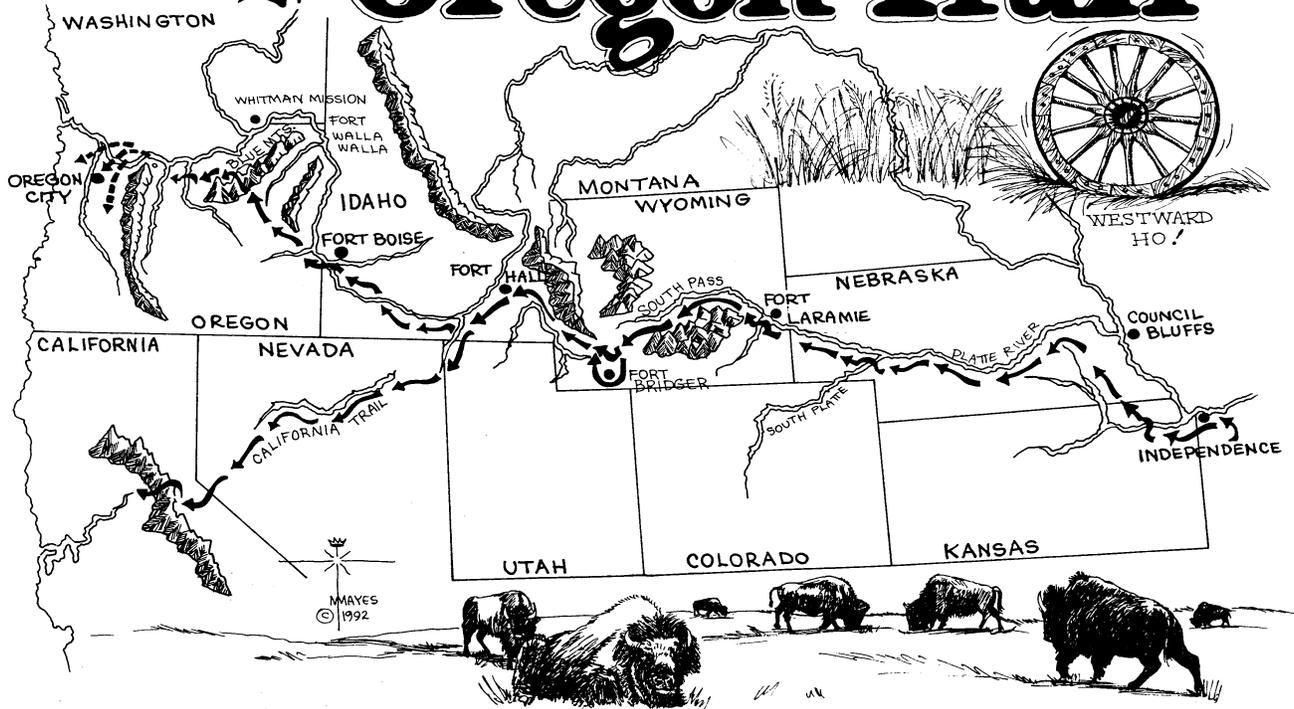


The Oregon Trail



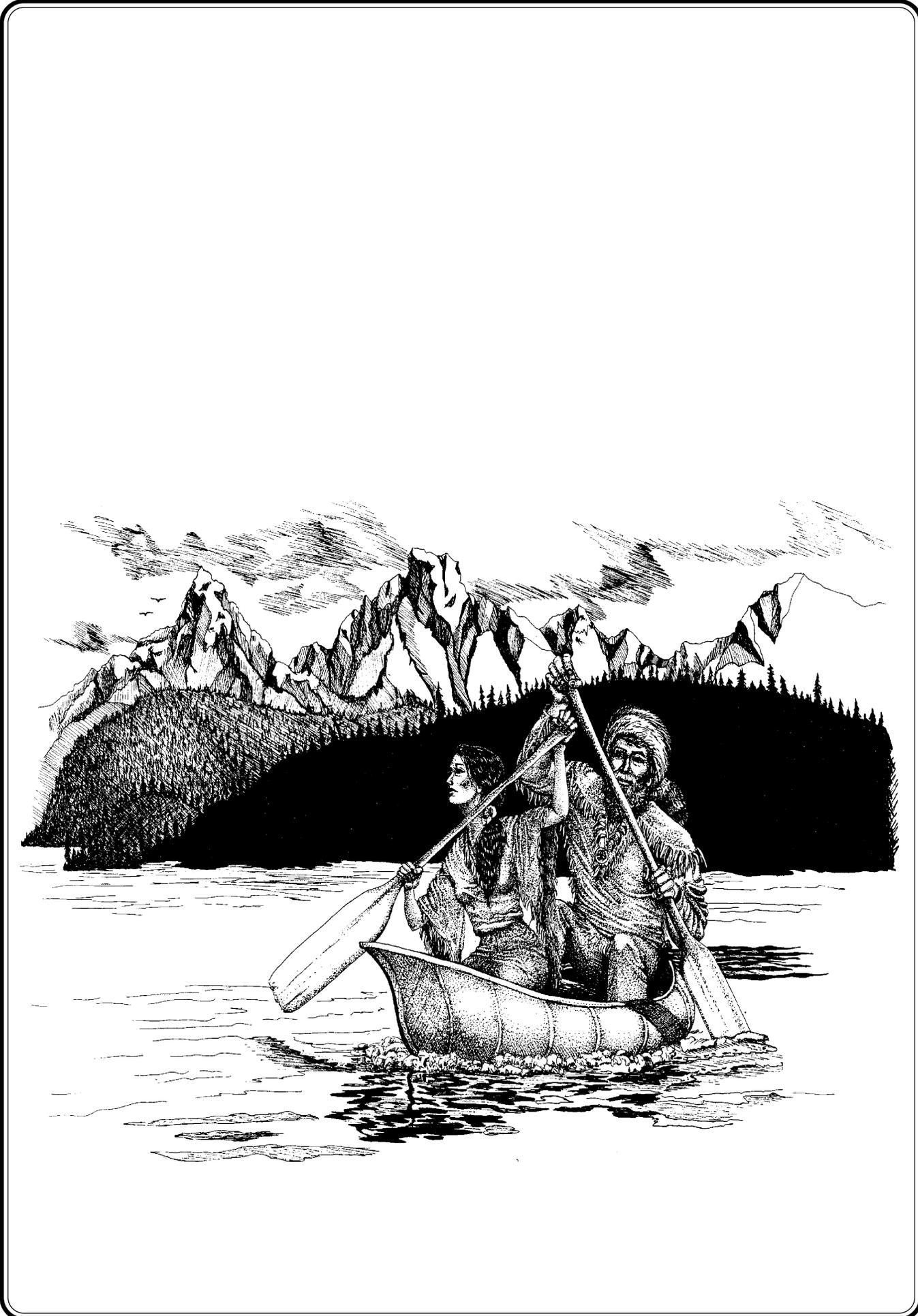
Education Resource Guide

Bureau of Land Management
National Historic
Oregon Trail Interpretive Center
Baker City, Oregon

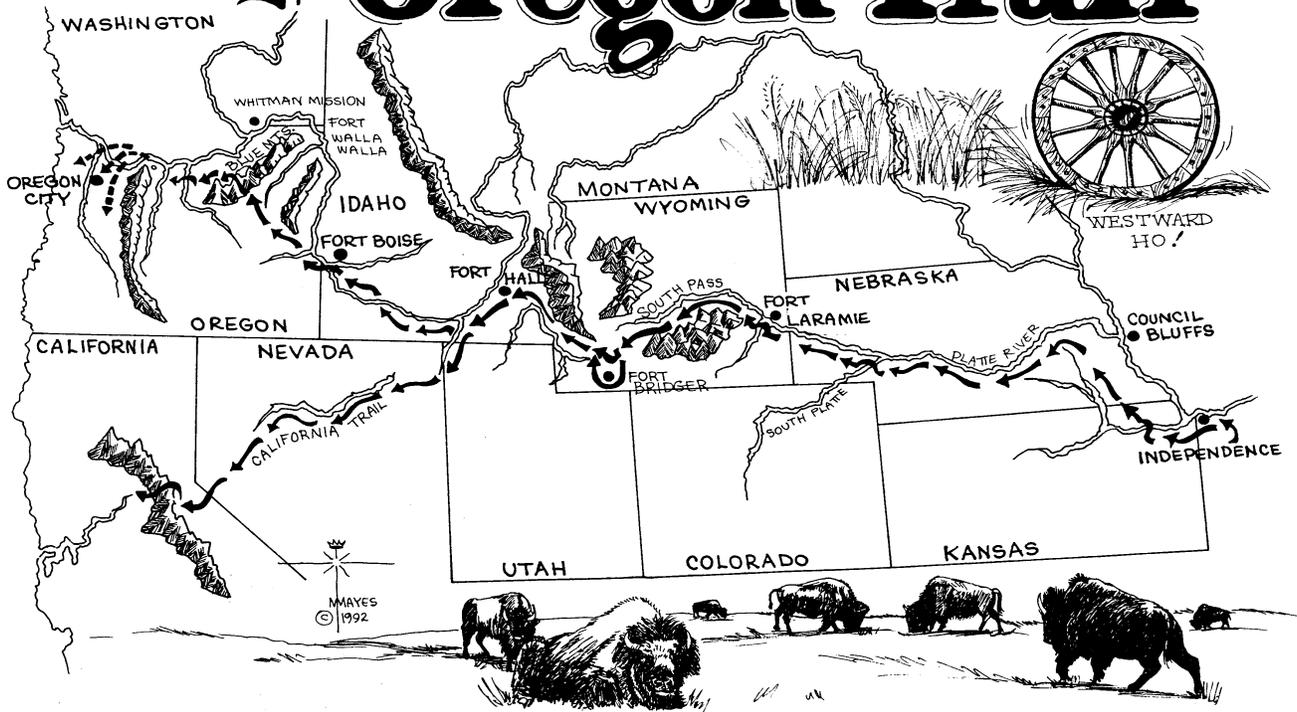


National Historic Oregon Trail Center at Flagstaff Hill





The Oregon Trail



Education Resource Guide

Bureau of Land Management
National Historic
Oregon Trail Interpretive Center
Baker City, Oregon



National Historic Oregon Trail Center at Flagstaff Hill



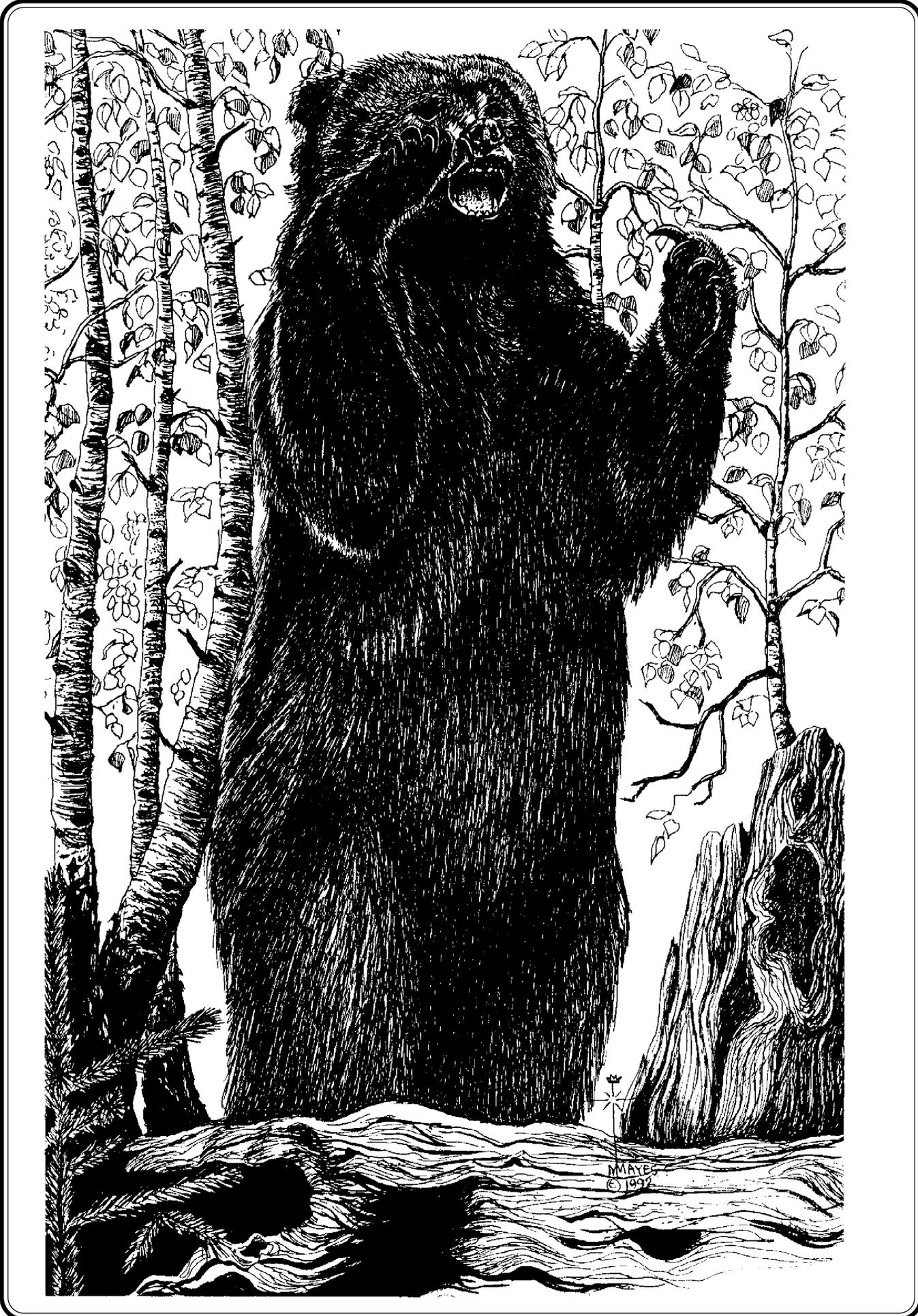


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National Historic Oregon Trail Center at Flagstaff Hill

This Education Resource Guide was made possible through the cooperative efforts of:

Bureau of Land Management
Vale District
National Historic Oregon Trail Interpretive Center

Trail Tenders, Inc.

Eastern Oregon University



Resource Guide Art by Marge Mayes

Thirst

by L.A. Fleming

Dry passage:
oxen pulling wagons
loll out their tongues.
Shoes of hide are tied around
their hooves, sore
on baked ground. A girl
climbs down from a wagon,
every step a lurch,
it keeps moving;
she's tired, brushes dusty hair
from her face, smiles.
Ahead in the train
rides her father
perhaps a brother
ahead of the line, itching
to race on to Oregon.
Who knows where
they are, except somewhere
slow and hot
on the way, where at night
water takes a long time
to boil. Few tracks are found.
the great salt lake
was weeks ago. She knows
the dark ridge on the horizon
means more mountains.
The sky rests pale and empty,
heavy against the back

of the trail. A lizard
watching the parched train
from his warm rock has never
seen a running brook.
Sweat salt in her mouth, the
girl knows not to lick
her lips, already shredded,
throbbing as they peel
and crack like the trail.
She thinks about the bath
she will take when she gets
to Oregon, how she'll wash
her hair and rinse it, pouring
just drawn water onto
her scalp, watching it pool
where it drips off
her bowed head. She imagines
ice caught under her tongue
and sucks at her mouth.
Until the train finds water,
she will drink a cup a day
like all the rest. It is enough
to get her where she's going.
She pulls her skirt up as she
walks, as oxen pull the train
inexorably, on, as she and
forty families dream and
march, thirsty, to Oregon.

Poem from the book, *Voices From the West: Life Along the Trail*
by Katherine Emsden
Discovery Enterprises, Ltd. Carlisle, MA 1992.

Introduction to Using This Guide

This Education Resource Guide is designed for use by teachers and other educators who are teaching Oregon Trail history. Some activities are designed for the classroom while others are specific to the Interpretive Center and would necessitate a field trip to the site. This guide is designed for use by fourth grade teachers who traditionally teach Oregon history, but many activities can be adapted to younger or older students.

We encourage educators to use this guide to prepare students for a site visit to the Center. The Center's video, "Toward a Distant Land," and the Oregon Trail map are included in this guide to enhance your current lesson plan on the Oregon Trail.

Feel free to make copies of any portion of the guide for classroom use.

The Interpretive Center also has a web site that could be of some assistance to you when working with your class. The address is <http://www.or.blm.gov/NHOTIC>.

Visiting the National Historic Oregon Trail Interpretive Center

As you begin planning your visit to the Interpretive Center, please contact us to schedule a date and time. This ensures that your students have a quality visit and the Center is not overwhelmed with too many groups on a particular day. Please make arrangements as far in advance as possible; popular dates tend to fill up quickly.

Questions?

If you have any questions or suggestions concerning the guide or your visit to the Interpretive Center, please contact the Education Coordinator at 541-523-1843. Or if you prefer, write to: Education Coordinator, National Historic Oregon Trail Interpretive Center, P.O. Box 987, Baker City, Oregon 97814



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center

Theme:

The passage on the Oregon Trail, 2,000 miles of dusty sage brush plains, rugged mountains, and dangerous river crossings, was a daunting endeavor for the men and women who hung their future on the hopes of a green, fertile land known as the Oregon Territory.

Objectives:

After students complete the activities in the resource guide, the following will be accomplished:

1. Students will be able to explain at least one reason why pioneers traveled to the new frontier.
2. Students will be able to list 3 dangers to pioneers as they traveled along the trail.
3. Students will be able to name 5 necessities for the trip west.
4. Students will be able to list 2 emotions felt by the pioneers who left their homes to find a new life on the western frontier.



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National Historic Oregon Trail Interpretive Center

Description of Units

Oregon Trail History

Narrative overview of the Oregon Trail experience.

Decision-Making

Do we go or do we stay? Students are given the opportunity to make a decision if they would have left the security of life in the East and tackled the Oregon Trail.

Journal-Writing

Students will learn to keep their own diaries to record their own “make believe” Oregon Trail experiences.

On-Site Activities

These activities are designed for students to complete while on a field trip to the Interpretive Center. This section includes the Museum Scavenger Hunt and the Wagon Encampment Quiz.

Pre- and Post-Visit Activity Sheets

Activity sheets are designed to assist educators by providing activities in a “fun” format that will encourage students to want to learn about the Oregon Trail.

Activities

Provides background on four areas that can easily be integrated into the Oregon Trail lesson plan. Includes: cooking, music, Oregon Trail play, and quilting.

(Permission to utilize the play was provided by Susan Frantum, Brooklyn Elementary School, Baker City, Oregon.)

Activity Sheet Answer Keys

Answer keys for pre-visit, on-site and post-visit activities, including the museum scavenger hunt.

National Historic Oregon Trail Interpretive Center

Description of Units

Program Ideas

Additional ideas to integrate the Oregon Trail into current study areas.

Oregon Trail Glossary

List of Oregon Trail related words.

Bibliography

Oregon Trail history resources, including videos.

Bibliography of Children's Books

Age appropriate books for elementary children.

Oregon Trail Resources

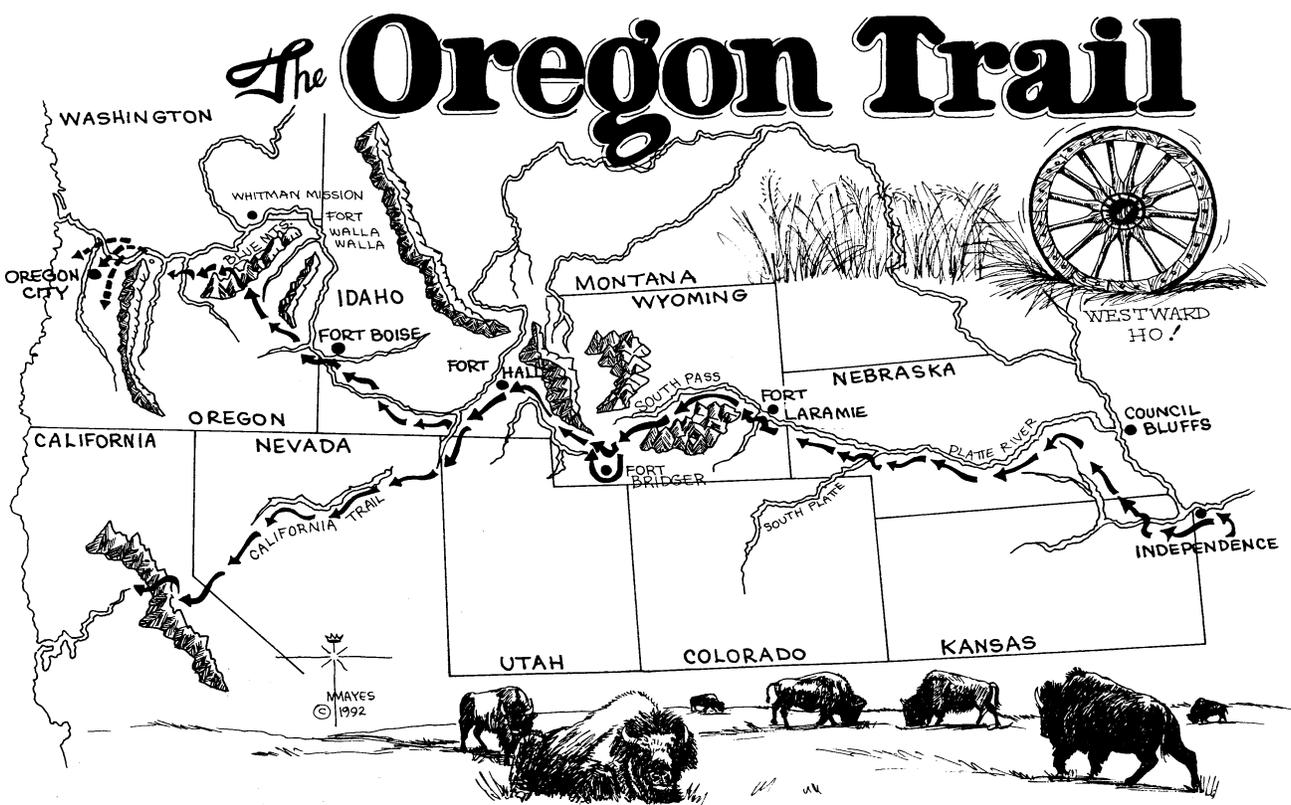
List of state and federal agencies and organizations that distribute literature on the Oregon Trail in their areas.

Educator's Questionnaire

Questionnaire is provided for educators to provide feedback on the guide and to make suggestions.



National Historic Oregon Trail Center at Flagstaff Hill



Oregon Trail History



National Historic Oregon Trail Center at Flagstaff Hill



Oregon Trail History

The Oregon Trail became a passage to the “Land of Plenty” for many of the emigrants who travelled it. They hoped it would lead them to a better life, more fertile land, and dreams fulfilled, but for some the dream died. Though many found adventure and success on their journey, the trail was full of tragic encounters and testing times. The road to the West, known as the Oregon Trail, began as a series of trails used by Native Americans and fur traders. Its first real emigrant traffic came in 1843 when a wagon train of about 1,000 people left Independence, Missouri for Oregon. From that time on, the Oregon Trail saw hundreds of thousands of travelers until the late 1860’s, when a transcontinental railroad offered new ways to reach the West.

The start of the journey basically followed the Platte River through present day Nebraska. To the northwest loomed the great Rocky Mountains, and to the south lay the desert. The Platte River offered a central corridor to those heading West. First, travelers journeyed up the Platte, to the North Platte, then to the Sweetwater River which led them to South Pass. From South Pass, their routes went either along the Snake and Columbia Rivers to Oregon, or the Humboldt River toward California.

Independence and St. Joseph, Missouri were common “jumping off” places. Large numbers of emigrants gathered there before heading towards the West. This was the place to make sure your “outfit” was fully assembled and equipped. A wagon, draft animals, food, tools and clothing were gathered together to sustain a family for up to five or six months of trail travel and camping out.

