:

- Understand how peoples’ lives are affected by the physical environment.

Bend-LaPine School District Curriculum:

History:

- Identify importance of holidays and celebrations (K)
- Introduce commemorative holidays (1)

Civics and Government:

- Identify similarities and differences among countries and nations (1)

Geography:

- Learn basic global features (examples: continents) (K)

Social Science Analysis:

- Formulate questions to obtain answers about a specific topic (K)

PRE-VISIT ACTIVITIES

CONCEPT DRAWINGS

Without any prior discussion, students will draw a picture of a Native American. They may choose to draw Native Americans from the past or present. Don't give too much prompting; the point of the exercise is for them to express their current view/understanding of the culture. This activity will also be a post-visit exercise as a comparison.

EXPLORING TRADITIONS

Create a class list of 'holidays and special occasions' that students celebrate. Pick a few and have students share with you something that they do for that holiday, such as trick-or-treat for Halloween, or decorating a tree for Christmas. For homework, have students bring an object from home which represents a way their family celebrates a tradition or event. Have students share their objects during a 'show and tell'.

FORMING A QUESTION

As preparation for your Museum visit, help the class formulate a question for which they would like to find an answer during their field trip. Suggestion: "What traditions do Native Americans celebrate?"

Suggested books for this topic:

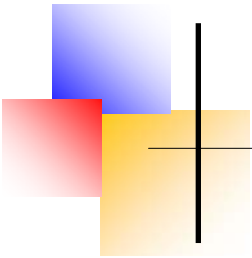
- [Celebrations of Light: A Year of Holidays Around the World](#) by Nancy Luenn
- [Ceremony—In the Circle of Life](#) by White Deer of Autumn
- [Dancing with the Indians](#) by Angela Shelf Medearis
- [Festivals of the World: An Illustrated Guide to Celebrations, Customs, Events, and Holidays](#) by Elizabeth Breuilly
- [Itse Selu: Cherokee Harvest Festival](#) by Daniel Pennington
- [Sing Down the Rain](#) by Judi Moreillon
- [Wonderful Houses Around the World](#) by Yoshio Komatsu

PREPARING FOR YOUR MUSEUM VISIT

Students: As the day of your Museum visit approaches, focus your students' thoughts on what they might experience at the Museum and how that fits in with what they are studying. Preparation should not be entirely academic, however; clarify students' expectations about things such as bathrooms, lunch plans, who they will spend the day with, etc. to alleviate unnecessary anxiety or disappointment.

Chaperones: Don't forget to prepare your chaperones! They are a valuable resource; use them to help make your field trip an educational success! Send them a letter explaining your educational goals/focus for the trip. Outline the tasks they will be responsible for throughout the day. Set aside time to talk with your chaperones and answer their questions.

Logistics: Remember to prepare student and/or chaperone materials in advance. Don't forget nametags with your school name, and have your confirmation form and admission fee ready when you arrive to avoid delays as you check in.



LEARNING EXPEDITION

HIGH DESERT MUSEUM

CELEBRATING DIFFERENCES

What do we all share?