Oxen were the number-one draft animal of the migrations. About 80% of the wagons in 1850 were hauled by these beasts of burden. Why oxen instead of horses? Horses were expensive (about \$200 for a horse of medium quality) and their upkeep was demanding. Horses needed grain to supplement their diet, and were bothered by insects and bad water. Mules were also a popular choice as they were strong, tough, could move at a fairly fast pace, and were able to survive on grass available along the trail. But mules were expensive, in short supply, and sometimes had a contrary nature that made them difficult to control. Also, Plains Indians and rustlers sometimes stole horses and mules. Oxen were not so tempting to thieves. They were slow travelers, but very strong, adaptable and calm. They survived on the dry prairie grasses. Oxen were much cheaper, at \$50 to \$65 per head. And, if things got bad on the trail, an ox could be slaughtered for beef to feed hungry pioneers.

A wagon needed at least two span, or pair, of oxen to pull, and if possible, a spare pair would be taken. Oxen hooves required attention, and shoes were applied to their feet to protect them. If iron shoes were not available, emigrants nailed sole leather on the bottoms of the oxen feet or smeared the hooves with tar or grease and fastened on boots

made of buffalo hide. Families had great affection for their oxen, often giving them names. When oxen died, the whole family grieved as though a family member had been lost.

Wagons used on the Oregon Trail were not the huge, boat-shaped Conestoga, but more of a reinforced farm wagon, capable of hauling anywhere from 1,600 to 2,500 pounds. Wagons were protected with bows reaching about five feet above the wagon bed and covered with some type of heavy, canvas-like material. Spare parts, tongues, spokes, and axles were carried, and were often slung underneath the wagon bed. Grease buckets, heavy rope (at least 100 feet was recommended), and chains completed the running gear accessories. When store-bought grease (necessary for wheels) was exhausted, boiled buffalo or wolf grease served the purpose.

In preparing supplies, a delicate balance was necessary, for hauling too much would wear down the animals, but not enough food could result in starvation. While some wild berries, roots, greens, and fish might supplement the diet, it was too risky to depend on these. It was also not a good idea to depend too much on success in hunting or foraging on the dry plains. In some places along the trail, emigrants might find Indians bartering game, salmon, and vegetables for tools and clothing. Prior to 1849, there were few stores or trading posts along the routes, and even after establishment of trading posts at Scott's Bluff, Ft. Bridger, Fort Kearny and Fort Laramie, supplies were meager and extremely high priced.

Early guide books recommended that each emigrant be supplied with 200 pounds of flour, 150 pounds of bacon, ten pounds of coffee, 20 pounds of sugar and ten pounds of salt. Basic kitchen equipment consisted of a cooking kettle (Dutch oven), fry pan, coffee pot, tin plates, cups, knives and forks.

Provisions were of vital importance to the emigrant. The most important factor in selecting food was to determine if it preserved well and would not spoil along the trail. Bread, bacon and coffee were the staple diet during the entire trip west. Most people extended their basic recommended list by adding dried beans, rice, dried fruit, tea, vinegar, pickles, ginger, mustard and saleratus (baking soda). While pioneer women were used to baking bread at home, it took some experimenting to bake bread in a Dutch oven or reflector oven under prairie conditions with a buffalo chip fire, blowing ashes, dust and insects. Corn meal and pilot bread or ship's biscuits were also common provisions to last the five-month journey. The food supply was the heaviest and most essential part of the covered wagon cargo. While the science of dietetics was not completely understood, there were many suggestions to help travelers ward off scurvy, dysentery and other ailments obviously directly related to an inadequate or unbalanced diet. Some pioneers brought a few chickens along in cages tied to the side of the wagon.

Many, especially those with small children, brought milk cows. Milk was a health-giving supplement to a family diet made up of mainly meat and bread.

The standard date for departure from the jumping-off places was April 15, give or take a week or two. Any earlier, and the trail was too muddy; later the prairie grasses would be over-grazed and pioneers risked meeting winter weather at the end of their trip.

Expected arrival in Oregon or California was mid-September to early October. An ideal crossing was 120 days for the 2,000 mile trip with a daily average of 15 miles per day. A more realistic crossing took two to four weeks longer than this estimate. On a good day, more than 15 miles could be covered at top oxen-speed of about two miles per hour. On a bad day with river crossings or rough weather - much less distance was made.

In many wide open places, wagon trains broke up into two or more columns, spreading out to relieve the pressure on the road. In many other places, it was "once in line, stay in line." Large herds of cattle often times accompanied the wagon trains, causing further crowding on the trail, and raising huge clouds of choking dust.

The day usually started at sunrise and lasted until early evening with a one hour rest at noon. This "nooning" was essential because it gave man, woman and beast a much needed rest. The oxen were not unyoked, but they were allowed to graze if forage was available.

Emigrants were always on the lookout for the perfect campsite with water, firewood, and grass for grazing their animals. Good campsites were well known and well used. The first order of business at the end of the day was forming a corral by pulling the wagons into a circle. It was normally a circular or oblong shape with the tongue of one wagon chained to the rear of a neighbor's to form a fence. Originally designed to form a corral for some of the livestock, it became an institution, as much for companionship as anything else. An opening or two was left for passage of livestock and could be closed with the tongue of a wagon.

The evening campfire provided comforting warmth, a place to dry wet clothes, and to cook a hot supper. While river bottoms along the trail are thick with trees today, 150 years ago frequent prairie fires kept the trees from maturing. How did the emigrants keep warm, fry their bacon, or bake their bread? This was accomplished by cutting green willows when available, burning drift wood, breaking up the occasional abandoned wagon box, twisting dry grass into tight bundles, or when crossing buffalo country, using dry "buffalo chips", sometimes called prairie coal.

Water was important along the entire length of the trail, and the route followed rivers as much as possible. Along the Platte River, travelers described the muddy water as "too

thick to drink and too thin to plow.” Some tried to filter out sand and other particles found in river water by straining the water through fabric. Some boiled their water, not so much to ensure its safety, but to “kill the wiggle-tails”. Drinking untreated water caused a lot of sickness and death on the trail. Springs also provided watering spots, but alkali springs were poisonous to man and animals, and were marked with warning signs. In some stretches of trail - especially through Idaho, eastern Oregon, or the Nevada desert - emigrants had to haul water for long stretches between rivers and springs.

The Oregon migrations were a family affair, sometimes with at least 50 percent women and children. There were courtings and marriages among the young and unmarried members of numerous wagon trains. There was also a high incidence of childbirth on the trail. Interestingly, those who kept diaries made no mention of an impending birth until a short entry announced the arrival of a new member of the family. Tragically, the chance of death for both mother and infant during childbirth was high. Poor nutrition, lack of medical care, poor sanitation, and the exhausting stress of pressing westward caused many of these deaths.

Sleeping arrangements were elementary and primitive. Sick persons or small children might sleep in the wagon, but the most common bed was a blanket, a piece of canvas or India rubber cloth or a buffalo robe on the ground. Some had tents, but they often blew away in the wind, or were so cumbersome to deal with that they were discarded along the way. Emigrants had no trouble falling asleep--fatigue and exhaustion made the ground seem soft and quite welcome to lay down upon after a long day on the trail.

Given the extremes which tested the emigrants to the limit of their endurance and fortitude, the evidence of crime among the travelers was low. Under the circumstances, the vast majority of folks behaved admirably. There were no civil laws, no marshals, sheriffs, or courts of law to protect those who crossed the plains. The military offered some protection near the forts, but that was limited. Wagon trains disposed their own justice and made their own laws.

Religion played a large role in the westward migration, for a majority of these pioneers were devout Christian churchgoers. While it was not practical to lay over every Sunday while traveling the trail, some sort of Sabbath observance was usually held. If the train rested on the Sabbath, the women washed clothes or did some extra cooking. The men repaired wagons, harnesses, etc.

While some people seemed to thrive on the excitement and adventure of the journey across the plains, for many it was simply an ongoing ordeal. After surviving untold hardships, there arose the threat of disease and death. Statistics on the number of emigrants, and the number of deaths on the trail vary widely. Different historians have

estimated between 200,000 and 500,000 people crossed the overland trail, and 20,000 to 30,000 deaths occurred along the 2,000 mile trail, averaging ten or more graves per mile.

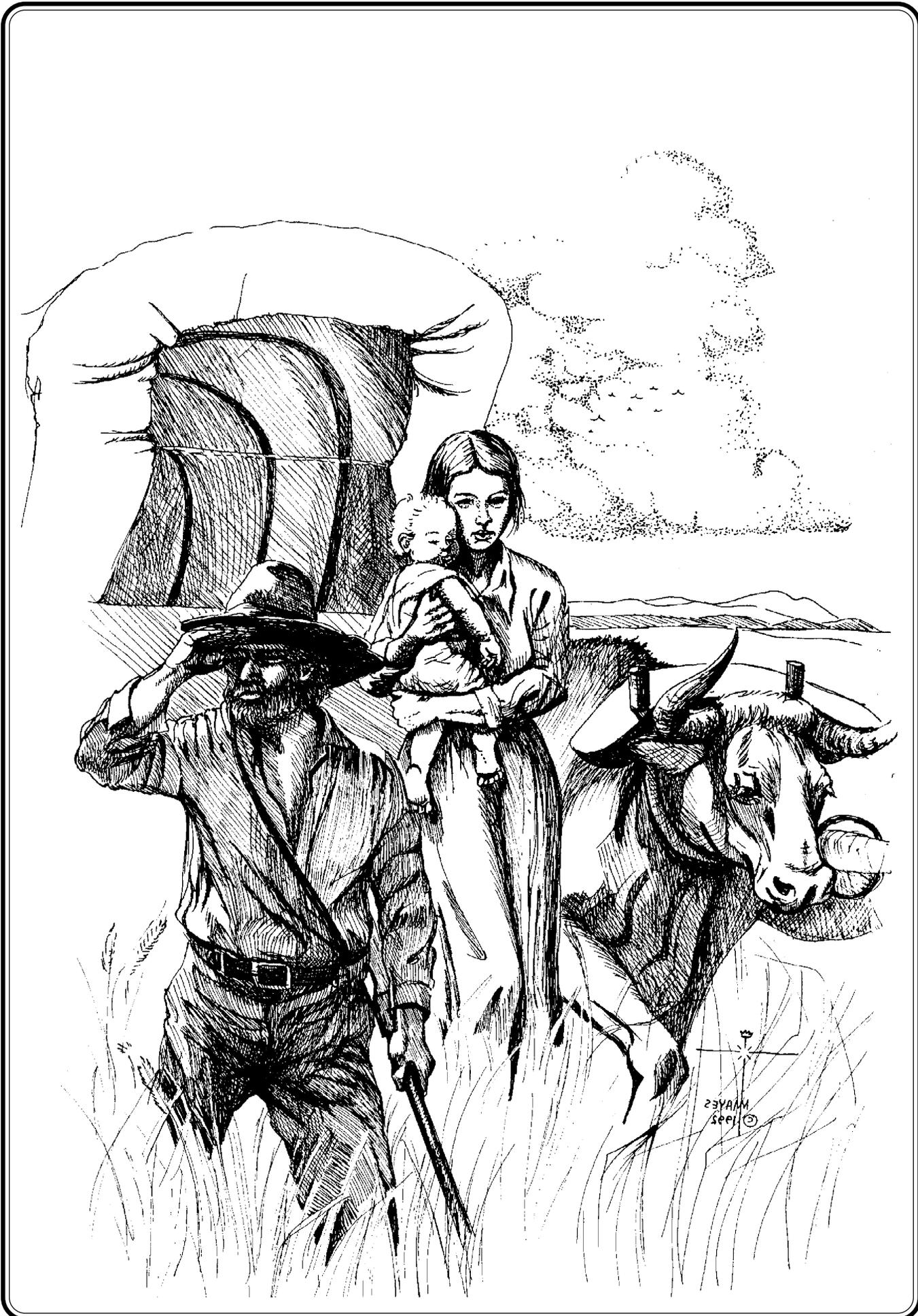
Often the deaths occurred from poor sanitation practices in cooking and food storage, bad water, and bad living conditions . Some people suffering from “consumption” or tuberculosis, tried to make the trip because it was believed that outdoor exercise would overcome the disease. What better exercise than walking across the prairie! Pneumonia, whooping cough, measles, smallpox and various other sicknesses also caused many deaths. Cholera, a contagious bacterial disease, was the greatest killer on the trail.

Accidents associated with wagon travel also took their toll. Drowning, being run over by a wagon, accidental shootings and accidents from handling animals caused injuries, maiming, and deaths. Fatigue often resulted in carelessness and led to accidents.

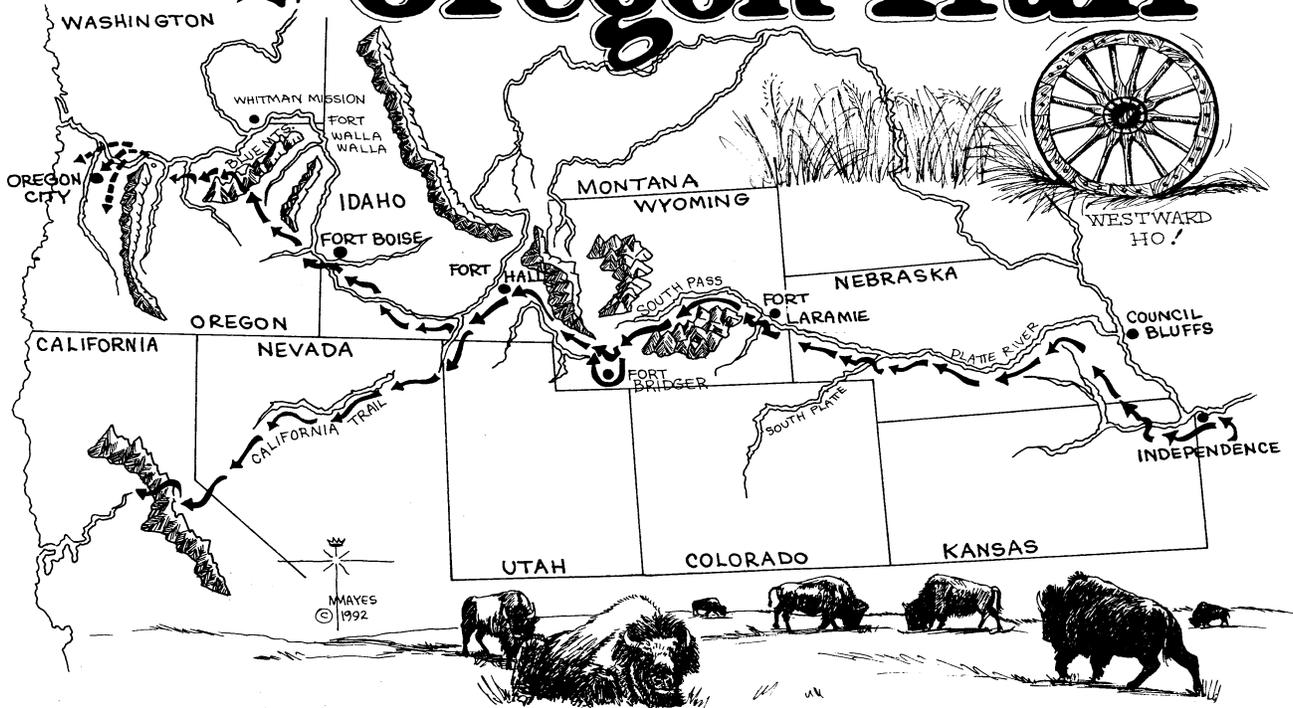
The weather played a key role in trail life, and was one which simply had to be endured. April and May could be cold and wet, and since the emigrants traveled with a meager supply of clothes and bedding, many were uncomfortable. Later, heat and dust became the enemy. When it rained, low places became bogs where wagons could mire down, and rivers that had to be crossed became raging torrents.

After surviving the great prairies and Rocky Mountains, making their way along the Sweetwater and Snake Rivers, the Blue Mountains still had to be crossed. Many found the road through the Blues more difficult than crossing the Rockies. Travelers then journeyed across Northeastern Oregon to the Columbia. Some historians say the Oregon Trail ended at the Dalles, but most believe its true end is at Oregon City. After reaching The Dalles, wagons floated down the Columbia on rafts. In 1846 the Barlow Road was built around Mount Hood, giving travelers an alternative to river travel.

Finally, the Valley of the Willamette!! Located here was the land office where you could file your land claim. Here, hopes and dreams either blossomed and bore fruit--or died. Those who had endured the incredible hardships of the journey, now behind them, came to this valley to seize the land, settle it, come to terms with it and to call it home.



The Oregon Trail

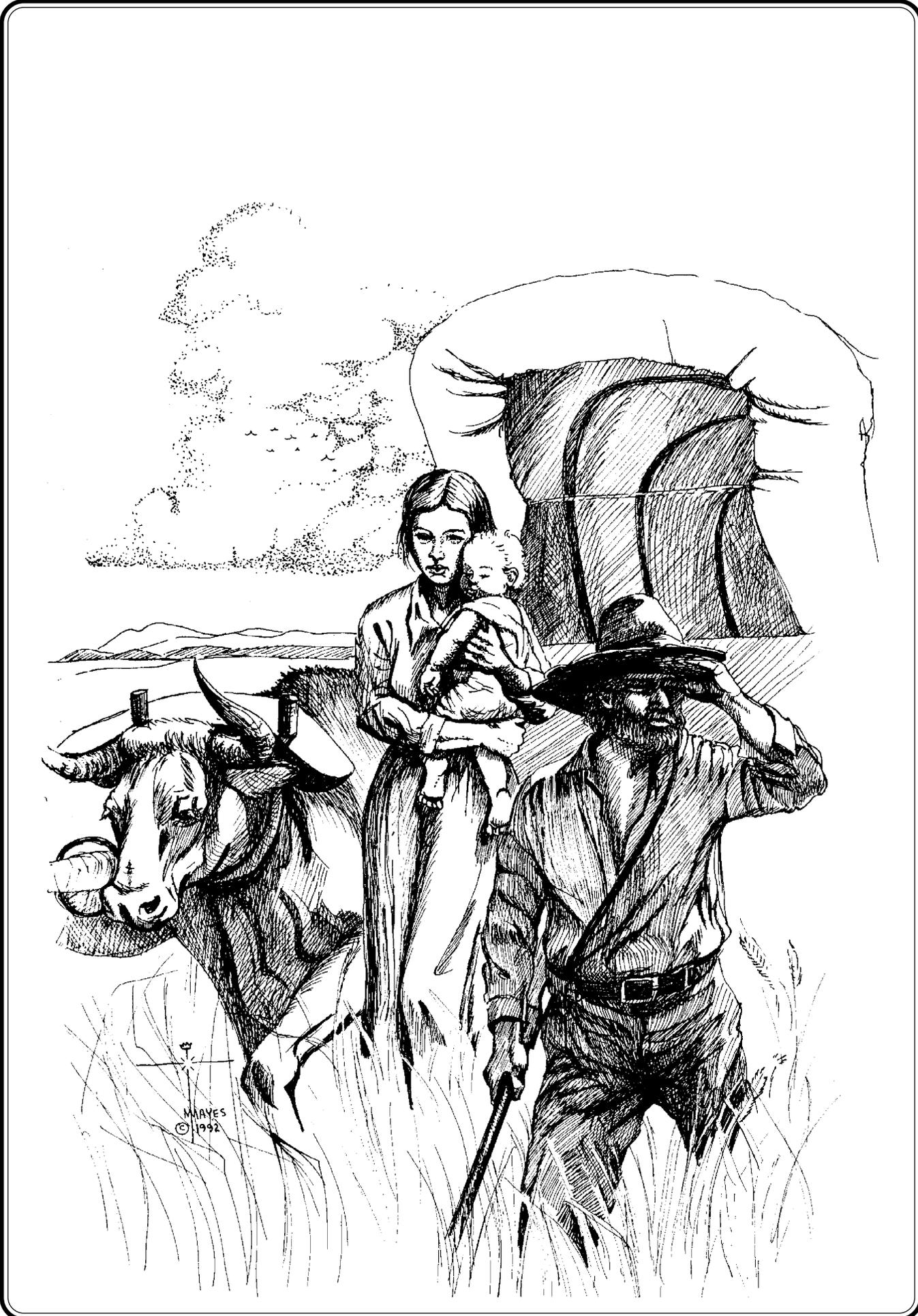


Decision Making

Decision Making “Do We Go or Do We Stay?”



National Historic Oregon Trail Center at Flagstaff Hill



Westward Ho!

Discussion Suggestions

-  Discuss the importance of planning for a trip. What preparation do students make before going to school? Before going on vacation? Planning was extremely important if emigrants were to be successful.

Instructor Notes:

-  Discuss the similarities of emigrating to the west coast on the Oregon Trail to space travel. What is different?

Instructor Notes:

-  Discuss some of the things we take for granted today that the emigrants on the Oregon Trail did not enjoy. Ask students to list some. Add your own. (Suspension bridges, cars, electricity, flashlights, television, radio, air conditioning)

Instructor Notes:

-  Discuss other periods in history when many people have emigrated. Does the desire to move have anything to do with human nature?

Instructor Notes:

-  Discuss the difference between the words emigrate (to leave one's place of abode or country for residence elsewhere) and immigrate (to come into an area of which one is not native for permanent residence). Why do we refer to the people on the Oregon Trail, on their way to a new home, as "emigrants"?

Instructor Notes:

A Family Weighs the Pros and Cons

Name _____

Date _____

Directions:

Read the attached page which has editorials showing the pros and cons for going to the Oregon Country. Discuss these pros and cons. Where do you feel your family would stand on going to the Oregon Country? Would they go? Why or why not? What would your reaction be to their decisions?

I think my family would have gone to Oregon because:

My reaction:

I think my family would not have gone to Oregon because:

My reaction:

Do we go or do we stay?

Editorials saying: "Go to Oregon!"

St. Louis Gazette: "The Rocky Mountains can be crossed by wagons and families. There is no obstruction the whole route that any person would dare call a mountain. Even delicate missionary women have crossed the mountains with no ill effects."

Missouri Gazette: "The Indians are hostile, true, but overlanders traveling together in large wagon trains are safe. In all probability they would not meet with an Indian to interrupt their progress. The army has forts and soldiers to protect travelers and more will be provided."

New Orleans Daily Picayune: "Those bound for Oregon are Pioneers, like those of Israel that followed Moses through the wilderness. Going to Oregon is also patriotic. It is our manifest destiny to settle the west."

St. Louis Gazette: "In Oregon, there are spacious, fertile valleys where good crops can be grown, and free land is available. Although there is still land to be had back east, prices are rising and economic conditions are poor. No one need starve on the overland journey if they plan carefully. Provisions can be taken to last for months and game is plentiful. In fact, the health of overlanders should improve in the great outdoors."

Editorials saying: "Do not go to Oregon!"

North American Review: "Why go to Oregon to get land? An Illinois farm of the finest land would be far superior."