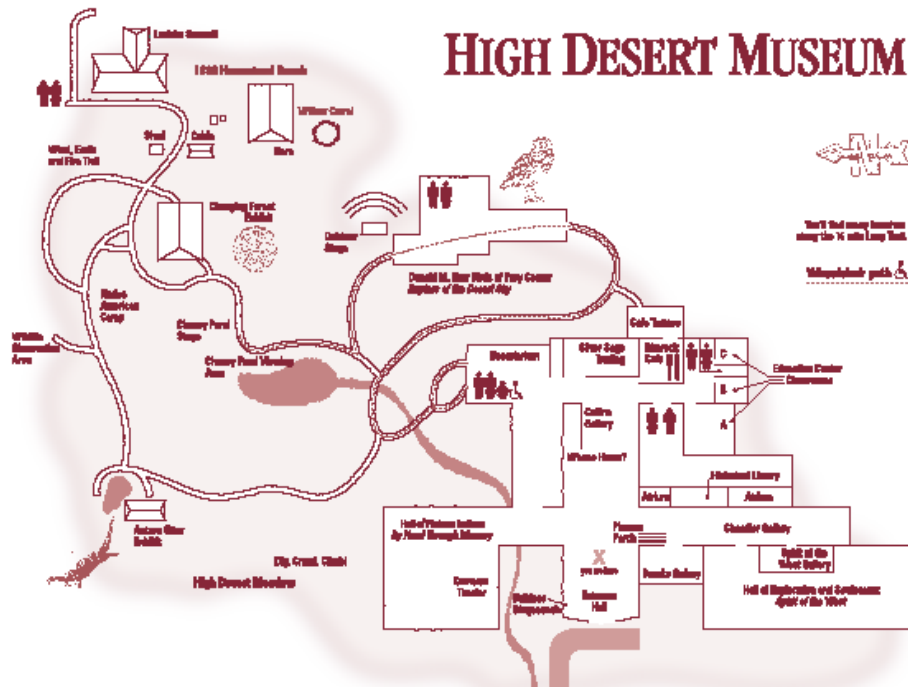
CHAPERONE PAGES

Grade Level: K-1

INTRODUCTION:

On this Expedition, you will visit the following areas to complete activities related to the theme, ‘Celebrating Differences’: (you do not have to visit the exhibits in the order listed)

EXHIBIT TITLE	DONE?
Spirit of the West—“Hall of Exploration and Settlement”	
Birds of Prey Center—“Raptors of the Desert Sky”	
Tule Mat Summer Tipi	
By Hand Through Memory (Native American exhibit)	



SPIRIT OF THE WEST

SCAVENGER HUNT:

In each of the following areas, students will be looking for things that represent a tradition of the people that live in that scene. Help the group find the objects and check them off as students make their discoveries.



(Students may guess about the traditions associated with the objects, and then you can share the information with them and use the exhibit signage to help them learn more.)

SCENE/ITEM	FOUND <input checked="" type="checkbox"/>	TRADITIONS
FIRST PEOPLES: Cradleboard	<input type="checkbox"/>	Traditional tool used by Native Americans to carry babies during the first year of life
FUR TRADERS: Tea pot & cup	<input type="checkbox"/>	Many fur trappers/traders were from England, and their traditional drink is tea, not coffee, like Americans
EMIGRANTS: Quilt	<input type="checkbox"/>	Many families were given quilts that were made by friends and loved ones to take on the Oregon Trail
EXPLORERS: Uniform jacket	<input type="checkbox"/>	Teams of surveyors were made up of the most talented graduates from military academies like West Point
PLACER MINERS: Accordion	<input type="checkbox"/>	In a strange new places like this, miners and their families enjoyed having familiar music
SETTLERS/MERCANTILE: Abacus	<input type="checkbox"/>	This early calculator is a fast way of solving math problems that is still used by many Chinese business owners today
BUCKAROOS: Saddles	<input type="checkbox"/>	These high-backed saddles came originally from Spain to California, and then to the High Desert with 'Buckaroos'

SCENE: SETTLEMENT (SILVER CITY)

Welcome to Silver City! This town is in the past, over 100 years ago. Find a place to sit down as a group (maybe on the steps of the Saddle & Harness shop).



Have the students close their eyes and listen (for about 20-30 seconds). What do they hear? List some below:

_____	_____
_____	_____
_____	_____

Ask the students: Who do you think lives in this town? Where might they have come from?

(Students might guess that there are Chinese in town, because of the mercantile. Hispanic 'buckaroos', miners and pioneer families often came to town for supplies & entertainment.)

BIRDS OF PREY CENTER

CHANGING RELATIONSHIPS

Look for the sign inside the Birds of Prey Center that says ‘Changing Relationships’. Have the students in your group look at the items below the information panel. Ask them if they know what they are used for.

(Falconry is a very old sport that uses birds of prey to hunt other animals, such as fox, ducks, or rabbits. The items in the case are used for falconry.)



Look at the people in the pictures on the left side of the information panel. Ask the students where they think that those people live.