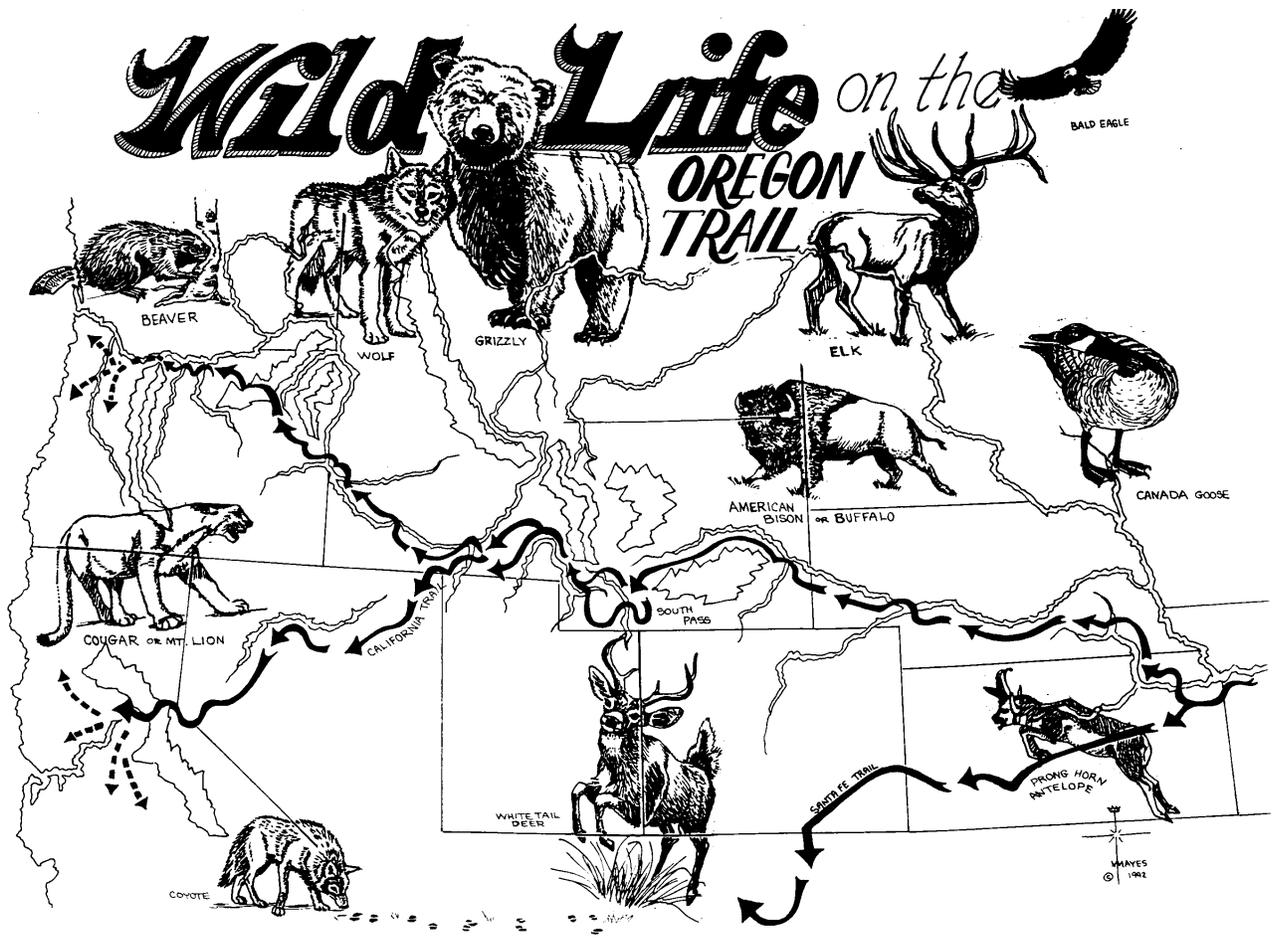
Daily Missouri Republican: "Families with wagons will never be able to cross the mountains. Men should not subject their wives and children to all degrees of suffering."

New Orleans Weekly Bulletin: "The Indians in the west are hostile. The wagon trains would be in constant jeopardy."

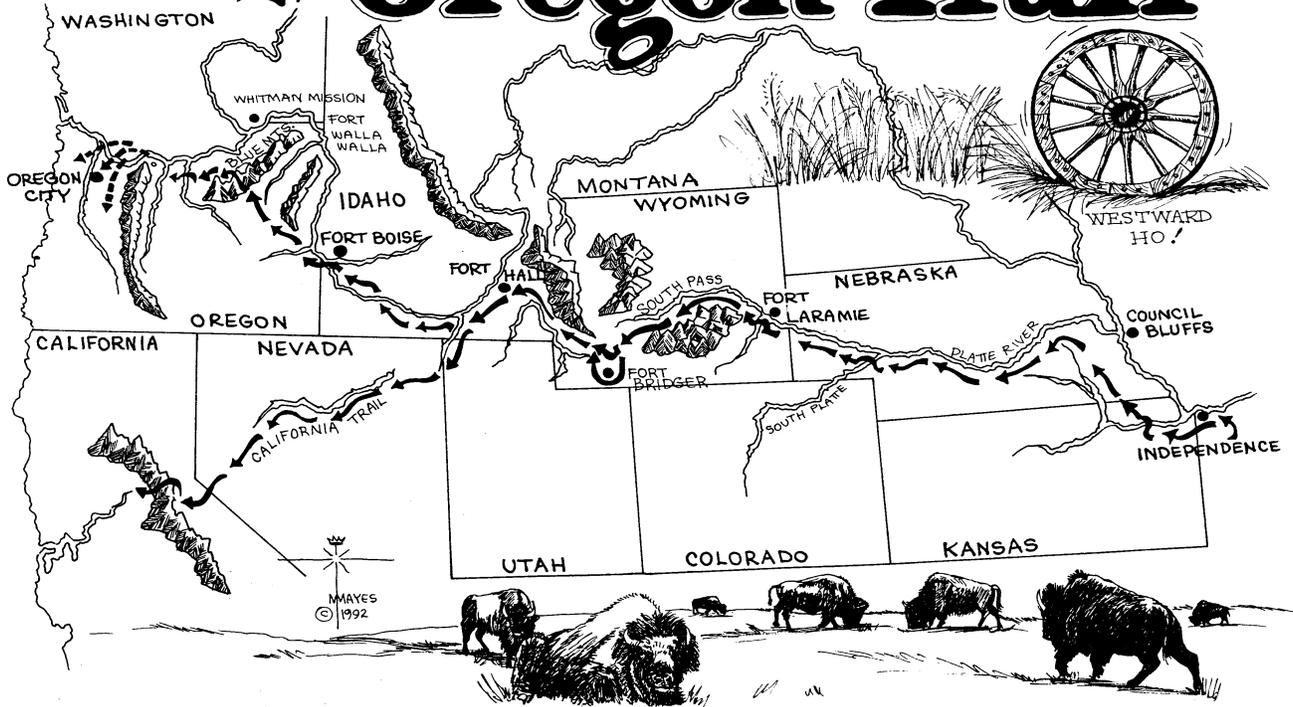
The New York Aurora: "Most of the overlanders and their animals will die of starvation and exposure in the vast desert areas of the west. It is madness and a folly to attempt a trip to Oregon."

Liverpool Times: "The country is expanding too fast. Besides, the Oregon Country is claimed by the British. If war comes it would be impossible to defend it."

Wild Life on the OREGON TRAIL



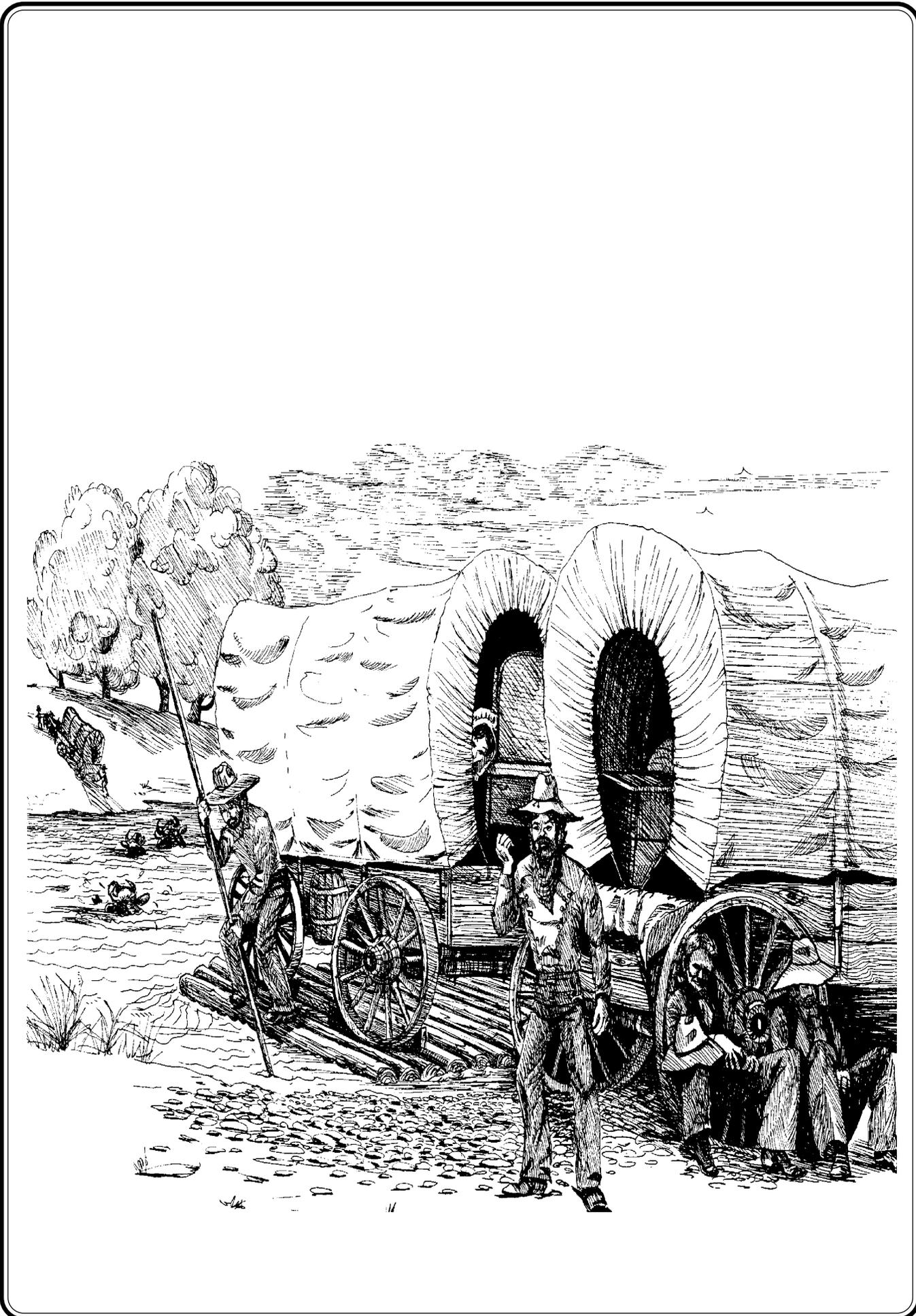
The Oregon Trail



Journal Writing



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Make Believe Journal Writing

-  Journals or diaries can be introduced to students by having them keep journals of daily and weekly happenings in their own lives.
-  Samples can be read from actual journals to help expose students to a “diary” experience. Diary references can be found in Bibliography section.
-  The teacher can write with the students to model a proper journal entry for the students to refer to when they are doing their own writing.
-  Post a large map of the Oregon Trail route. It should include points of interest.

For example:

Platte River
Chimney Rock
Independence Rock
Register Cliff
Devil’s Gate
Ice Slough
Snake River
Farewell Bend
Lone Pine Valley
Whitman Mission
The Dalles
Fort Vancouver
Willamette Valley

-  Many families might like to get involved in this project. It can be assigned as a home project that involves the family with the above information attached in a packet.
-  Encourage illustrations, as students can draw their thoughts in very unique portrayals.
-  Each student can make a cover for his/her book. Construction paper, leather, wood, cloth, canvas, burlap or any kind of material that might have been used during pioneer times.

Oregon Trail Diary Quotes

These quotes have been printed as the diarists originally wrote them, with odd spelling, an occasional non-capitalization of some words, and sometimes, no punctuation.

Source: James W. Nesmith, 1843

Sunday, September 24 - Trailed ten miles over the roughest country I ever saw, Burnt River being hemmed in by hills on both sides. Encamped in the bottom.

Monday, September 25 - Trailed eight miles. Passed the forks of Burnt River. The roads rough and the country rougher still. Encamped near the head of the lefthand fork of Burnt River. In the forenoon passed a fine grove of large timber, principally Balm of Gilead, close by a patch of the fine black haws, which we devoured most voraciously.

Tuesday, September 26 - Trailed ten miles. Passed another fork of Burnt River, with an Indian village close by. Encamped at a place where the trail leaves Burnt River near the spring.

Wednesday, September 27 - Looney's wagon turned over this morning soon after leaving camp. We crossed the divide and encamped at the lone pine tree. Trailed twelve miles. Snow, that fell the night before last on the mountains, in sight all day. Weather drizzly and rainy.

Thursday, September 28 - Left the pine tree this morning. Trailed fourteen miles. Encamped on the third fork of Powder River. Had a fine view of the snow-topped mountains through the clouds. Raining below them.

Diary of Esther Hanna, 1852

Wed. 18 (August) Came 19 miles over a rough, dusty road. Came to Powder River Valley. This is a delightful valley, fine grass and good water. Saw the Blue Mtns. in the distance covered with pine. This evening we had a severe hail storm just before we came to our encampment it had been raining, in the mountains all evening and as we neared them we got our share in ice. It is so cold since that we are all shivering with our thick clothes on. Have nothing for fire but green willow branches.

Diary of David Walker McDannald, 1865

Tuesday, October 3, 1865. After a short drive this morning, we come to the Big Powder River, where we rested until after dinner. This is a fine stream and was a nice place to camp. Had we not all been so over-anxious to get to the end of our journey, it would have been a great joy for us to have camped right here for several days, but as it was, soon after dinner we were on our way and drove on down to the Little Powder River, where we camped for the night.

Diary of Sarah Sutton, 1854

Saty Aug 12 came about 14 miles to day have camp't by a spring and some ponds pretty good grass but no wood, but little brush and chips. left one more of our cows this fornoon to die, and have two more sick we are in powder river valey. it is 3 or 4 miles wide, and on our left the mountains are covered with tall pine trees down to the foot of them and very rich perraries [prairies] joining and it begins to look a good deal more like getting to some place, than we have seen all the way.

Source: E. Amelia Hadley, May 5, 1851

There are the tribe of Omahaws, the first tribe we pass through,...they are mostly naked. Their chief can talk verry good american, also his daughter she has lived 2 years in St. Louis and had been to school, tried to buy a dress said she wanted to dress like white woman.

Oregon Trail Diary Quotes

Joel Palmer, 1845

September 16 This day we traveled about sixteen miles. The road runs up the branch for one mile, then turns to the left over the hill, pursuing a very winding course for some thirteen miles, until it reaches a slough in Powder river bottoms. Powder river is a stream of some eight or ten yards in width, having its source in the high range of mountains on our left, which mountains in many places are covered with snow. An abundance of pine timber is found covering the sides of these mountains, sometimes extending far down into the bottoms, which here are between six and seven miles in width. The soil is fertile and would undoubtedly yield abundantly.

To our right, at the distance of fifteen or twenty miles, is presented a high range of mountains, their base covered with grass, their sides with heavy pine timber. At their summit they are entirely destitute of vegetation: some of these are very lofty, their peaks present a very lustrous appearance, resembling the snow mountains. This shining, dazzling appearance they possess, is derived I think from the material of which they are composed, being a kind of white clay.

The valley between Powder river and this range is very rolling, portions of it covered with wild sage. Wild fowl abound in this valley.

Source: John Wood. July 11, 1850

From 8 o'clock in the morning until 4 in the evening there is a strong wind, blowing every day. From the west; this blows the sand and dust in our eyes so bad that we are forced to wear a scarf over our eyes all day.

Source: Julia Anna Archibald, 1858, Neosho River Kansas to Pike's Peak and New Mexico.

Nearly all the men were entire strangers to me, and as I was cooking our dinner some of them crowded around our wagon, gazing sometimes at the stove...but oftener on my dress, which did not surprise me, for, I presume, some of them had never seen just such a costume before. I wore a calico dress, reaching a little below the knee, pants of the same, Indian moccasins for my feet, and on my head a hat. However much it lacked in taste I found it to be beyond value in comfort and convenience, as it gave me freedom to roam at pleasure in search of flowers and other curiosities, while the cattle continued their slow and measured pace.

I was much pleased to learn, on my arrival, that the company contained a lady...After we had become somewhat acquainted, she in great kindness gave me her advice. 'If you have a long dress with you, do put it on for the rest of the trip, the men talk so much about you.' 'What do they say' I inquired. 'O nothing, only you look so queer with that dress on.' 'I cannot afford to dress to please their taste,' I replied; 'I could not positively enjoy a moment's happiness with a long skirt on to confine me to the wagon.' I then endeavored to explain to her the many advantages which the reform dress possesses over the fashionable one but failed to make her appreciate my views. She had never found her dress to be the least inconvenient, she said; she could walk as much in her dress as she wanted to, or as was proper for a woman among so many men.

Oregon Trail Diary Quotes

Source: Sarah Cranston, May 31, 1851

The Shions, a very intelligent looking nation, are said to be wealthy. A little papoose attracted the attention of the whole company. It was dressed in a wild cat skin taken off whole and lined with red flannel and trimmed with beads.

Source: Joseph Warren Wood May 23, 1849

Buffalo chips also begin to be seen. They are dried very hard & appear considerable like the excrements of cattle from which they are distinguished by their superior hardness when scratched by the nail and by their being bluish white color after long exposure to the weather. As soon as we collect enough we are going to cook with them to see how it goes. I have been somewhat particular in describing them for since the term has been admitted into fashionable circles they have become our object of interest. They will be our only dependence for fuel for several hundred miles & to us at least they are so great a matter of convenience that we forget their origin.

Source: Flora Isabelle Bender June 6, 1863

...A number of Indians came around this evening, trying to trade various articles for biscuit, blanket, etc. They are the Shians. Pa bough a nice large buffalo robe for \$3.50

Source: J.S. Shepherd, May 24, 1850

One of our men, Mr. Fleming, who has been out all day with his gun has just come in loaded with Buffalo beef - hunting on foot and following the wagons, being anything but a joke, in a hot day, particularly when they are successful, the game being very burdensome. He also killed a Hare and an Antelope, which he was obliged to leave. To-morrow morning we breakfast for the first time on the famous Buffalo beef;

Source: John Wood, June 14, 1850

Today we met a large company, homeward bound. Some of our company purchased two milch cows from them. They say we never can get through, because there is no grass ahead, and the cholera is getting worse. Their wagons are crowded with sick men. Now our hearts began to fail us again and when we reflect that we have hardly made an introduction to our journey, the task becomes harder and we almost get weary of life.

Chimney Rock

Source: Diary of Virgil Pringle, 1847

The chimney might pass for one of the foundries of St. Louis...

Source: John Wood, June 20, 1850

Today we passed what is called the Chimney Rock; it stands in the open plain and is also an isolated bluff, in the shape of a pyramid and about 350 feet high. It is composed of sandstone, and thousands of names are written on it or rather cut with knives. Several of us climbed high as we could and cut our names. I suppose for the last time 'Tis said that when Col. Fremont came to this rock he stopped his company for several days trying to ascend to the top but could not. It is fast mouldering to ruin and if you dont look sharp, my friends you will never see it.

Oregon Trail Diary Quotes

Source: John Minto, July 25, 1844

Looking up the valley the top of Chimney Rock seems suspended in the sky, as the light seems to join between the top and base.

Source: Sarah Cranstone, June 4, 1851

The tower is 5 miles from the road from which it appears very much like a ruined, deserted tower or stronghold but on approaching nearer it looks more rough and irregular. It is composed of a kind of cement or very soft sandstone which can be cut or crumbled off easily. It stands alone overlooking the surrounding country. Those that visited it judged it to be 300 feet high, 200 long, 50 wide. When we first come in sight of Chimney rock it had the appearance of a chimney or stove pipe. As you approach it looks like a haystack with a pipe on it. It was of about the same composition as the tower, between two and three hundred feet high. The chimney or pipe is perhaps 50 or 60 feet high. It can easily be ascended to the base of the pipe.

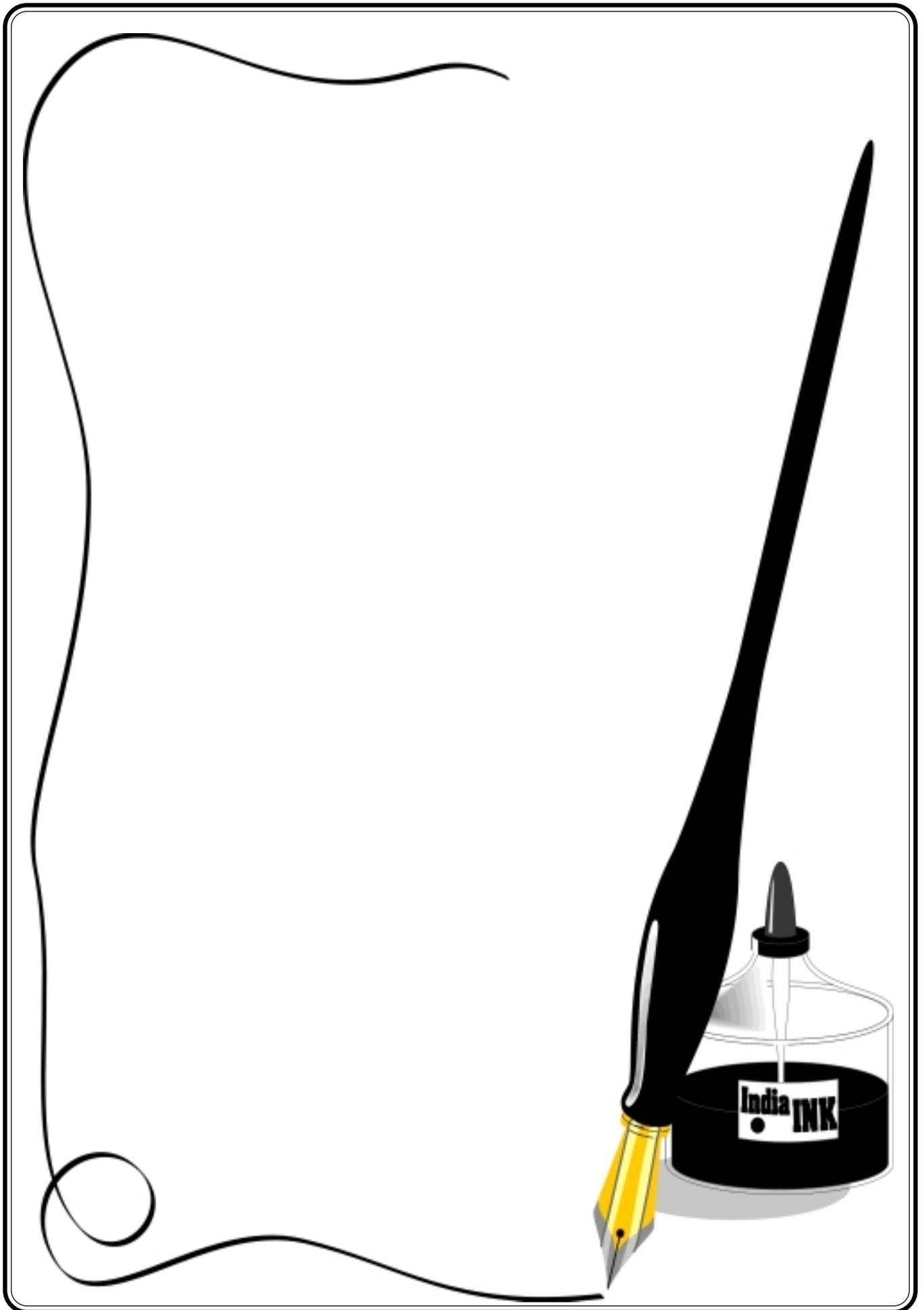
Courthouse Rock

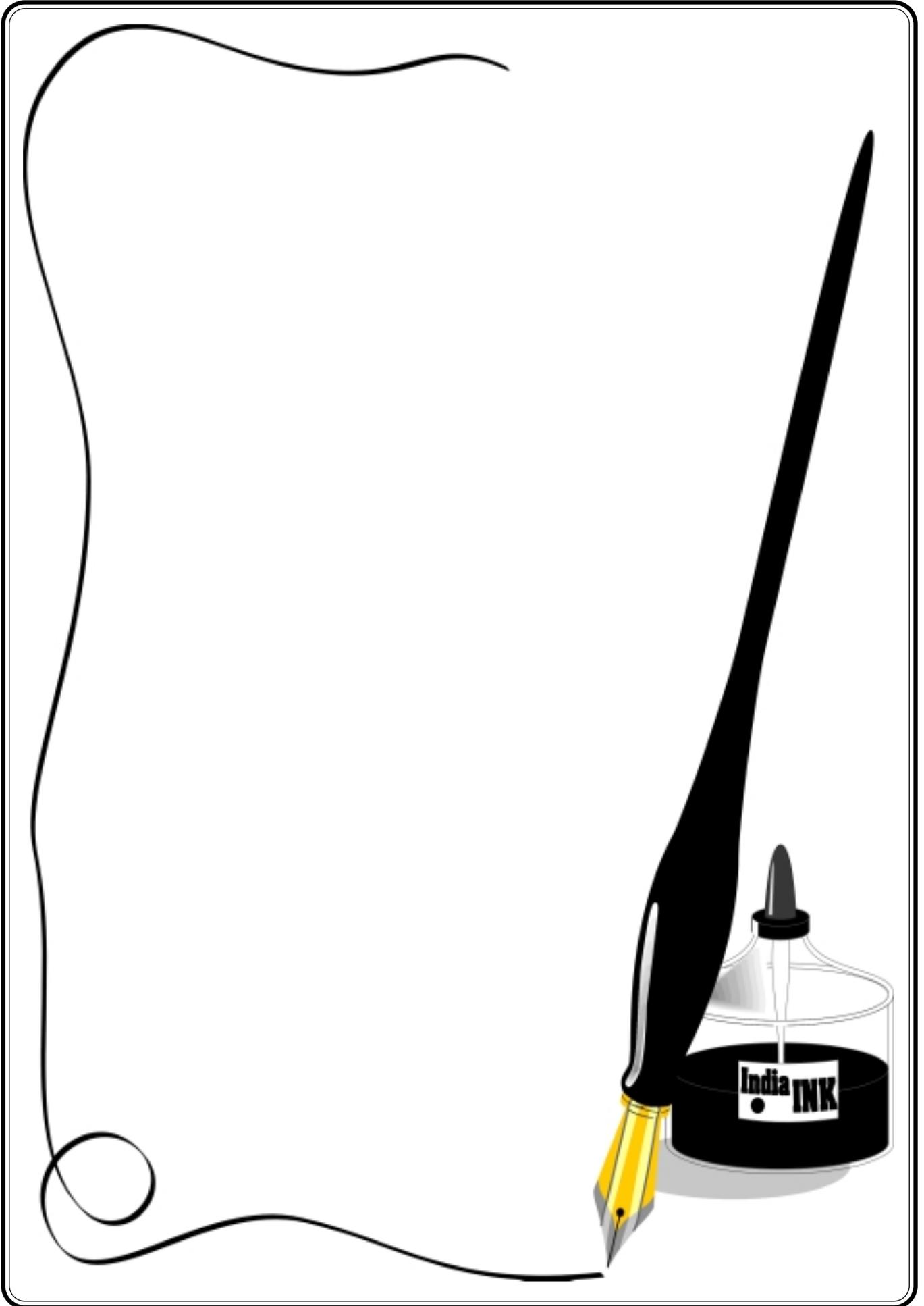
Source: John Wood, June 18, 1850

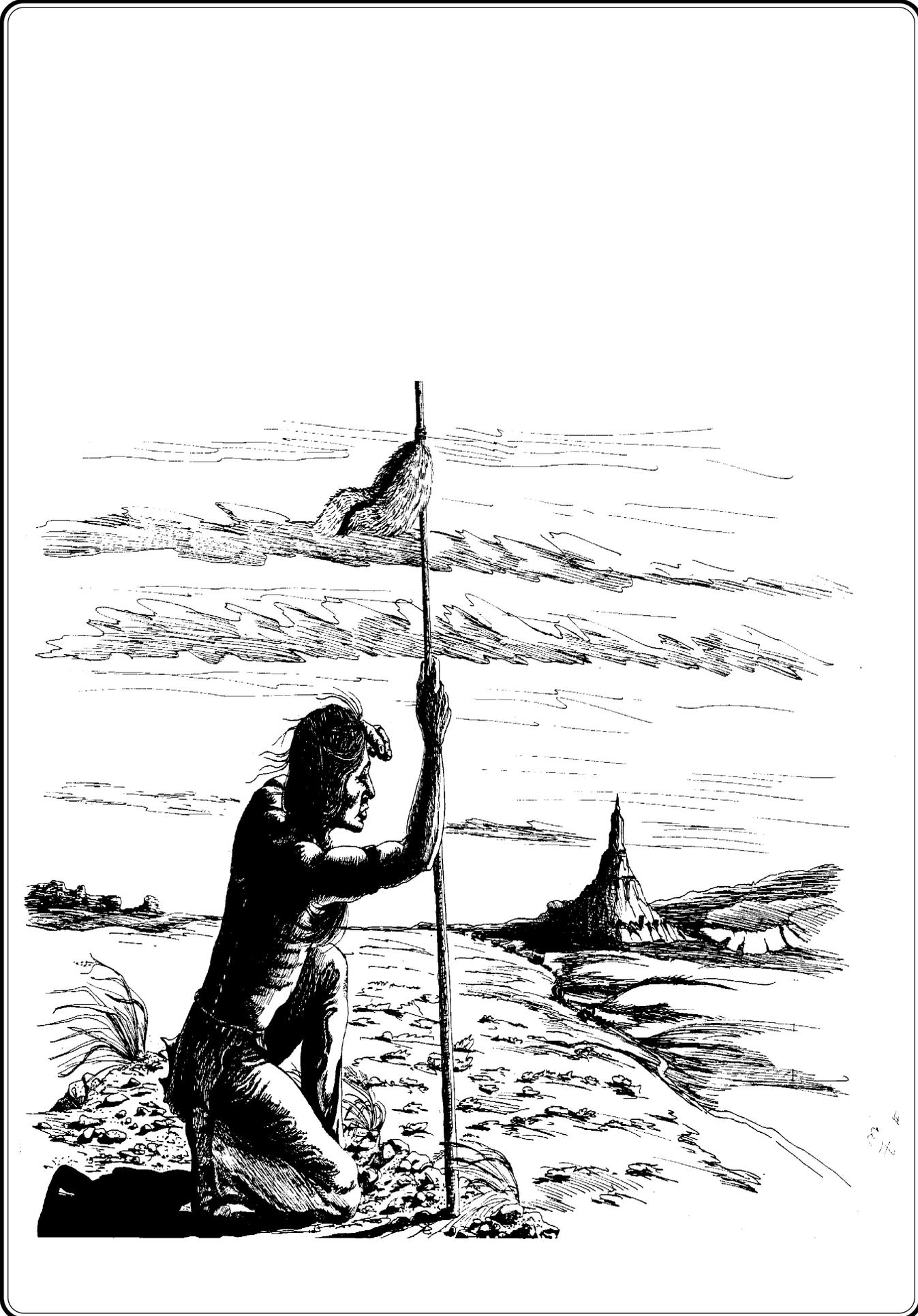
We have been in sight of what is called the Court House rock for several days; tomorrow we expect to pass it and then I will tell you all about it. It is something very tall "certain and sure."

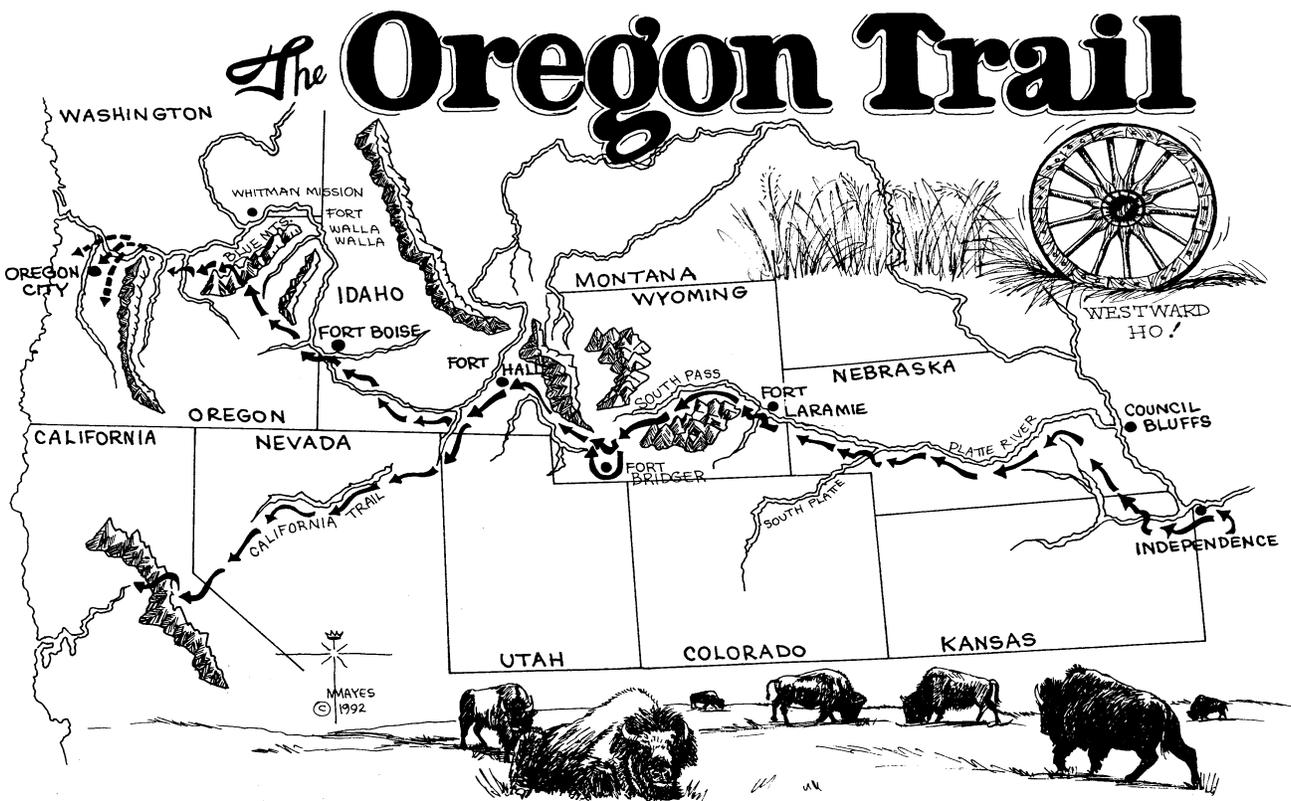
Source: J.S. Shepherd, May 30, 1850

We have had the Court House Rock in sight the greater part of the day; it is a strangely isolated mass, resembling remarkably an architectural structure, as well as a smaller one close by, which, from the road, strikingly reminds the beholder of a low country church; ...









Site-Visit Activities



National Historic Oregon Trail Center at Flagstaff Hill



National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt

1. At the beginning of the wagon trail display, the “Oregon Trail” sign lists the number of people that crossed the trail. How many pioneers made the journey?
2. What is the first woman you see (on the right) carrying in her hand?
3. What feelings do you see expressed on the woman’s face?
4. Describe the attitude of the child.
5. How many oxen are pulling the first green wagon?
6. What is slightly bigger than a compact car and looks like a “sunbonnet on wheels”?
7. What is another name for the Prairie Schooner?
8. How long was the Prairie Schooner home?
9. What might be used to make a new wheel?

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt

10. Why would the emigrants NOT often ride in the wagons?
11. What wild animal do you see behind you?
12. What do you think the two men are doing to the red two-wheeled cart?
13. Name three tribes that lived in what is currently eastern Oregon.
14. At "Death on the Trail," what is the woman weeping about?
15. What caused this tragedy?
16. How far apart were the graves?
17. What were the odds of dying?
18. Describe a child's life on the trail.

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt

19. What comes out of the display and onto the path where you are walking?

20. The Oregon Trail was _____ miles long.

21. The wagons traced pathways used for centuries by whom?

22. Name two items that the last man, the wagonmaster, on the horse is carrying on his saddle?

23. How many sheep does the shepherd have with him?

24. Why were the sheep being taken?

25. Name the hill where the Interpretive Center is located.

26. From the large display posters that are around the corner and on the right, name four groups of people who came into this area.
 - A.
 - B.
 - C.
 - D.

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt

27. Give two good reasons to go to Oregon.

A.

B.

28. Give two good reasons to stay in the East.

A.

B.

29. At the load your wagon display, name at least five items that you could pack into your model wagon.

A.

B.

C.

D.

E.

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt

30. From the “jumping off map”, name three places the emigrants started.
- A.
 - B.
 - C.
31. Where did the Oregon Trail end?
32. In what months did the pioneers begin their trip?
33. In 1850, _____% of the people crossing the Oregon Trail were adult males.
34. Why was a wagon train captain important?
35. Name 4 landmarks along the Oregon Trail.
- A.
 - B.
 - C.
 - D.
36. What was one of the best registers of pioneers traveling the trail?

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt

37. What age was considered old at this time?

38. Name four dangers the prairies contained.
 - A.
 - B.
 - C.
 - D.

39. What mountain pass in Wyoming crosses the Continental Divide?

40. Why was this pass important to the travelers?

41. Check the next red mileage sign. How far have you traveled now?

42. What items are being traded between the men and the women in the Indian and Pioneer trading display?

43. In what ways did Indians assist pioneers?

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt

50. Why are the movie scripts printed for the audience?
51. At the “Crossing the Snake River”, what are the three choices that could be made there?
- A.
- B.
- C.
52. Name three fatal diseases for the travelers.
53. In the last video, what musical instrument do you hear the most?
54. Check the nearest red sign. How far have you come?
55. At the “Camp Life,” display, name one item inside the glass case.
56. Name two items in the Indian display case.

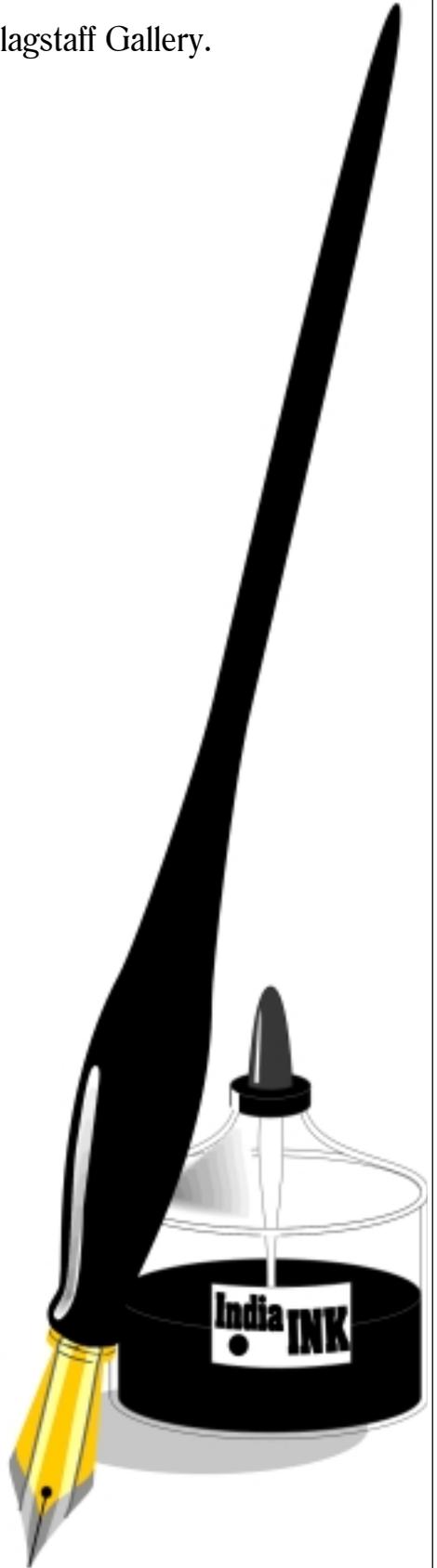
Leo Adler Theater

Write a brief reaction to the program that you saw in the theater.



Flagstaff Gallery

Write a brief description of what is exhibited in the Flagstaff Gallery.



National Historic Oregon Trail Interpretive Center Trail to the Mine Site



1. List all the animals you see while you are on the trail. (Don't forget insects!)
2. Do you think this same type of animal could have been here when the pioneers traveled west?
3. What other animals do you believe could have lived here in the past?
4. Draw the opening to the mine shaft. Use your imagination and picture what the miners would have been doing.

National Historic Oregon Trail Interpretive Center Wagon Encampment Quiz

QUESTIONS	ANSWERS
1. Name 3 difficulties faced when travelling by covered wagon	
2. Define wagon train.	
3. Where did the family sleep?	
4. Children had to perform chores during the long journey. Name three of them.	
5. Name five states that made up the Oregon Territory of 1840.	
6. Wild animals were abundant along the trail. Name six.	
7. What is the Continental Divide? Explain its significance.	
8. How were children schooled during the journey?	
9. Name three reasons to travel to Oregon and the West.	
10. List ten provisions a family would pack in their covered wagon.	
11. There were no bridges across rivers. Tell how wagon trains crossed them.	
12. Compare the distance travelled daily in a covered wagon with travel by car on a freeway.	

National Historic Oregon Trail Interpretive Center
Label the Wagon Parts

Cover

Bows

Water Barrel

Hand Brake

Tar/Grease Bucket

Brake Pad

Hounds

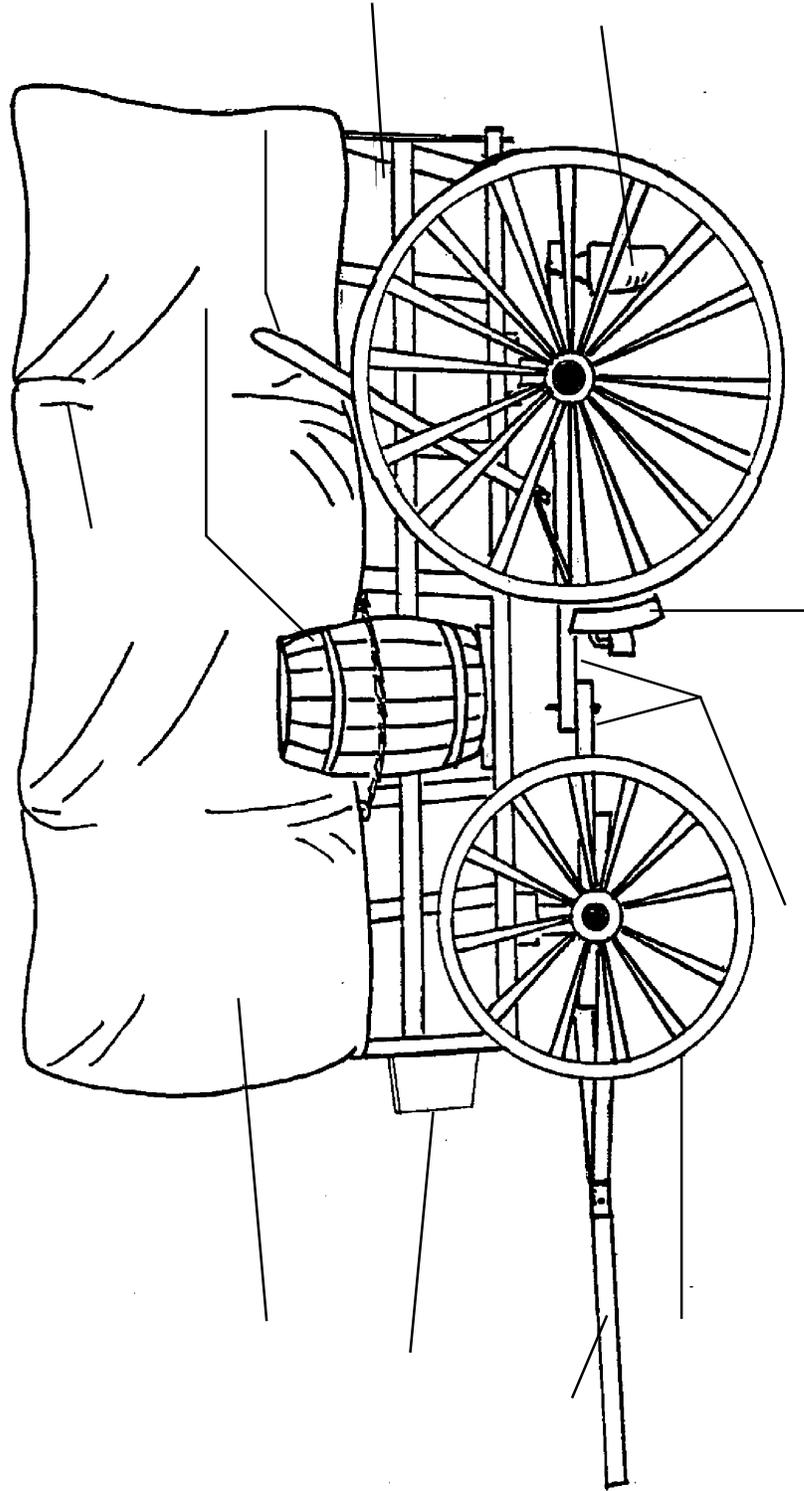
Iron Tire

Tongue

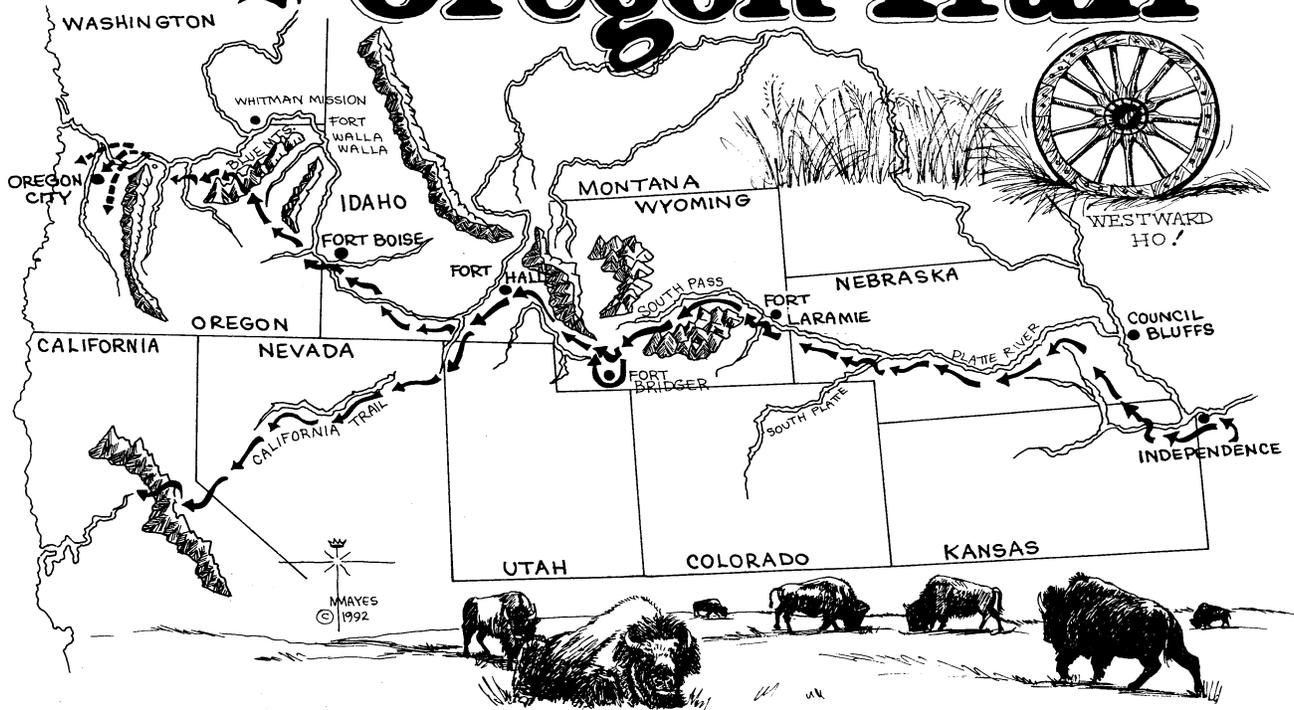
Jockey Box

Wagon Bed

**National Historic Oregon Trail Interpretive Center
Label the Wagon Parts - Key**



The Oregon Trail



Pre-Visit & Post-Visit Activity Sheets

Pre-Visit & Post-Visit Activity Sheets



National Historic Oregon Trail Center at Flagstaff Hill





National Historic Oregon Trail Interpretive Center Bison Math



Bulls weigh between 726 kg (1600 lbs) and _____ kg (2000 lbs).

$$130 \times 7 = \underline{\hspace{2cm}}$$

A buffalo has _____ pairs of ribs; humans have only twelve pairs.

$$42 \div 3 = \underline{\hspace{2cm}}$$

Cows (female buffaloes) are much smaller than bulls and seldom weigh more than _____ kg (900 lbs).

$$5 \times 82 = \underline{\hspace{2cm}}$$

Full grown bulls (males) stand seven feet (2.13m) or _____ ft. (2.43m) tall at the hump.

$$560 \div 70 = \underline{\hspace{2cm}}$$

A buffalo's height at its shoulders is between 5 1/2 ft. (1.7m) and _____ ft. (1.8).

$$360 \div 60 = \underline{\hspace{2cm}}$$

In 1850, 20 million (20,000,000) buffalo lived on the western plains. By 1899, only _____ were left!

$$11 \times 50 = \underline{\hspace{2cm}}$$

The distance between a buffalo's horns is almost _____ cm (35 in.) at its widest point.

$$15 \times 6 = \underline{\hspace{2cm}}$$

A full-grown bull (male) is _____ ft. (3 m) to 12 1/2 ft. (3.8 m) long from the tip of its nose to the end of its tail.

$$700 \div 70 = \underline{\hspace{2cm}}$$

National Historic Oregon Trail Interpretive Center Frontier Math

The first wagon train to travel west consisted of one dozen wagons and 70 men, women and children. If the pioneers were divided equally among the wagons, how many people would be assigned to each wagon? Round off the remainder to the nearest one.