(These falconers are from Mongolia, a country near China. People all over the world, including in America, still use hawks, falcons and eagles for the sport of falconry.)

TULE MAT SUMMER TIPI

When you arrive at the tule mat tipi in the Hall of Plateau Indians, play this ‘Museum Spy’ with the students. Have the students look inside the tipi for these items:

I see a lantern, a chair, and a hat,
Four blankets, a pillow, and a rolled up tule mat.

A bell, a jacket, and a cooler for some food,
A nice place to sleep in summer, I surely would!



Ask the students if they can guess what the people who live in this tipi are like. Remind them of the items that they found in the ‘Museum Spy’.

(For generations, Indians of the Columbia River Plateau built tipis like this one using natural materials. The poles are lodgepole pine and the outer mats are fashioned from tule, a reed found in marshy areas. Tule tipis were used in the summer because they provided shelter and shade while allowing air to come through.)

Ask the students where they think these Native Americans came from.

(Native People all over the High Desert used tipis like this one. They traveled with the seasons and these homes were easy to move and rebuild in a new location.)

BY HAND THROUGH MEMORY

SCENE—CHANGES AND THE LAND

Seasonal Traditions Map—Locate the map of Oregon that has the four seasons. Ask the students if they can find where they live.

(Help students find this on the map, if needed.)



For each season, point out the items in the glass boxes. Have the students think of a big holiday that we celebrate in each season. Ask them if they think Native Americans celebrate that holiday too. After they guess, have the students lift the flaps to find out.

SEASON:	HOLIDAY	DO NATIVE AMERICANS CELEBRATE?	
Spring	<i>Easter</i>	Guess:	<i>Answer: Yes!</i>
Summer	<i>4th of July</i>	Guess:	<i>Answer: Yes!</i>
Fall	<i>Halloween</i>	Guess:	<i>Answer: Yes!</i>
Winter	<i>Christmas</i>	Guess:	<i>Answer: Yes!</i>



SCENE—FAMILY AND RESERVATION COMMUNITY

Family Heirlooms—Look at the children’s toys on the wall in the room with the reservation tipi. Ask students how are the toys the same as toys they play with. How are they different?

(Toys such as dolls are the same, but today may made of plastic, such as ‘Barbie.’ The saddle and horses would be common boys’ toys of the past, and are similar in function to today’s ‘Hot Wheels’ cars.)

Native Americans sometimes use parts of animals to decorate clothing for ceremonies and special occasions. Have students find 4 objects in the room made from a part of an animal.

(Eagle feather dance bustle, porcupine headdress, horse hair decorations, bear claw necklace, etc.)

INDIAN GAMING

The Native Americans in the picture across from the bingo board near the exhibit exit are playing a game using sticks like the ones in the glass case. Ask students what games they like to play when they get together with friends.



POST-VISIT ACTIVITIES

CONCEPT DRAWINGS

After the field trip, discuss what students learned about Native American culture and traditions. Show them their first drawing, and then have them draw another picture of a Native American which reflects some of their new understandings. Add a small journal entry to go with the pictures, such as “I used to think _____, but now I know _____.”

FORMING A QUESTION

If you formulated a class-question as preparation for your Museum visit, now discuss what students found out during their Museum visit. Do they need to do more research? How else can they find the information they need? Make it an extended project, if you wish.

WHERE IN THE WORLD IS . . .

Make a class list of the students’ favorite foods. Then have them think about where those foods come from. For example; Tacos = Mexico, or Spaghetti = Italy. Find some of those countries on a map or globe. Students can also look at labels on clothing, toys, etc. to generate a list of countries. Find Mongolia on a map as well, if the students answered the falconry questions at the *Birds of Prey Center*.

DISCUSSION QUESTIONS:

Circle time, class discussions, or journal entries could explore the questions:

- Where do your favorite foods/clothing/toys come from? How do they get here?
- What kinds of traditions do Native Americans celebrate that are like yours? What is different?
- What is your favorite family tradition? How would you feel if you had to stop doing it?
- Can you think of some traditions that are ‘All-American’?