Wagon trains often traveled no more than 15 miles per day. At that rate, how long would a 2,400 mile journey take? If the wagons could have gone 20 miles per day, how long would a 2,400 mile long journey take?

In 1841, the first wagon train set out from Missouri. By 1869 about 350,000 pioneers had followed the Oregon Trail across the West. On the average, how many people per year traveled this route? Round off the answer to the nearest one.

If one person was buried beside the road for every 17 people who started the journey over the Oregon Trail, write a fraction to show the number of people who died. Challenge: Write a percent to show this number.

San Francisco's population grew from 800 in 1848 to 50,000 by 1855. How many more people were in San Francisco in 1855 than in 1848? By how many people per year did the population grow during that time? (Round to the nearest person.)

National Historic Oregon Trail Interpretive Center Frontier Math

A typical sod house measured 16 by 20 feet. What was the area of the house? (Hint: $A=lw$) If the height of the house was six feet, what was the volume of the house? (Hint: $V=lwh$)

One sod block weighed 50 pounds. How many sod blocks were used to build a ninety ton sod home? (Hint: 2,000 pounds = 1 ton) If one sod block weighed 100 pounds, how many blocks were needed for a ninety ton sod home?

In the year 1800, 60 million buffalo roamed the plains. By 1850, only 20 million remained due to their slaughter by white hunters. How many buffalo were slaughtered? On the average how many buffalo were killed each year?

Native Americans once owned all the land in America. In 1890, they held only 200,000 square miles. Three million square miles had been taken by the white man. How many square miles of land were there altogether in America? What fraction did the Native Americans own?

Frontier teachers were paid meager wages from \$10.00 to \$35.00 per month. Some schools were in session only four months per year. How much would a teacher's salary be if they earned \$10.00 per month? If they earned \$35.00 per month?

National Historic Oregon Trail Interpretive Center

Word Searchin' on the Trail

N	H	F	O	R	T	U	N	E	E	M	I	N	I	N	G	F	L	A	K
A	L	H	S	E	O	H	S	T	U	O	N	R	O	W	A	M	L	F	C
T	I	T	Y	D	I	A	R	I	E	S	Y	X	T	Q	M	U	L	E	S
I	S	N	A	E	B	S	B	P	B	Z	Z	A	R	D	I	Y	E	W	E
V	E	B	Z	S	T	B	L	I	Z	Z	A	R	D	E	G	D	O	D	T
E	E	M	E	T	I	C	A	S	D	W	O	R	N	O	R	T	I	L	T
A	M	E	R	I	C	A	N	W	E	S	T	V	S	H	A	E	S	T	L
M	I	D	N	N	S	O	D	H	O	U	S	E	Y	M	T	X	L	H	E
E	G	E	S	Y	L	N	W	C	D	R	I	N	T	R	I	B	E	S	M
R	R	G	O	L	D	F	E	V	E	R	N	D	A	V	O	H	W	P	E
I	A	T	Y	S	E	I	S	N	C	E	M	U	U	L	N	E	P	R	N
C	N	H	O	M	E	S	T	E	A	D	A	C	T	S	K	B	N	A	T
A	T	S	X	A	L	K	E	T	I	T	S	U	D	S	T	A	P	I	L
N	S	E	E	T	H	A	R	D	W	O	R	K	E	X	H	P	L	R	L
S	K	H	N	T	C	Q	N	B	U	F	A	R	M	S	B	R	A	I	M
M	H	M	E	G	Y	F	F	P	E	I	Q	Q	W	C	D	A	I	E	Z
W	A	G	O	N	S	W	O	C	K	K	R	D	C	V	P	I	N	S	T
S	R	K	V	N	E	G	R	A	S	S	H	O	P	P	E	R	S	C	Z
A	D	O	D	H	I	U	T	E	O	V	P	K	N	T	L	I	I	H	R
E	S	B	U	F	F	A	L	O	C	H	I	P	S	C	B	E	B	O	H
S	H	P	S	E	A	R	I	N	G	H	O	T	T	A	T	F	E	O	A
A	I	D	N	I	W	S	S	E	L	D	N	E	R	L	D	I	E	N	Y
V	P	B	R	A	I	N	T	A	N	N	E	D	L	E	A	R	K	E	G
Y	S	I	B	L	O	N	E	L	I	N	E	S	S	F	B	E	F	R	S
R	C	O	U	R	A	G	E	S	P	D	R	O	U	G	H	T	T	S	Z

- | | | | |
|-------------------------|---------------------|----------------------|--------------------------|
| <i>COURAGE</i> | <i>DUST</i> | <i>MIGRATION</i> | <i>PRAIRIE SCHOONERS</i> |
| <i>LONELINESS</i> | <i>BEANS</i> | <i>MULES</i> | <i>PLAINS</i> |
| <i>SOD HOUSE</i> | <i>PINS</i> | <i>TIPIS</i> | <i>HOMESTEAD ACT</i> |
| <i>HARDSHIPS</i> | <i>MINING</i> | <i>BRAIN TANNED</i> | <i>TRIBES</i> |
| <i>HARDWORK</i> | <i>DROUGHT</i> | <i>COWS COW</i> | <i>AMERICAN WEST</i> |
| <i>WESTERN FORT</i> | <i>GRASSHOPPERS</i> | <i>WORNOUT SHOES</i> | <i>DESTINY</i> |
| <i>SETTLEMENT</i> | <i>WAGON</i> | <i>FORTUNE</i> | <i>DIARIES</i> |
| <i>BLIZZARD</i> | <i>OXEN</i> | <i>PIONEER</i> | <i>FARMS</i> |
| <i>NATIVE AMERICANS</i> | <i>GOLDFEVER</i> | <i>ENDLESS WIND</i> | <i>EMIGRANTS</i> |
| <i>ALKALI DUST</i> | <i>SEARING HOT</i> | <i>PRAIRIE FIRE</i> | <i>BUFFALO CHIPS</i> |

National Historic Oregon Trail Interpretive Center Pioneer Supplies Word Scramble

Sleeping Supplies



knlbetsa



dngoru tlochs



llpwios



ttne



proes

Medical Supplies



dangebas



cissssro



leednes



tearhd



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center Pioneer Supplies Word Scramble

Luxuries/Personal Items



hocsol okobs



umsical nemstrutins



lodsl



weejrly

Food



ddrei ruitf



gegs



irce



ronc lema



irded seanb



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center Pioneer Supplies Word Scramble

Cooking Supplies



tduch vone



letkte



killset



lelad



twear gek

Weapons



filer



nikef



wedrugnop



deal



lulbet doml



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center Pioneer Supplies Word Scramble

Clothing



obtos



owlo tocas



ttocon sedress



ckkinbsu santp



llannfe hsirst

Farming/Building Supplies



xa



levsho



ahmmer



polw



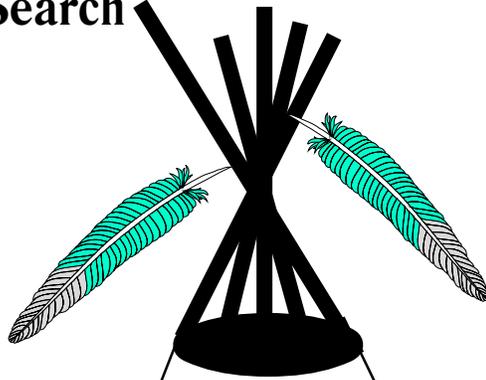
eho



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center

Teepee Word Search



WALLAWALLA
 UMATILLA
 TRADING
 ARROWS
 MOCCASIN
 NEZPERCE
 CEREMONY
 BUFFALO
 BEAD
 SALMON
 TEEPEE
 TRIBE
 NATURE
 FUR

F U R
 R I T
 W A C
 H A D E J
 T L G R K
 T L D E N
 J S A L M O N
 U V W D O L A
 B S A N N S T O
 E W L B Y F U K
 F A L L C M S R T
 D D K A S Y X E E G
 P D R O C A Y U S E D D
 M O C C A S I N F P Y Y
 B S F G G M J O F S E M H E
 N B U F F A L O D C E D S W
 D A R R O W S G F H B C D T C
 X E R T Y U I P N E Z P E R C E
 V T R A D I N G L C C R T L I L L
 C A S D F G H J K Z D N M Q B R I
 Z U M A T I L L A Y T R E W E H Z

National Historic Oregon Trail Interpretive Center

OREGON TRAIL BINGO

Name one fort on the Oregon Trail.	The Oregon Trail went through which six states?	Name four animals that the pioneers might have seen on the Oregon Trail.	What did the pioneers use for fuel for their fires?	How many people crossed the Oregon Trail?
Name an animal used to pull wagons.	Name a type of book that a pioneer recorded his travels.	Name one of the "jumping off" points for the Oregon Trail.	Name two parts of a covered wagon.	Where did pioneers sleep on the trail?
Name one famous person to travel to the Oregon Trail.	Name four dangers for the pioneers.	Where did the Oregon Trail end?	Name three types of food that would have been eaten on the trip west.	Name three reasons the pioneers traveled to Oregon.
Name three supplies needed on the wagon trip.	Name one landmark along the Oregon Trail.	In which month did the pioneers usually start their trek?	Name a game that children could play on the trail.	What is another name for settler?
How long is the Oregon Trail?	In which state did the Oregon Trail begin?	About how many days did it take to travel the Oregon Trail?	Name one disease that killed pioneers on the Oregon Trail.	Name a song that the pioneers might have sung on the trek West.



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center MATCHING EXERCISE/ VOCABULARY

Directions: Place the number of the word at the top that matches the definition below.

- | | |
|-----------------|------------------|
| 1. Ferry | 7. Blaze a trail |
| 2. Migration | 8. Exaggerate |
| 3. Patriotic | 9. Congress |
| 4. Abandon | 10. Pioneer |
| 5. Frontiersman | 11. Settler |
| 6. Oasis | 12. Oregon fever |

___ a person who lives on the frontier.

___ the group of people who make laws.

___ to expand a story beyond truth.

___ a boat for carrying people and goods across water.

___ a great eagerness to come to the Oregon Country to live.

___ feeling of love and support for one's country.

___ to leave, especially because of trouble or danger.

___ a person who is among the first to settle a place.

___ movement from one place to another.

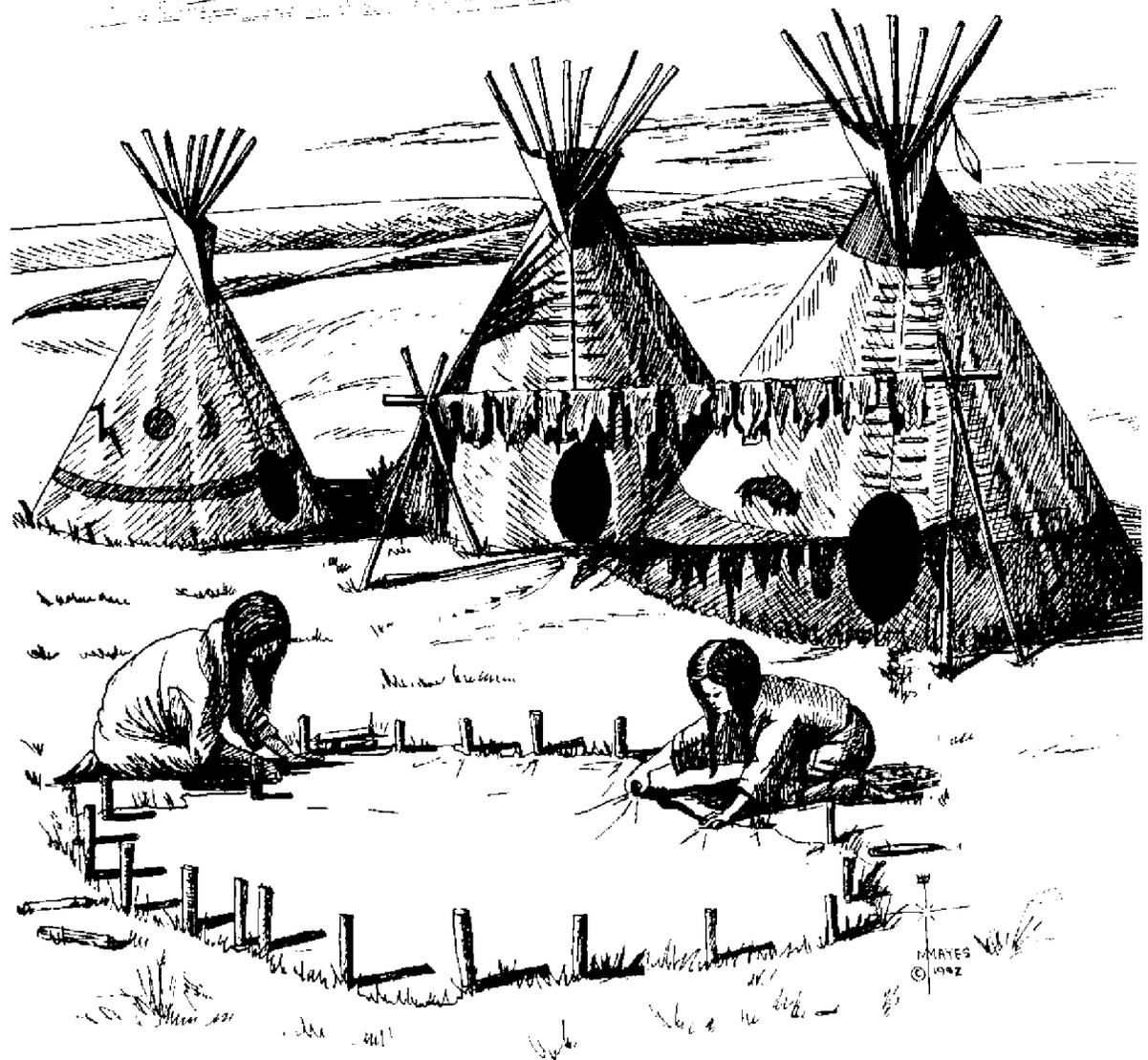
___ a person who settles in a new country.

___ mark a new trail by cutting notches in the bark of trees.

___ areas of food, water, and shelter in the middle of desert.

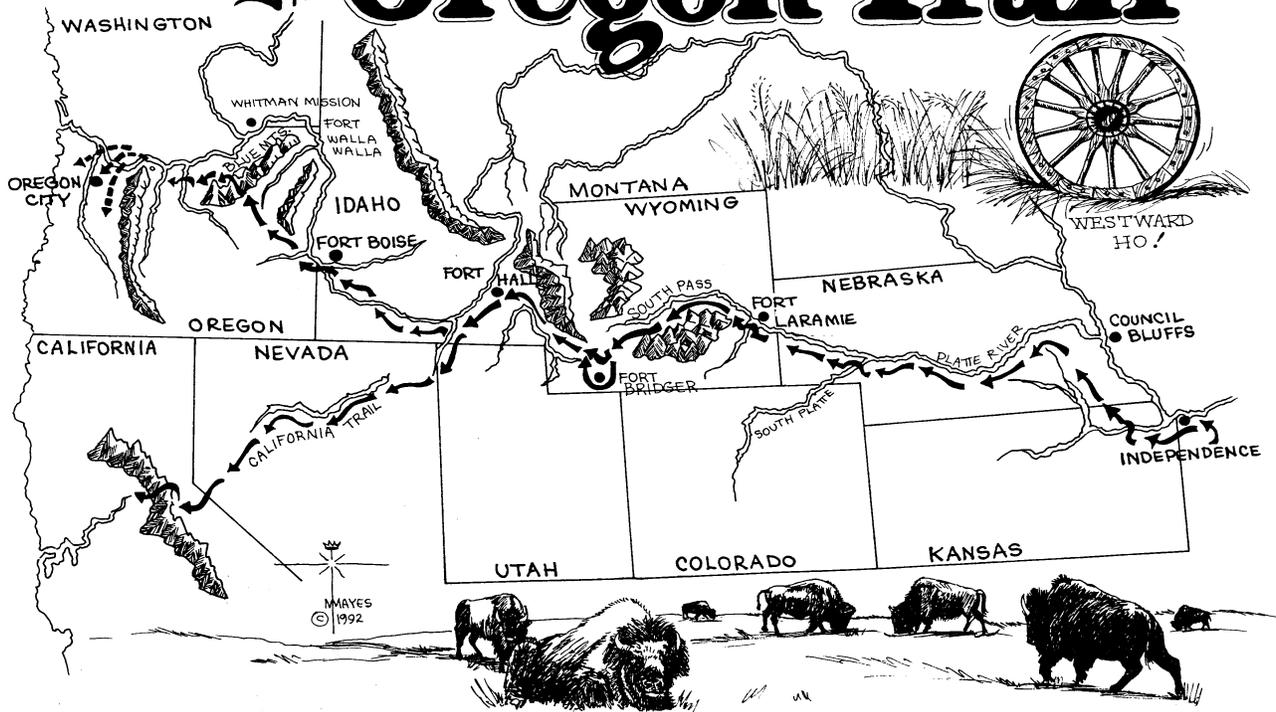


National Historic Oregon Trail Center at Flagstaff Hill



MAYES
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The Oregon Trail



Activities



National Historic Oregon Trail Center at Flagstaff Hill

**The National Historic Oregon Trail Interpretive
Center**

**Activity
Making a Quilt**



National Historic Oregon Trail Interpretive Center

Making a Patchwork Quilt

Quilt History

Europeans discovered quilted clothing in the Middle East during the 11th and 12th Century Crusades. They wore it home as armor padding.

By the 1600's, when European immigrants began coming to the American colonies, quilting had become extremely popular in Western Europe for both functional and artistic reasons.

Throughout history and throughout the world, most women, rich or poor, sewed. Sewing was usually one of the first skills women taught their daughters.

Frequently, the first creative needlework projects were pieced quilt blocks.

Quilt Structure

To many people a quilt is merely a bed cover. Actually "quilting" is a process or technique for padding layers of fabric together.

Quilts are made in three layers:

Backing: plain

Batting: insulation layer of an old blanket

Top: pattern design goes on the top

Several varieties of tops can be used.

The quilt layers are held together by stitches that keep the batting from shifting between layers.

National Historic Oregon Trail Interpretive Center Making a Patchwork Quilt

Quilting as an Art

Quilted patterns that were pieced required the quilter to have good “geometric sense” to work out the complicated designs.

Some patterns were used over and over again, and became “traditional” patterns.

Beautiful patterns were produced with scraps from costly printed materials from England.

A good resource book is *Treasures From the Trunk* by Mary Cross.

The Importance of Quilting in People’s Lives

Colonial women living in the countryside were usually quite isolated from each other. There was much to do, leaving little time for socializing. Much of the time was spent indoors in the winter months. This provided time needed for quilting.

Quilting bees were held in the spring as major social gatherings for a group effort of producing a quilt.

The quilting bee also served as an acceptable party social.

Family history was passed down through stories embedded in quilts made from the scraps of significant pieces of clothing (war jacket, Grandma’s wedding dress, etc.).

National Historic Oregon Trail Interpretive Center

Making a Patchwork Quilt

Quilt Patches

A patchwork quilt is made of little patches of cloth cut in different shapes and sizes.

Quilt Blocks

The little patches are sewn together to make a pattern. This is called a quilt block. There are many different quilt block patterns.

Quilt Top

The quilt blocks are then sewn together to make a quilt top.

Three Layers

After the quilt top is made, a layer of cotton is placed underneath to make the quilt soft and fluffy. This is the batting. Then a large piece of cloth, the quilt lining, is placed underneath the batting.

Quilting

Last of all, very small stitches are made around each part of the design through all three layers. This is called quilting.

**National Historic Oregon Trail Interpretive Center
Making a Patchwork Quilt**

Design a Quilt Block

The National Historic Oregon Trail Interpretive Center

Activity Oregon Trail Play



The National Historic Oregon Trail Interpretive Center

Oregon Trail Play

by Susan Frantum

Cast:	Mr. Jim Roberts	Peter Burnett
	Mrs. Mary Roberts	1st man
	Molly	2nd man
	Sam	3rd man
	Michael	1st trapper
	Anna	2nd trapper
	John	3rd trapper
	George	Merchant
	Lydia	Banker
	Mr. Smith	Sarah
	Nesmith	Mrs. Smith
	Other Pioneers	

Jim:

Mary, have you heard the news about the gathering tonight to discuss plans to go West?

Mary:

No, I hadn't. Are you going to the meeting?

Jim:

Yes, I think this could be an opportunity for us to start a new life in Oregon.

Mary:

But Jim, what about our house and the farm and what about the children? So many people have died along the trail.

Jim:

Mary, I know this is a sudden thought, but let's think about the challenges and opportunities before we decide. I'll be back late this evening and we'll discuss it then.

Mary:

O...K

Jim:

Goodbye, I'll see you later.

Narrator:

Later that evening at the mill....

(Men assemble)

Burnett:

Good evening gentlemen. We are meeting tonight to discuss the journey to the far off land of Oregon.

1st man:

But Don, why would we leave our homes to go to a land of uncertainty?

Group:

Yeah!

Burnett:

That is a good question, but let me tell you about Oregon. This new land has acres and acres of fertile soil to build our homes on. The mountains are clothed with timber and rivers filled with fish. The valleys provide a great abundance of pastures for livestock. The climate is moderate with a good growing season for our crops.

(Group ooh & ahhs)

2nd man:

Yeah, that sounds great but what about the long journey?

Burnett:

It will be a long journey but it will be worth it when we reach the land of promise.

3rd man:

But what about the Indians? I hear they're mean ones!

Burnett:

Yes, there are some that do not like the white men, but most of them are friendly just like the trappers. And if we stick together we can make it! The journey will take perseverance and a lot of hard labor. We can do it ---can't we?

(Group cheers)

Burnett:

We will leave May 22nd. First, I will inspect the wagons for safety and those that can withstand the journey will be a part of the wagon train.

(Men depart to go to their homes.)

Jim:

Mary, are you still awake....Mary, Mary.

Mary:
(sleepily) Jim?

Jim:
Would you like me to tell you the details about the trip?

Mary:
(getting up) Just a minute and I will get us a cup of coffee.

Jim:
(excited) In Oregon there are acres and acres of fertile soil, lots of fish and rivers...

Mary:
(enters with coffee) Just a minute Jim - slow down.

Jim:
Sorry! It is just that I'm so excited! The wagon train leaves May 22nd.

Mary:
But what about the long trip and the Indians?

Jim:
The trip is about 2,000 miles long and most of the Indians and trappers are friendly. Mr. Burnett expects us to reach Oregon in about four and a half to five months.

Mary:
What about selling our farm and our house. We are just starting to get it fixed up.

Jim:
I know this will be a big change Mary but I know we can do it.

Mary:
What about the supplies we will need...and the wagon and the CHILDREN?

Jim:
If I begin tomorrow I can have the wagon ready by May 22nd and you and the children can begin gathering the supplies.

Mary:
What supplies do we need?

Jim:
(Gets out his list and begins reading)

140 lbs of flour per person, coffee, 40lbs of bacon per person, sugar, cornmeal, dried fruit, jerky, vinegar, salt, dried beans, tea, rice, tin plates and cups, iron forks and spoons, a few books, clothing, blankets, the fiddle and kazoos, seeds and tree seedlings, an axe, saw, shovel, rope, guns and ammunition, churn and iron frying pans.

Mary:

(looks frustrated) But Jim -- we can't afford even half of those items.

Jim:

We can sell our farm to the bank and then we will have enough to buy everything and still have some left to buy supplies at Fort Hall.

Mary:

What about the children? Sam is 12 and Molly's 8, they need to go to school and get an education. And what about little Michael? This is going to be too hard on him.

Jim:

Sam and Molly will get more out of this trip that they would ever get out of one of those school books. Michael can ride in the wagon.

Mary:

Jim, do you really want to do this?

Jim:

I know we can make it. You know I'd never be in favor of this trip if I thought we couldn't.

Mary:

(hugs Jim) Ok -- we will begin tomorrow.

(Both leave to go to bed)

(Music -- Home Sweet Home)

Narrator:

Early the next morning...

Jim:

Mary, are you awake?

Mary:

Jim, what time is it?

Jim:

Oh, it is 4:00 a.m., let's go wake the children up and tell them our plans.

(gets up and goes with Jim to wake the children)

Jim:

Sam, Molly, Michael wake up. We have something to tell you.

Children:

(moan) What is it?

Jim:

(helping them sit up) On May 22nd we are going to leave Independence and go west to Oregon. We will be traveling by wagon train with about 100 other families.

Sam:

I'll help you dad with the wagon and the animals.

Michael:

I can help too! Will there be real Indians?

Molly:

But I don't want to leave our house here!

Jim:

We may see real Indians and I know it will be a big adjustment, but we are going to the land of promise for all of us. Your mom will need you all to help her get our supplies ready.

Jim:

I need to go now and start working on our wagon.

Children:

Bye dad! Mom what can we do?

Mary:

First, let's look at the list of supplies your dad gave to me. Sam, you gather the ax, saw, shovel, rope and take them to your dad and then help Molly.

Molly, pack the eating utensils and a couple of frying pans in that crate. Then start packing blankets and clothing.

Michael, you come with me and we will check how our dried fruit and jerky is.

(all exit)

Narrator:

The Roberts worked very hard that day to start getting ready for the long journey.

(early the next morning)

(Music: Oh Susanna!)

Jim:

Mary, I'm going to the bank now to see about selling our house and then I need to get some parts for the wagon.

(curtain closes)

Banker:

Good morning, Mr. Roberts and how are you doing this fine day?

Jim:

I was wondering if you would be interested in buying my farm? You have seen how much work we have put into the house.

Banker:

But Jim, you are the 75th person this week to come in and try to sell his farm. I can't figure out why anyone would want to sell his farm and try to make such a long journey.

Jim:

I know it seems a little absurd but Mary and I are willing to try. Would you like to buy our farm?

Banker:

Well, let me see. (writes some figures down) I can give you this much.

Jim:

(In disbelief) But I was sure it would bring at least \$20 more.

Banker:

I'm sorry but that is all I can afford now.

Jim:

(Starts to get up and then sits back down)

Alright.

(Signs the paper and then gets paid)

(Jim goes to the mercantile)

Merchant:

I heard you're going west.

Jim:

Yeah, and I need a pound of nails, a good wagon sheet and a new harness for the oxen.

(Merchant goes to the back room and gets articles. Jim pays him.)

Merchant:

Good luck to you and your missus.

Narrator:

Meanwhile Mary and the children are gathering up a few trinkets.

Mary:

We must save some of these for trading with the Indians. Let's take these down to Sarah's to trade for more staples.

Molly:

Can't I take this China doll?

Mary:

I am sorry honey, but we won't have room for it.

(They leave to go to Sarah's)

Sarah:

How good to see you. Come in and have some freshly baked cookies.

Mary:

Oh, thank you Sarah. Now children---one a piece.

Sarah, we were wondering if you would be interested in trading some staples, especially dried fruit and jerky for these trinkets. I am sorry we don't have anything else.

Sarah:

I hate to see our best neighbor leave, but let's go look and see what I have. Children, go ahead and have another cookie.

(Children eat another cookie and they gather food items.)

Mary:

Goodbye Sarah. I will always remember you.

Sarah:

Good luck and please write to me Mary.

(They embrace)

Narrator:

The next day they pack the wagon.

Jim:

I think we may need to leave a few items. Mary go through the clothing and take only the items necessary.

Mary:

I didn't realize there were so many things. OK, let me go through our clothing once more.

(The wagon is packed. Curtain closes.)

Narrator:

The next day...

Jim:

Come on let's get going. Today is May 22nd. Sam bring Tilly and Bessy.

Narrator:

Burnett is inspecting wagons.
The Roberts pull their wagon in behind the last one and wait.

Burnett:

Hello, Mr. and Mrs. Roberts, ready to go west?

Jim:

Yes we are!

Burnett:

(Looking about the wagon) Looks like you did a good job getting your wagon ready. The bucket of tar will be especially useful crossing the rivers. We will be leaving in about an hour.

Jim:

Mary, do you have any regrets? We still can stay if you really don't want to go.

Mary:

Oh no, I am looking forward to going now!

Burnett:

(Hollering) Wagons ho!

(Music: "Ho Westward Ho")

(Curtain Closes)

Narrator:

The wagons crossed Captains Creek, Little Wakarusa and Coon Point. Outside Coon Point at Big Springs...(Curtain opens)

Anna:

Oh John, look at all of the green grass for the oxen and cattle. And fresh water for washing our clothes and baths!

John:

Jim and I are going to go into the woods and look for deer.

Anna:

Be careful, but first come and have some bacon and biscuits I've made in the bacon drippings.

John:

These are sure delicious.

Anna:

I am going to make some butter in the churn so we can have biscuits and butter for dinner tonight.

Jim and Mary:

Hi John and Anna.

Jim:

Come on John let's get going. We'll see you later.

Mary:

I've brought my wash so we can wash early so they can dry.

Anna:

And I told the children after they milked the cows they could come and play with George and Lydia.

(The women exit.)

(The children enter.)

George:

Lydia here comes Molly, Sam and Michael.

Sam:

Let's play hide and seek.

(Children play hide and seek and then exit.)

Narrator:

The next day they left the campsite and traveled until they reached the Kansas River. Burnett and the men began ferrying wagons across the river. Wagons were first patched with tar and often they removed the wheels so that the wagons would float like boats. Rules were made but the plains brought out the worst in a man.

Mark:

Burnett, Burnett! Thomas Smith stole our only cow. He says it was wandering about and it is now his.

Burnett:

Come along. Smith, where did you get this cow.

Smith:

I found it and now it is ours.

Burnett:

You know we have rules and you didn't adhere to them. You will have to leave the wagon train.

Smith:

I can't! Our baby needs milk and we didn't have any. Our cow died!

Burnett:

If you would have asked I'm sure Mark would have shared, but you didn't. We will give you milk but you will have to turn back now.

Narrator:

The pioneers were troubled with occasional cloudbursts. After supper the elders gathered in groups and talked while the children danced to the music of a fiddle.

(Dance with children to Pat A Cake Polka)

Narrator:

The wagons rolled across Nebraska. Pioneers were entering buffalo country. Traveling was slow because of sandy soil. Wood was scarce so buffalo chips were used instead. Women gathered the chips in their aprons to keep the fires going. It was here they met the Sioux and Pawnee and Arapaho Indians.

(Indians enter the camp trying to run off the livestock)

Men:

(Hollering) Get out of here! Get away from our cattle!

(Shots ring out and Indians scatter)

Jim:

Mary, they scared Tilly off. We'll try to find her in the morning but they will probably get to her first.

Mary:

Jim, what will we do.

Jim:

We still have Bessy. It will be alright. Go to sleep now Mary.

Narrator:

It was a hot July day!

Anna:

(Rushes to Mary) Did you hear? Pennington's just had a baby girl.

Mary:

Maybe we can stop for a break and go and help her.

Burnett:

Wagons Ho! Keep moving.

Narrator:

New arrivals or deaths did not keep the wagons from moving. Emigrants passed by the famous Chimney Rock. Mid-July they arrive at Fort Laramie, Wyoming.

Mr. Nesmith:

Welcome to Ft. Laramie we'd like you to rest a couple of days and tomorrow night we will have a dance.

Burnett:

Thank you for your hospitality. Our travelers are tired and would look forward to a day of relaxation.

Narrator:

The pioneers welcomed the dance!

(Song, "Turkey in the Straw")

(Dance, "Virginia Reel")

Anna:

Mary, let's go to the trading post.

Mary:

Surely you are not going to trade that beautiful clock?

Anna:

Yes, we are short of money and we have only 150 pounds of flour left as it got wet crossing the last river.

(Women go to trading post)

Soldier 1:

May I help you ladies?

Anna:

How much flour could I get if I traded this clock?

Soldier 1:

Well, we don't have much use for a clock. Flour is 25 cents a pound and so I could give you 15 pound...Oh, make that 20 pounds.

(Women look at each other in disbelief)

Anna:

OK. (they trade) Come on Mary we need to finish our mending.

Narrator:

Although water, grass and woods became more plentiful the land was becoming rockier and rougher. Sickness became prevalent.

Jim:

Anna could you look after Mary? She's running a high fever and Burnett says keep moving.

Anna:

I'll get her comfortable in the wagon and keep cool cloths on her.

Narrator:

Mary got better in a few days. The wagons were troubled with wind and rain storms. Late July the wagons reached Independence Rock outside of Casper, Wyoming. The pioneers had crossed 840 long miles.

Burnett:

Hey John...this place is called Ice Slough. Watch.

(Burnett begins to dig.)

John:

What is that...ice! It can't be. It is 100 degrees outside.

Burnett:

It is...hey bring your water casks and we'll fill up with ice cool water.

Narrator:

The wagons stopped briefly at Bridger's Fort to make repairs and do a little trading before moving on to Idaho.

After climbing hills they arrived at Montpelier and ventured onto Bear River. Trappers called the waters "Bear Springs".

(Trappers sitting around singing, "Drink to Me Only With Thine Eyes")

Trapper 1:

Look we've got company.

Trapper 2:

Come join us and we'll share our springs and also do some trading. The Indians will be here shortly to trade.

Trapper 3:

We've got beaver skins, bear skins, and deer skins. We could use cooking utensils and flour, sugar, rice and beans.

(Indians enter)

(Indians exchange greetings with trappers and travelers)

(Indians do dance)

Burnett:

Let's sit down and discuss the trades.

(Men and trappers and Indians trade.)

(Curtain close) (Indian Round Dance)

Narrator:

The next day the pioneers travel on.

Michael:

Mom, I am so tired...can't we go home?

Molly:

We do have so many blisters on our feet. Can't we rest?

Mary:

I know you are so tired and I keep wondering myself if we will ever make it but we must be strong for dad. This is his dream and we all must help it to come true.

I know we are getting closer.

Burnett:

OK, let's make camp.

Mary:

Now come get into the wagon

(Song "Hush Little Baby)

Narrator:

August came and they reached Fort Hall, Idaho. The fort was over 15 feet high and was built of cottonwood logs.

John:

Anna, I am afraid we are going to have to use almost all of our savings to repair our wagon. We had to leave most of our trading items when crossing the last range.

Anna:

Don't worry John. The children and I will help others with their washing and mending in exchange for food. The prices here are too high. But buy what we need.

Narrator:

A few days later the pioneers left Fort Hall with a new slogan...on to Oregon.

(Song, "On to Oregon")

It wasn't long before the trail became rough.

John:

I am going to have to cut our wagon down and Lydia is ill. Could she and a few of our belongings ride in your wagon.

Jim:

Of course she can. I'll send Sam with you and George and Anna can come back with us.

John:

You are a true friend.

(Burnett and men assemble)

Narrator:

The pioneers passed by Twin Falls, Idaho to reach Shoshone Falls. Shoshone Falls is 45 feet higher than Niagara Falls. It is over 1,000 feet in width and 1,200 feet in depth. What a spectacular sight!

The pioneers entered Oregon near Nyssa and then headed North to Farewell Bend where they parted ways with the Snake River forever.

Mary:

Look Anna!

Anna:

The view is gorgeous!

John:

What is that lone tree doing out in the middle of that valley. They should name the valley Lone Pine Valley.

Burnett:

Let's camp by that tree tonight.

(Jim, John, Anna and Mary gather.)

Anna:

Lydia is so weak from this trip.

Mary:

This is the most beautiful place I've ever seen!

John:

Did you see those mountains covered with timber. Good for building homes!

Jim:

And those rivers are filled with fish.

John:

Did you see the valley? We could grow our own food and have pastures for our livestock.

Jim:

Are you saying you would like to leave the wagon train and settle here?

John:

Well...I guess so.

Mary and Anna:

Can't we?

Jim:

Well...we have been so lucky and we still have quite a bit left...maybe we could buy a few more staples and a cow or two from another wagon as they are almost to Fort Walla Walla.

John:

I'll pay you back as soon as I can!

Jim:

That's fine, we wish you our best and good luck.

(John makes arrangements to separate from the party and begins to make arrangements for the settling in Baker Valley.)

("Oregon State Song" and "America the Beautiful")

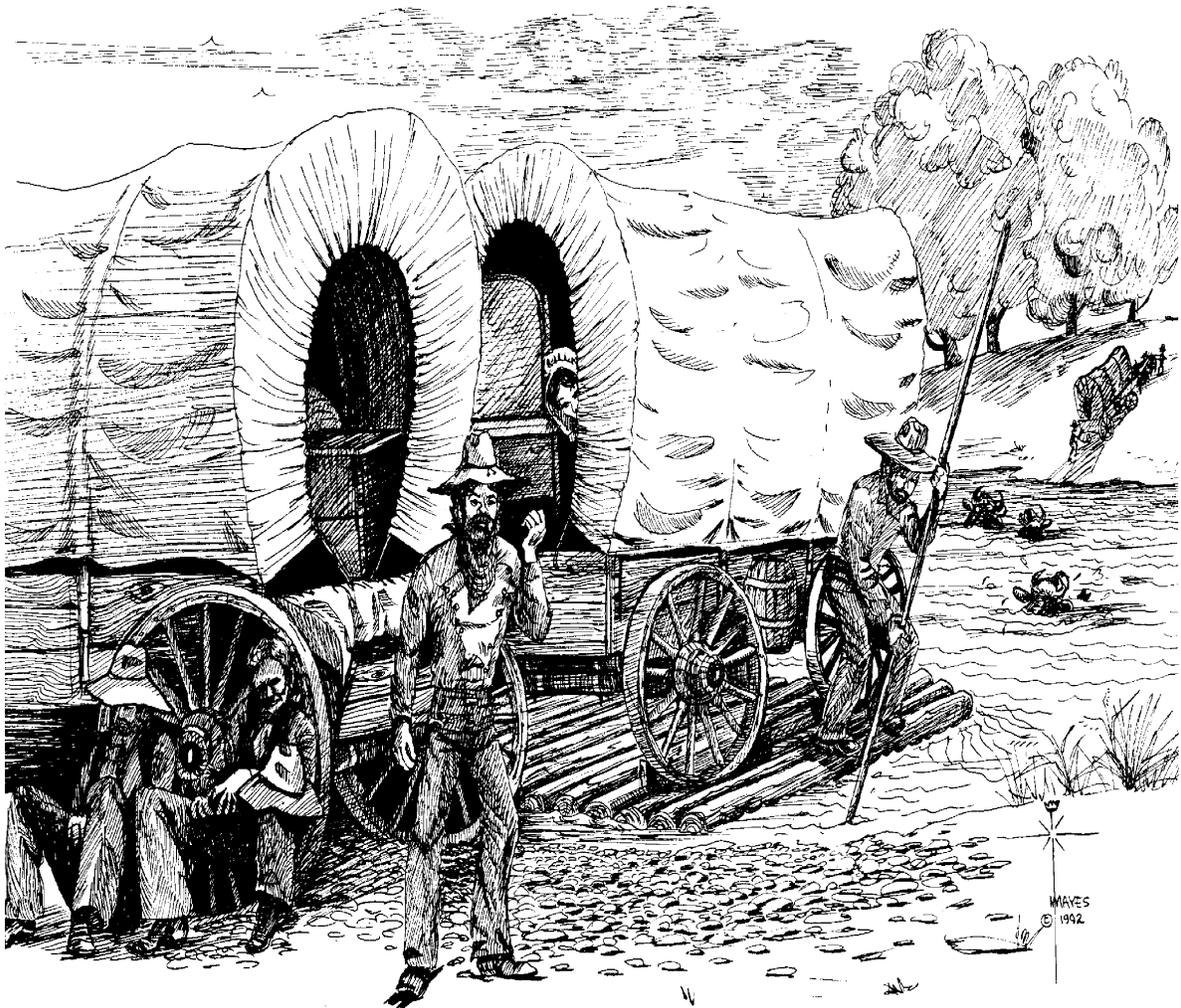
The End



National Historic Oregon Trail Center at Flagstaff Hill

The National Historic Oregon Trail Interpretive Center

Activity Pioneer Music



National Historic Oregon Trail Interpretive Center Popular Songs of the Emigration Era

This is a partial list of songs popular during the era of primary westward emigration (1835-1870). Listed dates are years of publication or copyright, or year the song is documented as having come into popular use by having been mentioned in newspapers or other printed literature. Some are popular tunes without lyrics. All are likely to have been known by emigrants and sung around wagon camps, as publication and distribution of sheet music and performances by traveling entertainers usually spread the knowledge of new songs throughout the country within a few months.

Popular music of the time included many church hymns and revival songs, numerous songs by composer Stephen Foster (1826-1864), songs introduced on tours by Jenny Lind, the Christy Minstrels, the Hutchinson Family and other famous singers, and songs related to political issues and to the Civil War. Many of these songs, because of the era in which they were written, contain lyrics demeaning to various racial groups - especially African-Americans. Slavery and the tradition of "blackface" minstrels are reflected in lyrics, and in some cases - especially Stephen Foster classics - altered lyrics have been accepted by the modern public (ex: substituting "people" for "darkies"). If using traditional, historic lyrics, it is advisable to include an introduction explaining the historical context that brought about popular usage of negative slang terms.

Songs written pre-1835, and traditional folk songs still popular in mid-19th century: "My Country 'Tis of Thee"(1832), "Home, Sweet Home"(1823), "Yankee Doodle" (1750), "Go Tell Aunt Rhody the Old Gray Goose is Dead", "Skip to My Lou", "London Bridge", "The Wayfaring Stranger", "Wondrous Love"(hymn), "The Riddle Song (I bought my love...)", "The Cambric Shirt (parsley, sage, rosemary and thyme)".



National Historic Oregon Trail Center at Flagstaff Hill

Year	Songs written that year
1835	“Long, Long Ago” “Kathleen Mavoureen” “Old Rosin the Beau”
1837	“Woodman, Spare that Tree”
1838	“Vive la Compagnie” “Annie Laurie” “Flow Gently Sweet Afton” “A Life on the Ocean Wave”
1840	“The Two Grenadiers” “Rocked in the Cradle of the Deep” “The Old Arm Chair” “Tippecanoe and Tyler Too” Also, the saxophone was invented this year.
1841	“Niagara Falls”
1843	“Columbia, the Gem of the Ocean” “Stop Dat Knockin’ at my Door” “The Old Granite State(tune of the hymn “The Old Church Yard”) “Old Dan Tucker” “Excelsior”
1844	“The Blue Juanita”
1846	“Jim Crack Corn, or the Blue Tail Fly” “The Bridge of Sighs” “The Rose of Alabama”
1847	“The Last Rose of Summer” “Liebestraum”
1848	“Oh! Susanna!” “Ben Bolt, or Oh! Don’t You Remember” “Old Uncle Ned”
1849	“Happy Farmer” “Santa Lucia” “Nelly was A Lady” “It Came upon the Midnight Clear” “Nelly Bly”
1850	“Camptown Races” “Cheer, Boys, Cheer”
1851	“Old Folks at Home” “Wait for the Wagon”
1852	“Massa’s in de Cold, Cold Ground” “Lily Dale”
1853	“My Old Kentucky Home, Good Night” “Old Dog Tray” “The Hazel Dell”
1854	“Jeanie with the Light Brown Hair” “What is Home Without Mother”
1855	“Listen to the Mockingbird” “Star of the Evening” “Come Where My Love Lies Dreaming” “Rosalie, the Prairie Flower”
1856	“Darling Nelly Gray” “Gentle Annie” “Root, Hog, or Die”
1857	“We Three Kings of Orient” “Jingle Bells” “Mrs. Lofty and I”
1858	“The Yellow Rose of Texas” “The Old Grey Mare (Get Out of the Wilderness)”
1859	“Ave Maria” “Nearer My God to Thee” “Dixie” “La Paloma”
1860	“Old Black Joe” “The Glendy Burk” “Annie Lisle” “Tis but a Little Faded Flower”
1861	“Aura Lea” “Maryland, My Maryland” “The Vacant Chair” “John Brown’s Body”
1862	“Battle Hymn of the Republic” “We’ve a Million in the Field” “We are Coming, Father Abraham, 300,000 More” “The Bonnie Blue Flag” “The Irish Jaunting Cart” “Drafted into the Army” The Taps bugle call composed and first used in this year.
1863	“When Johnny Comes Marching Home” “Clementine” “The Rock Island Line” “The Battle Cry of Freedom” “Just Before the Battle, Mother” “Babylon is Fallen” “Weeping, Sad and Lonely, or When This Cruel War is Over”
1864	“Beautiful Dreamer” “All Quiet Along the Potomac Tonight” “Tenting on the Old Camp Ground” “Tramp! Tramp! Tramp!” “When the War is Over, Mary” “Come Home, Father” “Wake Nicodemus!” “Der Deitcher’s Dog (Where, Oh Where Has My Little Dog Gone)”
1865	“Ich Liebe Dich” “Marching Through Georgia” “Ellie Rhee”
1866	“We Parted by the River” “When You and I Were Young, Maggie”
1868	“The Flying Trapeze” “Sweet By and By” “O Little Town of Bethlehem”
1869	“The Little Brown Jug” “Shew, Fly, Don’t Bother Me” “Sweet Genevieve”

Sweet Betsy From Pike

HAVE YOU HEARD THE TALE OF SWEET BET-SY FROM PIKE? SHE
 CROSSED THE WIDE PRAI-RIE WITH HER LOV-ER IKE? WITH TWO YOKE OF
 OX-EN, A BIG YEL-LOW DOG, A TALL SHANG-HAI ROO-STER AND
 ONE SPOT-TEED HDG. SING-IN DANG DOD-DLE DANG DOD-DLE DANG DOD-DLE DAY

Out on the prairie one bright starry night,
 They broke out the whisky and Betsy got tight;
 She sang and she shouted, danced over the plain,
 Made a great show for the whole wagon train.
 Singin' Dang doodle, dang doodle, dang doodle-day.

When they reached the desert, Sweet Betsy gave out.
 Down in the sand she lay rolling about;
 Ike looked at her, with great fear and surprise,
 He said "Betsy, get up, you'll get sand in your eyes."
 Singin' Dang doodle, dang doodle, dang doodle-day.

The Shanghai ran off and the cattle all died,
 The last piece of bacon that morning was fried;
 Poor Ike got discouraged, and Betsy got mad,
 The dog wagged his tail and looked wonderful' sad.
 Singin' Dang doodle, dang doodle, dang doodle-day.

They swam the wide rivers and crossed the tall peaks,
 Camped on the prairie for weeks upon weeks.
 Starvation and cholera, hard work and slaughter,
 They reached the Far West in spite of hell and high water.
 Singin' Dang doodle, dang doodle, dang doodle-day.

BUFFALO GALS

As I was walk-ing down the street, down the street,
 Down the street, a pret-ty girl I chanced to meet, And
 she was fair to me. Oh Buf-fa-lo gals will you
 come out to-night, will you come out, to-night, will you come out to-night?
 Buf-fa-lo gals, will you come out to-night and dance by the light of the moon?

I asked her if she'd stop and talk.
 stop and talk, stop and talk.
 Her feet took up the whole sidewalk
 As she stood close by me.
 Chorus

I asked her if she'd be my wife.
 be my wife, be my wife.
 I could be happy all my life.
 If she would marry me.
 Chorus

Old Rosin the Beau

I live for the good of my nation And my sons are
 all growing low, But I hope the next gen-er-a-tion
 will re-semble old Ros-in, the Beau. Re-semble old
 RO-sin, the Beau. Re-semble old Ros-in the Beau.
 I hope that the next gen-er-a-tion will re-semble old
 Ros-in the Beau.

I've traveled this country all over,
 And now to the next I will go;
 For I know that good quarters await me,
 To welcome old Rosin, the Beau
 To welcome old Rosin, the Beau. (etc.)

In the gay round of pleasure I've traveled,
 Nor will I behind leave a foe;
 And when my companions are jovial
 They will drink to old Rosin, the Beau.

But my life is now drawn to a closing,
 As all will at last be so.
 So we'll take a full bumper at parting
 To the name of old Rosin, the Beau.

When I'm dead and laid out on the counter,
 The people all making a show,
 Just sprinkle plain whiskey and water
 On the corpse of old Rosin, the Beau.

Oh when to my grave I am going,
 The children wil all want to go;
 They'll run to the doors and the windows,
 Saying "There goes old Rosin, the Beau."

I'll have to be buried I reckon,
 And the ladies will all want to know,
 They'll lift up the lid of my coffin,
 Saying "Here lies old Rosin, the Beau."

Then pick me out six trusty fellows,
 And let them all stand in a row,
 And dig a big hole in a circle,
 And in it toss Rosin, the Beau.

Then bring out two little brown jugs;
 Place one at my head and my toe;
 And do not forget to scratch on them
 The name of old Rosin, the Beau.

Oh! Susanna

The image shows a handwritten musical score for the song 'Oh! Susanna'. It consists of seven staves of music, each with a treble clef and a common time signature (C). The lyrics are written below the notes. The first staff begins with 'I come from A-la - ba - ma with my ban-jo on my knee, I'm -'. The second staff continues with 'goin' to Lou - si - an - a, my - true love for to see. It -'. The third staff has 'rained all night, the day I left, The wea - ther it was dry, The -'. The fourth staff says 'sun so hot I froze to death, Su - san - na don't you cry.'. The fifth staff starts with 'Oh! Su - san - na, Oh don't you cry for me, I've'. The sixth staff concludes with 'come from A - la - ba - ma with my ban - jo on my knee.'. The music is written in a simple, accessible style with clear note heads and stems.

I come from A-la - ba - ma with my ban-jo on my knee, I'm -
goin' to Lou - si - an - a, my - true love for to see. It -
rained all night, the day I left, The wea - ther it was dry, The -
sun so hot I froze to death, Su - san - na don't you cry.
Oh! Su - san - na, Oh don't you cry for me, I've
come from A - la - ba - ma with my ban - jo on my knee.

*I had a dream the other night,
When everything was still;
I thought I saw Susanna,
A coming down the hill.
The buckwheat cake was in her mouth.
A tear was in her eye.
Says I "I'm coming for you now.
Susanna don't you cry."
Chorus*

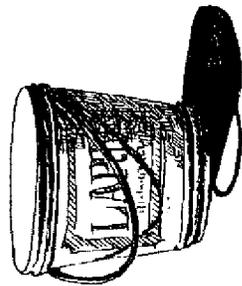
*I soon will be in New Orleans.
And then I'll look around;
And when I find Susanna,
I'll fall upon the ground.
And if I do not find her,
this man will surely die;
And when I'm dead and buried,
Susanna don't you cry.
Chorus*

Wares Guide to Emigrants

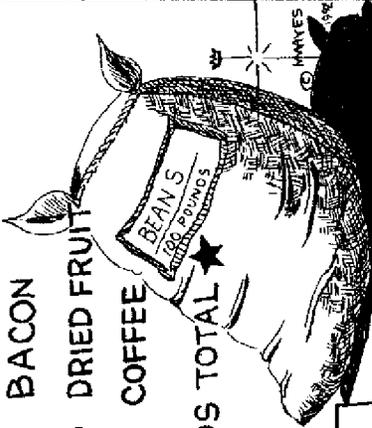
SIX MONTHS SUPPLIES NEEDED FOR OREGON TRAIL JOURNEY

Recommended Supplies for Family of Four:

800 POUNDS FLOUR
 200 POUNDS LARD
 25 POUNDS SALT ^{and} PEPPER
 200 POUNDS BEANS



700 POUNDS BACON
 100 POUNDS DRIED FRUIT
 75 POUNDS COFFEE
 2,000 POUNDS TOTAL ★



★ No more than 2400 pounds should be taken in one wagon.

[THIS CAUSED MANY FAMILIES TO TAKE MORE THAN ONE WAGON]

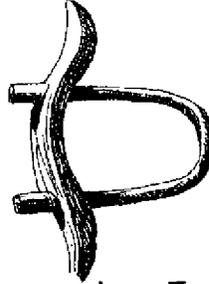
COOKING UTENSILS
 GUNS ^{and} AMMO
 EATING UTENSILS
 CLOTHING & PERSONAL ITEMS
 * FURNITURE (IF WEIGHT AND ROOM ALLOWED)



* NOTE: MOST FURNITURE ITEMS WERE EVENTUALLY DISCARDED TO LIGHTEN THE HEAVY LOAD AS THE ANIMALS WORE OUT AND DIED.

ANIMALS NEEDED

4 to 6 OXEN AT \$25.00 EACH
 3 YOKES OR 6 OXEN WERE TYPICAL
 OR:
 8 to 10 MULES AT \$75.00 EACH



[OXEN WERE PREFERRED SINCE THEY WERE MUCH GENTLER, STEADIER AND IN CASE OF DIRE NEED COULD BE EATEN.]

**The National Historic Oregon Trail Interpretive
Center**

**Activity
Oregon Trail Cooking**



MAYES
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National Historic Oregon Trail Interpretive Center

Oregon Trail Cooking

Native Americans and trappers could survive by “living off the land,” but the pioneer had to depend largely on what he could pack in his wagon.

The pioneers had to turn to the experts to discover what to take with them on the long trip and what items were best left behind. The pioneers read the following books by those individuals who had survived the Oregon Trail experience. They included:

Journal of Travels Over The Rocky Mountains

Joel Palmer

The Prairie Traveler

Randolph B. Marcy

The Emigrants Guide to Oregon and California

Lansford Hastings

Route Across the Rocky Mountains

Overton Johnson and William H. Winter

The Emigrants Guide to California

Joseph W. Ware

These books were the best sellers of the time and gave advice ranging from the types of cooking utensils to take to the amount of flour needed for a family of five.

Nonperishable foods were a must. There was no refrigeration so pioneers had to rely on salted meats, pickled vegetables, dried fruit, beans and coffee.

Proper selection of food choices could mean the difference in surviving the trip. The wrong choices could cause serious illness or death. Planning of the diet made the long trip much more pleasant. A list of trip necessities that includes food can be found in this guide.

The following are simple recipes that can be incorporated into your Oregon Trail lesson plans in the classroom or as a home project with the assistance of adults.

Soda Biscuits

Take 1 lb. of flour, and mix it with milk enough to make a stiff dough; dissolve in a little milk 1 teaspoon of carbonate of soda; add this to the paste with a teaspoon of salt. Work it well together, and roll it out thin; cut into round biscuits, and bake them in a moderate oven. The yolk of an egg is sometimes added. (Sarah J Hale, Mrs. Hales New Cookbook 1857)

National Historic Oregon Trail Interpretive Center

Oregon Trail Cooking

Jerky

This method of making jerky allows for total student participation.

Ingredients:

lean meat
seasoning salt

Equipment needed:

magazine or other padding
paper towels
wax paper
butter knives

Directions:

Slice lean meat with the grain in 1/4 inch thick pieces. Meat is easier to slice if partially frozen. Remove as much fat as possible.

Every student should prepare his/her own padding with a magazine covered with a paper towel and wax paper. Lay sliced meat out on each students' padding.

Sprinkle meat with seasoning. This part of the project may be better administered by the teacher.

Give each student a butter knife and let them pound the meat gently with the handle to work in the seasoning and tenderize the meat. This part of the activity is going to need to be set up with signals for starting and stopping. Turn meat over and repeat pounding procedure.

Meat can then be placed directly into food dehydrator/dryer, or in a covered bowl and allowed to marinate until put into the oven. Some dehydrators don't give off enough heat to properly cure the meat. In this case, the oven cures the meat nicely. Place meat on racks in oven, crack the door to prevent steaming meat, set on lowest setting (about 150-200 degrees). Cure four or five hours with heat on, then let set overnight to dry.

This method produces jerky dry enough to keep indefinitely.

National Historic Oregon Trail Interpretive Center

Oregon Trail Cooking

Drying Fruit and Fruit Leather

Apples, apricots, plums, and a number of other fruits may be dried simply by slicing and placing in dehydrator for several hours. More information and the latest word on drying may be obtained at any county extension office.

Fruit leather may be made by washing and pitting fruit, putting it into a pan and bringing to a boil. Puree the fruit in blender, pour onto plastic wrap and place in food dehydrator. Be sure to leave room for air circulation. Dries in 24-36 hours. Peel off plastic, make roll-ups or tear into pieces.

Trail Lemonade

To make this proper you want real vinegar, one with the “mother” in it. If you don’t already have it, ask around; it is like sharing and passing a sourdough starter. The lemon essence was often added to improve the flavor of brackish water found on the trail. This “lemonade” is refreshing. Some emigrants claimed that when ginger was added to cold water, a body could drink as much as one wanted without feeling bloated or get an achy stomach.

Start with 1 cup real vinegar

Add: cup sugar (try raw sugar for a more authentic taste)

 2 oz. Lemon essence

 2-3 cups water

Stir until sugar is dissolved. Taste. Adjust sweetness to your liking

Lemon Pie

(also known as vinegar pie) bake a 9" pie shell. Allow to cool.

In pan/pot, stir together, then heat till boiling:

$\frac{3}{4}$ cup water

 1 $\frac{1}{2}$ cups sugar and pinch of salt

add to boiling mixture: $\frac{1}{2}$ cup flour mixed well with $\frac{3}{4}$ cup cold water, stirring constantly until thick.

Remove from heat. Stirring quickly, add:

 4 egg yolks, beaten

 - $\frac{1}{2}$ cup real vinegar

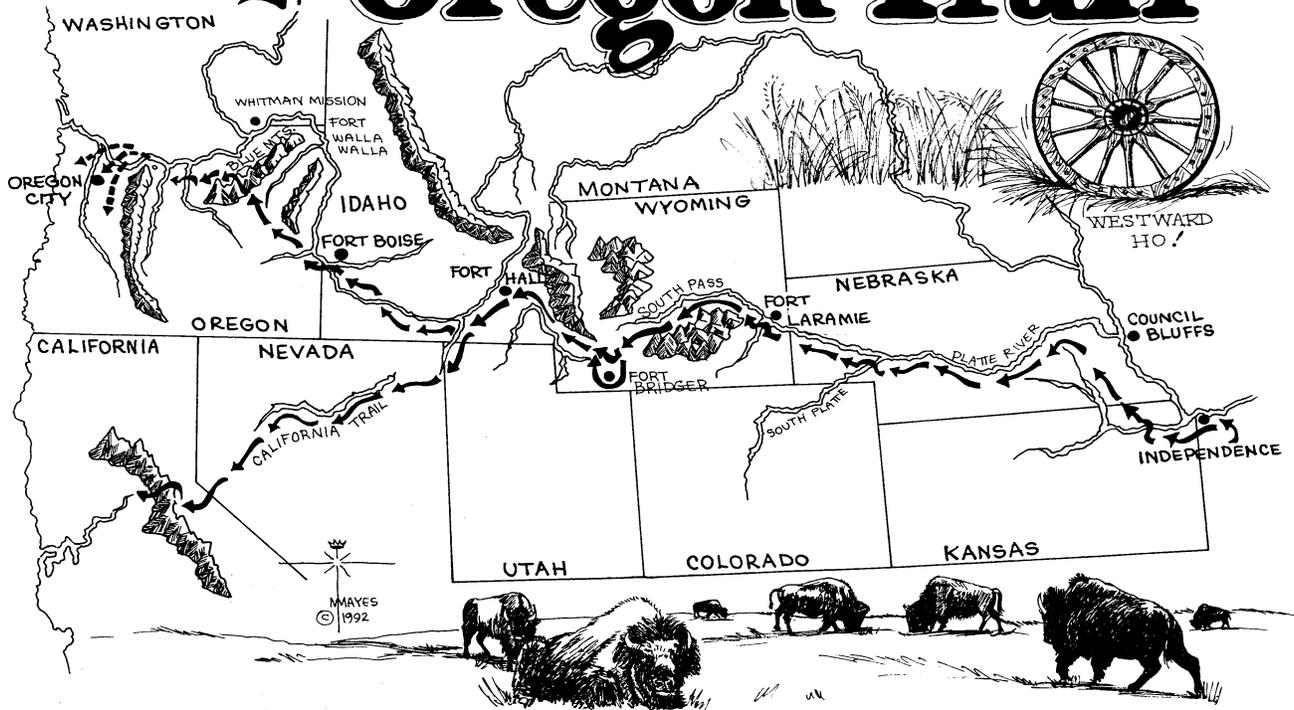
 several dashes of fresh grated nutmeg

Return to heat, stirring constantly till mixture bubbles again, and thickens more. Remove from heat.

Stir in: 3 tablespoons butter, in pieces. Cool mixture till lukewarm. Pour in the pre-baked shell. You can serve pie as is, or top filling with a Meringue or a whipped cream topping.

Some would pour mixture into an **un-baked** pie shell then top with lattice work and bake for 10 minutes high heat then bake an additional 45 minutes at a medium heat. (350)

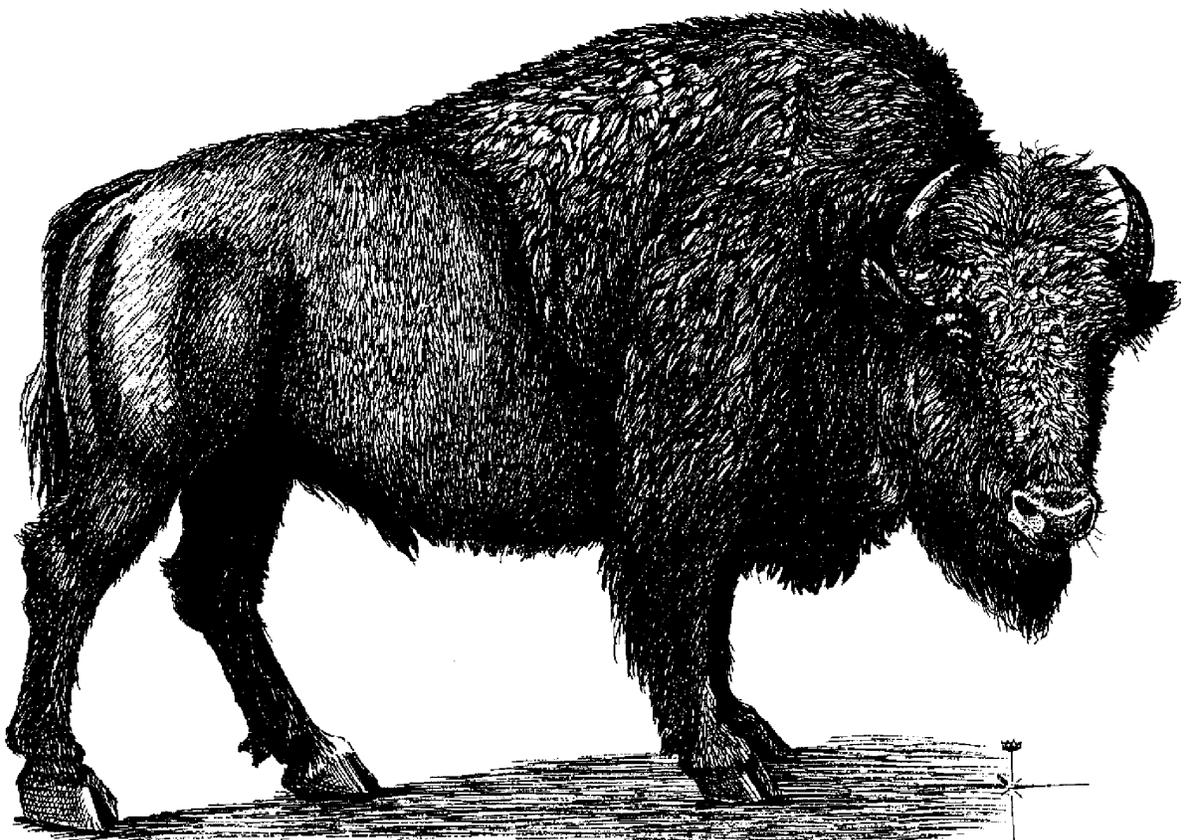
The Oregon Trail



Answer Keys to Activity Sheets



National Historic Oregon Trail Center at Flagstaff Hill



"Yesterday's Monarch of the Plains"

MAYES
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National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

1. At the beginning of the wagon trail display, the “Oregon Trail” sign lists the number of people that crossed the trail. How many pioneers made the journey?

over 300,000

2. What is the first woman you see (on the right) carrying in her hand?

a straw bonnet

3. What feelings do you see expressed on the woman’s face?

determination

4. Describe the attitude of the child.

submission, pouty

5. How many oxen are pulling the first green wagon?

4 head (2 yoke)

6. What is slightly bigger than a compact car and looks like a “sunbonnet on wheels”?

A Conestoga or prairie schooner

7. What is another name for the Prairie Schooner?

Conestoga or covered wagon

8. How long was the Prairie Schooner home?

Sometimes more than 180 days

9. What might be used to make a new wheel?

table top

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

10. Why would the emigrants NOT often ride in the wagons?

It was very bumpy in the wagons.

11. What wild animal do you see behind you?

Coyote

12. What do you think the two men are doing to the red two-wheeled cart?

Repairing a wheel

13. Name three tribes that lived in what is currently eastern Oregon.

Cayuse, Walla Walla, Nez Perce and Paiute

14. At "Death on the Trail," what is the woman weeping about?

Grieving the death of her child

15. What caused this tragedy?

The child was run over by a wagon.

16. How far apart were the graves?

80 yards

17. What were the odds of dying?

1 in 10

18. Describe a child's life on the trail.

Get up at 4:00 a.m. and walk 10-20 miles, perform chores, then try to play a little.

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

19. What comes out of the display and onto the path where you are walking?

The trail crosses the path in the museum.

20. The Oregon Trail was **2,000** miles long?

21. The wagons traced pathways used for centuries by whom?

Indians

22. Name two items that the last man, the wagonmaster, on the horse is carrying on his saddle?

A rifle, an axe and water gourd

23. How many sheep does the shepherd have with him? 6

24. Why were the sheep being taken?

Animals were taken for starting a flock and for food along the trail.

25. Name the hill where the Interpretive center is located.

Flagstaff Hill

26. From the large display posters that are around the corner and on the right, name four groups of people who came into this area.

A. **Explorers**

B. **Trappers**

C. **Missionaries**

D. **Naturalists**

27. Give two good reasons to go to Oregon.

A. **fertile soil, good farmland**

B. **adventure**

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

28. Give two good reasons to stay in the East.

- A. **Family & friends, home**
- B. **Uncertain future moving west**

29. At the load your wagon display, name at least five items that you could pack into your model wagon.

- A. **cookware**
- B. **bedroll**
- C. **beans**
- D. **hardtack**
- E. **buckets**

30. From the jumping off map, name three starting off places.

- A. **Independence, Missouri**
- B. **St. Joseph, Missouri**
- C. **Westport, Missouri**

31. Where did the Oregon Trail end?

Most people consider Oregon City the end of the trail, for some it was The Dalles.

32. In what months did the pioneers begin their trip?

April & May were good times to start in order to complete the trip by winter.

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

33. In 1850, **90 %** of the people crossing the Oregon Trail were adult males.

34. Why was a wagon train captain important?

Organization could be maintained by the wagon train captain and was essential to the parties survival of the trip.

35. Name 4 landmarks along the Oregon Trail.

A. **Scott's Bluff**

B. **Courthouse Rock**

C. **Chimney Rock**

D. **Devil's Gate**

36. What was one of the best registers of pioneers traveling the trail?

Diaries and journals

37. What age was considered old at this time?

50 years old

38. Name four dangers the prairies contained.

A. **Flash flood**

B. **Rattlesnakes**

C. **Buffalo stampedes**

D. **Prairie fires**

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

39. What mountain pass in Wyoming crosses the Continental Divide?

South Pass

40. Why was this pass important to the travelers?

South Pass was the halfway point of the trip.

41. Check the next red mileage sign. How far have you traveled now?

864 miles

42. What items are being traded between the men and the women in the Indian and Pioneer trading display?

Salmon and clothing

43. In what ways did Indians assist pioneers?

Guides, traders and ferry operators

44. Name the 6 forts that are listed on "FORTS ALONG THE OREGON TRAIL."

A. **Fort Boise**

B. **Fort Laramie**

C. **Fort Walla Walla**

D. **Fort Kearny**

E. **Fort Bridger**

F. **Fort Hall**

45. Give two reasons why the forts were considered an "oasis in the wilderness"?

A. **Hospitality**

B. **Rest**

C. **Replenishment of supplies**

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

46. Check the red mileage sign. How far have you traveled now?

1,373 miles

47. Theater: “Three Island Crossing”, how was butter and buttermilk made on the trail?

Placing milk in churn on the wagon in the mornings, by the end of the day there was butter.

48. What was used to waterproof the wagons to ford the rivers?

Caulking tar and tree pitch

49. Where do you think much of the script came from for the movies, displays, and plays in the Interpretive Center?

Diaries and journals

50. Why are the movie scripts printed for the audience?

So the hearing impaired can enjoy them too.

51. At the “Crossing the Snake River,” what are the four choices that could be made there?

A. **Float the Snake**

B. **Hire a guide**

C. **Hire a ferry**

D. **Don’t cross**

National Historic Oregon Trail Interpretive Center Museum Scavenger Hunt Key

52. Name three fatal diseases for the travelers.

- | | |
|--------------------------|-------------------|
| A. Small pox | D. Cholera |
| B. Dysentery | E. Typhoid |
| C. Mountain fever | |

53. In the last video, what musical instrument do you hear the most?

Fiddle

54. Check the nearest red sign. How far have you come?

1,595 miles

55. At the “Camp Life,” display, name one item inside the glass case.

Doll, medicine case, spectacles & case

56. Name two items in the Indian display case.

- A. **Moccasins**
- B. **Nez Perce cradleboard**

Bison Math Key

Bulls weigh between 726 kg (1600 lbs) and _____ kg (2000 lbs).

$$130 \times 7 = \mathbf{910}$$

A buffalo has _____ pairs of ribs; humans have only twelve pairs.

$$42 \div 3 = \mathbf{14}$$

Cows (female buffaloes) are much smaller than bulls and seldom weigh more than _____ kg (900 lbs).

$$5 \times 82 = \mathbf{410}$$

Full grown bulls (males) stand seven feet (2.13m) or _____ ft. (2.43m) tall at the hump.

$$560 \div 70 = \mathbf{8}$$

A buffalo's height at its shoulders is between 5 1/2 ft. (1.7m) and _____ ft. (1.8).

$$360 \div 60 = \mathbf{6}$$

In 1850, 20 million (20,000,000) buffalo lived on the western plains. By 1899, only _____ were left!

$$11 \times 50 = \mathbf{550}$$

The distance between a buffalo's horns is almost _____ cm (35 in.) at its widest point.

$$15 \times 6 = \mathbf{90}$$

A full-grown bull (male) is _____ ft. (3 m) to 12 1/2 ft. (3.8 m) long from the tip of its nose to the end of its tail.

$$700 \div 70 = \mathbf{10}$$

National Historic Oregon Trail Interpretive Center Frontier Math Key

All of the facts and figures on this page were gathered from the pages of *Children of the Wild West* by Russell Freedman (Clarion Books, 1983). Even if students have not read this book, the problems presented here may be used as an introduction to this intriguing literature selection. Write a different problem on the board each day for students to solve or cut apart the boxes on the student's activity sheet. Give each group a different problem. Discuss the solutions in a whole group. Share the book with the students.

The first wagon train to travel west consisted of one dozen wagons and 70 men, women, and children. If the pioneers were divided equally among the wagons, how many people would be assigned to each wagon? Round off the remainder to the nearest one.

70 divided by 12 would be 5.8 or 6 people per wagon

Wagon trains often travelled no more than 15 miles per day. At that rate, how long would a 2,400 mile journey take? If the wagons could have gone 20 miles per day, how long would a 2,400 mile journey take?

At 15 miles per day the trip would take 160 days.

At 20 miles per day the trip would be 120 days.

In 1841 the first wagon train set out from Missouri. By 1869 about 350,000 pioneers had followed the Oregon Trail across the West. On the average, how many people per year travelled this route? Round off the answer to the nearest one.

350,000 divided by 28 years equals about 12,500 people per year.

If one person was buried beside the road for every 17 people who started the journey over the Oregon Trail, write a fraction to show the number of people who died.

Challenge: Write a percent to show this number.

1/17

A little under 6% died on the trail.

San Francisco's population grew from 800 in 1848 to 50,000 by 1855. How many more people were in San Francisco in 1855 than in 1848? By how many people per year did the population grow during that time period? (Round to the nearest person.)

49,200 people came to San Francisco at a rate of about 7,000 per year.

National Historic Oregon Trail Interpretive Center Frontier Math Key

A typical sod house measured 16 feet by 20 feet. What was the area of the house?
(Hint: $A=lw$) If the height of the house was six feet, what was the volume of the house?
(Hint: $V=lwh$)

$A=320$ square feet. The volume of the house was 1,920 cubic feet

One sod block weighed 50 pounds. How many sod blocks were used to build a ninety ton sod home? (Hint: 2,000 pounds= 1 ton) If one sod block weighed 100 pounds, how many blocks were needed for a ninety ton sod home?

3,600 50 pound blocks and 7,200 one hundred pound blocks

In the year 1800, 60 million buffalo roamed the plains. by 1890, only 20 million remained due to their slaughter by white hunters. How many buffalo were slaughtered? On the average how many buffalo were killed each year?

40 million buffalo were slaughtered over 50 years at 800,000 a year

Native Americans once owned all the land in America. By 1890, they held only 200,000 square miles. Three million square miles had been taken by the white man. How many square miles of land were there altogether in America? What fraction did the Native Americans own?

Out of a total of 3,200,000 miles of land the Indians ended up with 16%

Frontier teachers were paid meager wages fro \$10.00 to \$35.00 per month. Some schools were in session only four months per year. How much per school year would a teacher earn if the salary was \$10.00 per month? If the salary was \$35.00 per month?

Anywhere from \$40.00 per year to \$160.00 per year.



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center

Pioneer Supplies

Word Scramble Key

Sleeping Supplies



blankets

knlbetsa



ground cloths

dngoru tlochs



pillows

llpwios



tent

ttne



ropes

proes

Medical Supplies



bandages

dangebas



scissors

cissssro



needles

leednes



thread

tearhd

Luxuries/Personal Items



school books

hocsol okobs



musical instruments

umsical nemstrutins



dolls

lodsl



jewelry

weejrly

**National Historic Oregon Trail Interpretive Center
Pioneer Supplies
Word Scramble Key**

Food

- | | |
|---|-------------|
|  dried fruit | ddrei ruitf |
|  eggs | gegs |
|  rice | irce |
|  corn meal | ronc lema |
|  dried beans | irded seanb |

Cooking Supplies

- | | |
|--|------------|
|  dutch oven | tduch vone |
|  kettle | letkte |
|  skillet | killset |
|  ladle | lelad |
|  water keg | twear gek |

Weapons

- | | |
|---|-------------|
|  rifle | filer |
|  knife | nikef |
|  gunpowder | wedrugnop |
|  lead | deal |
|  bullet mold | lulbet doml |

**National Historic Oregon Trail Interpretive Center
Pioneer Supplies
Word Scramble Key**

Clothing



boots

obtos



wool coats

owlo tocas



cotton dresses

ttocon sedress



buckskin pants

ckkinbsu santp



flannel shirts

llannfe hsirst

Farming/Building Supplies



ax

xa



shovel

levsho



hammer

ahmmer



plow

polw



hoe

eho

National Historic Oregon Trail Interpretive Center Matching Exercise/Vocabulary Key

Directions: Place the number of the word at the top that matches the definition beneath.

- | | |
|-----------------|------------------|
| 1. Ferry | 7. Blaze a trail |
| 2. Migration | 8. Exaggerate |
| 3. Patriotic | 9. Congress |
| 4. Abandon | 10. Pioneer |
| 5. Frontiersman | 11. Settler |
| 6. Oasis | 12. Oregon fever |

11 a person who lives on the frontier

9 the group of people who make laws

8 to expand a story beyond truth

1 a boat for carrying people and goods across water

12 a great eagerness to come to the Oregon Country to live.

3 feeling of love and support for one's country.

4 to leave, especially because of trouble or danger.

10 a person who is among the first to settle a place.

2 movement from one place to another.

5 a person who settles in a new country.

7 mark a new trail by cutting notches in the bark of trees.

6 areas of food, water, and shelter in the middle of desert.

National Historic Oregon Trail Interpretive Center Wagon Encampment Quiz Key

QUESTIONS	ANSWERS
1. Name 3 difficulties faced when travelling by covered wagon	Getting stuck in the mud; dust obscuring vision; illness-no drugs available for them
2. Define wagon train.	A group of covered wagons traveling together across the country.
3. Where did the family sleep?	In the wagon. Under it. In a tent. Or out in the open.
4. Children had to perform chores during the long journey. Name three of them.	Milk cows, help cook, collect wood or chips, wash dishes, fetch water, prepare buffalo, deer, or turkey, shake out blankets and quilts.
5. Name five states that made up the Oregon Territory of 1840.	Oregon, Washington, Idaho, parts of Wyoming and Montana
6. Wild animals were abundant along the trail. Name six.	Buffalo, prairie dog, rattlesnake, owl, wolf, sage grouse, rabbit, coyote, turkey, lizard, antelope.
7. What is the Continental Divide? Explain its significance.	Imaginary line running north and south along the Rocky Mountains; marks where the Western rivers flow to the Pacific and Eastern rivers to the Atlantic.
8. How were children schooled during the journey?	Sometimes by an older person, their parents, or older siblings. Also learned by experience - fixing things, identifying flora and fauna, cooking, etc..
9. Name three reasons to travel to Oregon and the West.	Free land, forests, rivers, and streams for food and building sources; adventure, opportunity.
10. List ten provisions a family would pack in their covered wagon.	Foods - flour, yeast, crackers, bacon, eggs, rice, beans, water Sewing needs - needles, thread, pins, scissors Repair tools - saw, hammer, nails, axes, knives Misc. - soap, wax, lanterns, washbowls, tar/grease
11. There were no bridges across rivers. Tell how wagon trains crossed them.	The wagon was placed on a raft or ferry; sometimes the wagons were floated on the water; flat boats crossed the Mississippi.
12. Compare the distance travelled daily in a covered wagon with travel by car on a freeway.	Wagons averaged between ten to fifteen miles a day, conditions and weather permitting. If a car travels 55 miles per hour - that might take a wagon five or six days.

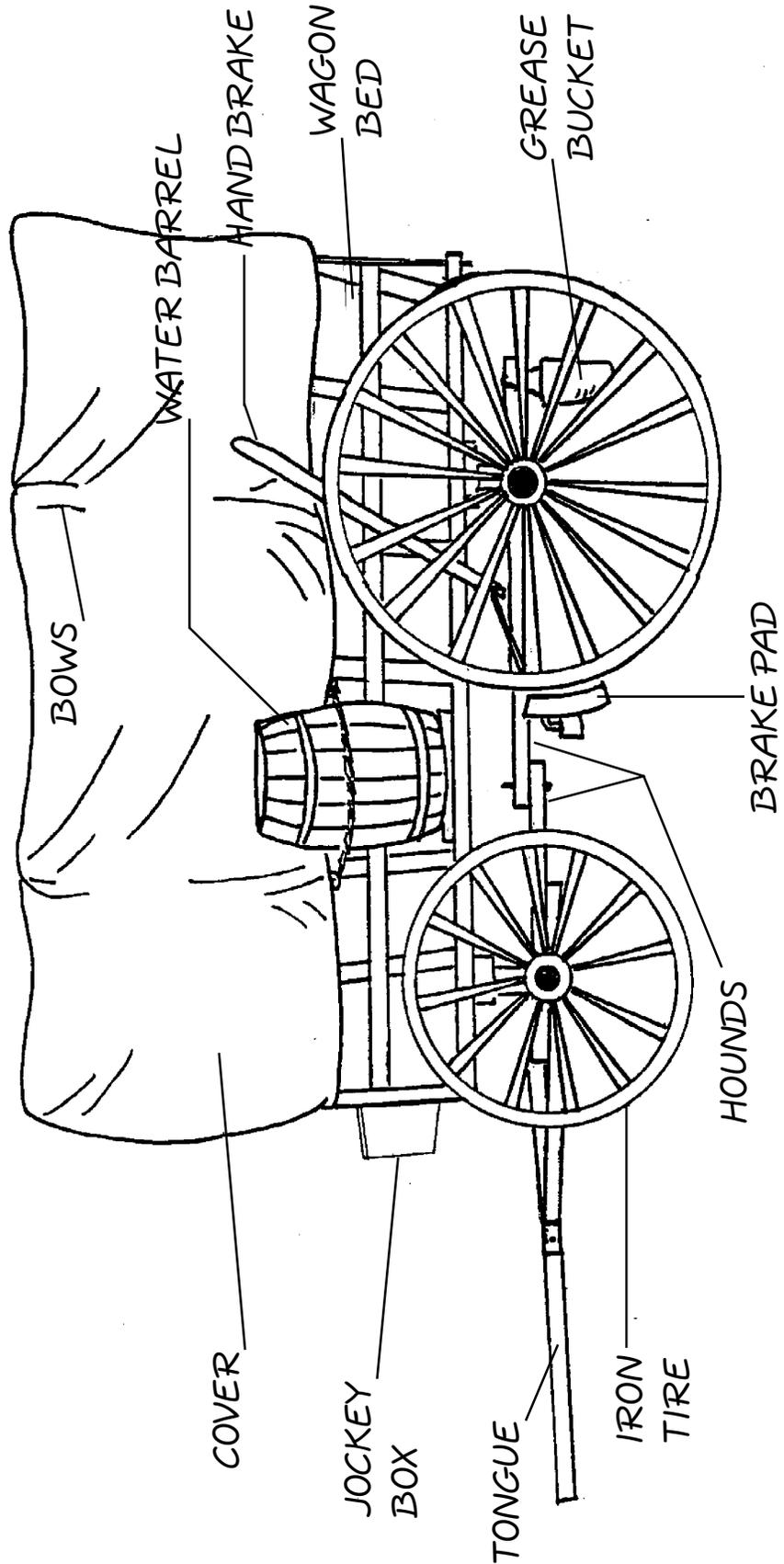
N H F O R T U N E E M I N I N G F L A K
 A L H S E O H S T U O N R O W A M L F C
 T I T Y D I A R I E S Y X T Q M U L E S
 I S N A E B S B P B Z Z A R D I Y E W E
 V E B Z S T B L I Z Z A R D E G D O D T
 E E M E T I C A S D W O R N O R T I L T
 A M E R I C A N W E S T V S H A E S T L
 M I D N N S O D H O U S E Y M T X L H E
 E G E S Y L N W C D R I N T R I B E S M
 R R G O L D F E V E R N D A V O H W P E
 I A T Y S E I S N C E M U U L N E P R N
 C N H O M E S T E A D A C T S K B N A T
 A T S X A L K E T I T S U D S T A P I L
 N S E E T H A R D W O R K E X H P L R L
 S K H N T C Q N B U F A R M S B R A I M
 M H M E G Y F F P E I Q Q W C D A I E Z
 W A G O N S W O C K K R D C V P I N S T
 S R K V N E G R A S S H O P P E R S C Z
 A D O D H I U T E O V P K N T L I I H R
 E S B U F F A L O C H I P S C B E B O H
 S H P S E A R I N G H O T T A T F E O A
 A I D N I W S S E L D N E R L D I E N Y
 V P B R A I N T A N N E D L E A R K E G
 Y S I B L O N E L I N E S S F B E F R S
 R C O U R A G E S P D R O U G H T T S Z

COURAGE
 LONELINESS
 SOD HOUSE
 HARDSHIP
 HARDWORK
 WESTERNFORT
 SETTLEMENT
 BLIZZARD
 NATIVE AMERICANS
 ALKALI DUST
 DUST
 BEANS
 PINS
 MINING

DROUGHT
 GRASSHOPPERS
 WAGON
 OXEN
 GOLDFEVER
 MIGRATION
 MULES
 TIPIS
 BRAIN TANNED
 COWS
 WORNOUT SHOES
 ENDLESS WIND
 FORTUNE

PIONEER
 PRAIRIE FIRE
 PRAIRIE SCHOONERS
 PLAINS
 HOMESTEAD ACT
 TRIBES
 AMERICAN WEST
 DESTINY
 DIARIES
 FARMS
 EMIGRANTS
 SEARING HOT
 BUFFALO CHIPS

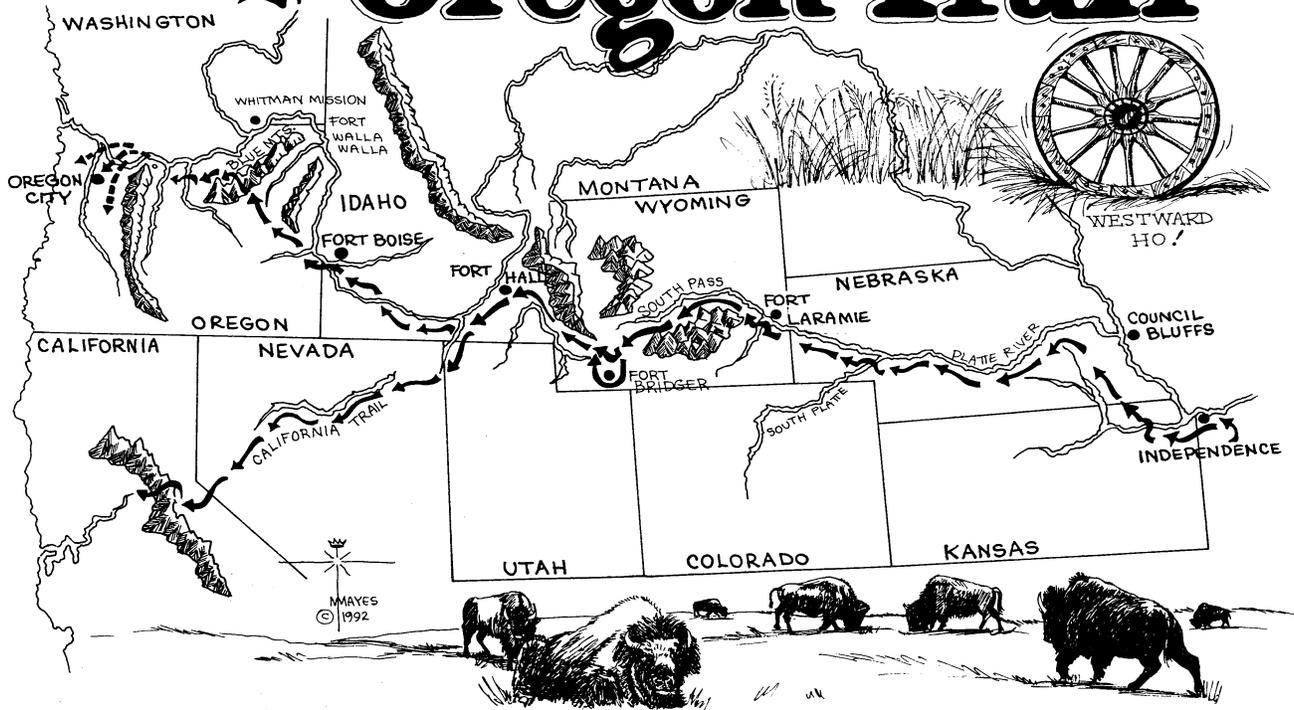
National Historic Oregon Trail Interpretive Center
Label the Wagon Parts - Key





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The Oregon Trail



Program Ideas



National Historic Oregon Trail Center at Flagstaff Hill



National Historic Oregon Trail Interpretive Center Program Ideas - Step Back in Time

The following are additional examples of how you can integrate the Oregon Trail story into different study areas.

Social Studies

Interviews and/or guest speakers can bring the trail experience to life. The overland journey, early explorers, trappers, missionaries, geography and cartography, can all become meaningful and exciting with plays, rendezvous, role-playing, reports, round table discussions and sharing pioneer diaries and writing make-believe journals.

Math

Use actual situations from pioneer times for students to improve their math skills.

Example:

How much flour will be needed for the trip if 5 people will be traveling in the family. How much will be needed by the entire wagon train of 100.

How long will supplies last if you consumed one pound of bacon, 3 cups of flour and 4 tablespoons of coffee per day?

Computations using time and distance; across the continent, comparisons, rate of travel per day.

Example:

At an average of 15 miles per day, how long would it take to travel 2,000 miles?

Computing the cost of supplies, survey readings or laying out an acre plot on the playground.

National Historic Oregon Trail Interpretive Center Program Ideas - Step Back in Time

Language Arts

Reading literature on the time period. A reading resource list can be found in this resource packet. Using pioneer diaries students can learn sentence structure, grammar, essay writing, etc.

Multi-media: Produce and record plays, making presentation to parents or for other students.

Science

Identify plants found in the area. Photograph them and put a mini-book together describing the plant and its medicinal and edible uses. Was the plant species found in the same area during the pioneer times? Did the Native Americans utilize the plant? Is it a plant that was brought here by the pioneers, is it useful or is it now seen as an invader and detrimental to the ecosystem?

Art

Postcards can be made by drawing some aspect of the Oregon Trail, choose the most appropriate captions and print lines. Using their own initials to design a “brand” is a good way to include every students on the card.

Quilt blocks can be designed and displayed.

Artwork can be used to enhance other study areas. Creating covers for reports, illustrations to enhance creative writing and drawing and painting scenery, wildlife wagon trains and props for plays and presentations.

National Historic Oregon Trail Interpretive Center Program Ideas - Step Back in Time

Socio-Economics

Food preservation needed for preparation for a pioneer trek along the Oregon Trail or for use at a rendezvous, field trip or another special occasion.

Making pioneer clothes, such as bonnets, aprons, pants dresses or incorporate the Native American influence and make moccasins.

Invite a speaker to your class to demonstrate the hide tanning process.

By utilizing pioneer craft skills the students can organize a fundraiser for their class.

Physical Education

Walking individually a portion of the Oregon Trail or a class cumulative for the entire 2,000 mile trek.

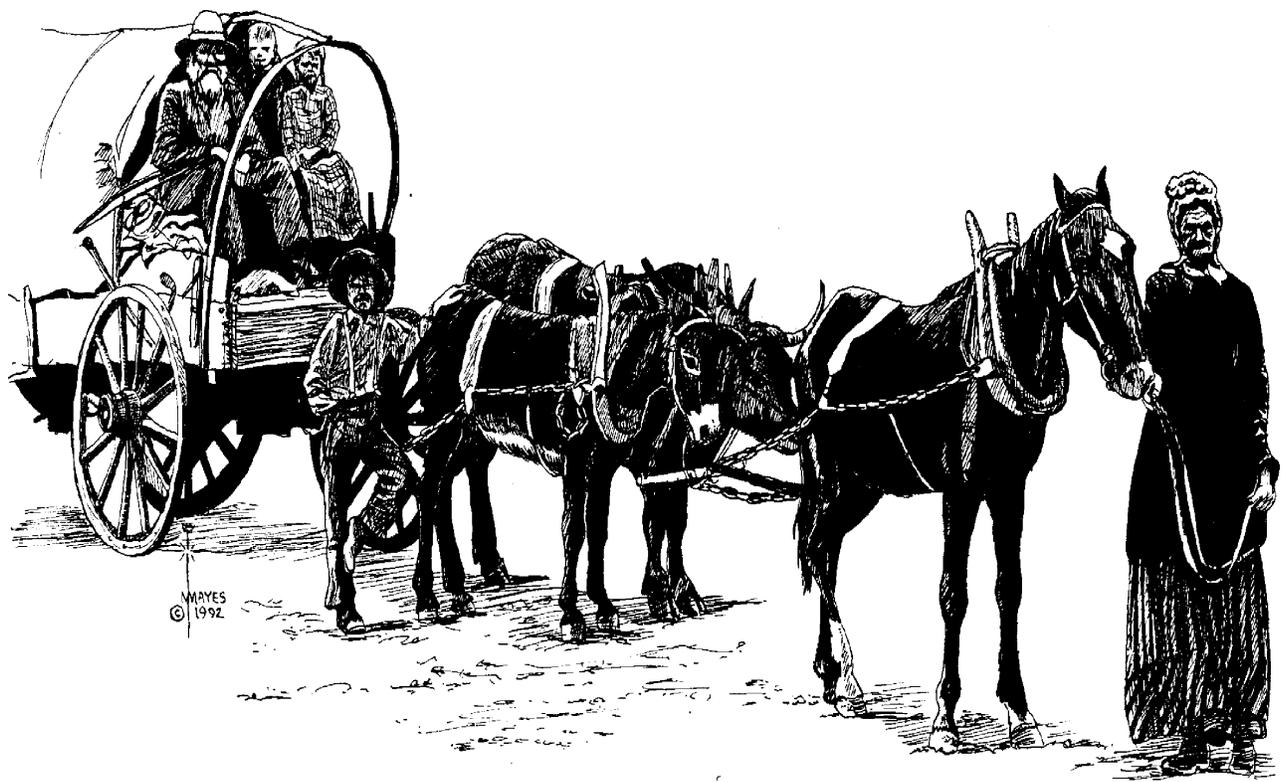
Indian and Pioneer games:

- Stick in a Hole
- Hide & Seek
- Fox n' Geese
- Kick the Can
- Annie Over
- Jump Rope
- Square Dancing
- Folk Dancing
- Reels
- Round Dancing

Music

An original operetta of the Oregon Trail story that might include any of the above activities in cadence with the music from the time period.

Students may want to write their own songs or write a parody to a favorite tune.





National Historic Oregon Trail Interpretive Center

Oregon Trail Glossary

Abandonment - Leaving possessions along the trail necessitated by weakening team.
Common occurrence on the Oregon Trail.

Buffalo Chips - Dried buffalo dung gathered in treeless terrain and sometimes used for fuel by Oregon Trail emigrants.

Cholera - A deadly disease, probably of Asiatic origin, which ravaged the Oregon Trail during the mid-nineteenth century. The years 1849-50 were probably hard hit. Some trains lost two thirds of its party to disease.

Constitution - A document drawn prior to the departure of a party which regulated conduct and set laws the party would abide by in the wilderness.

Corral - Circling of the wagons at night to provide an enclosure for protection and to prevent stock from scattering. Ropes or chains were often tied between wagons to complete the enclosure.

Cut - A Shortcut or branch of a trail, often named after the first person who used it.

Dutch Oven - A deep cast iron vessel on legs with a lipped lid used primarily for baking by placing coals under the base and on top of the lid.

Emigrant - A person leaving one area to move to another, as emigrants on the Oregon Trail leaving the Midwest for the west coast.

Emigrant Wagon - The animal-drawn wagon which brought emigrants to the west coast.

Gold Fever - A blind desire to discover gold. This craze for gold caused the 1849 rush of emigrants to Oregon and California. This was precipitated by the discovery of gold in those regions that same year.

Gold Rush - Large scale migration of prospectors to gold fields. California Gold Rush is the most famous, (but there were also gold rushes in Oregon, Colorado, Nevada, and South Dakota.)

Guidebook - Publications which gave advice to Oregon Trail emigrants as to provisions and equipment needed for journey and routes to follow. Some guidebooks gave bad advice.

Jumping Off (to Jump Off) - To leave the civilized world on a 2,000 mile journey through the western wilderness. Timing of departure was critical. The Missouri River towns from which emigrants "jumped off" were known as "jumping off towns." These were important supply points for emigrants.

National Historic Oregon Trail Interpretive Center Oregon Trail Glossary

Laying over (to Lay over) - To remain in camp for a day, sometimes laid over because of deaths or births: some parties laid over on Sundays. When laying over, emigrants tended to do jobs which required them to remain stationary, such as laundry.

Nooning it (to Noon) - To stop for a noon meal which was almost always cold. Parties stopped for about an hour and rested for the afternoon march.

Oregon Fever - A blind desire to migrate to Oregon Territory during the mid- nineteenth century, caused by its rich soil and healthful climate.

Outfit - The wagon and the animals that pulled it. The single most important element to the success of a trip on the Oregon Trail.

Party - The group of people traveling together on a westward migration, often held together by a constitution.

Provisions - The food and food preparation equipment carried in the wagon: the most important part of the cargo.

Spider - A frying pan on legs with a long handle originally designed for hearth cookery but also ideal for cooking over an open campfire.

Stampede - A sudden, frenzied rush of frightened animals often caused by lightning. Stampedes of emigrants' stock or buffalo herds could be disastrous to parties.

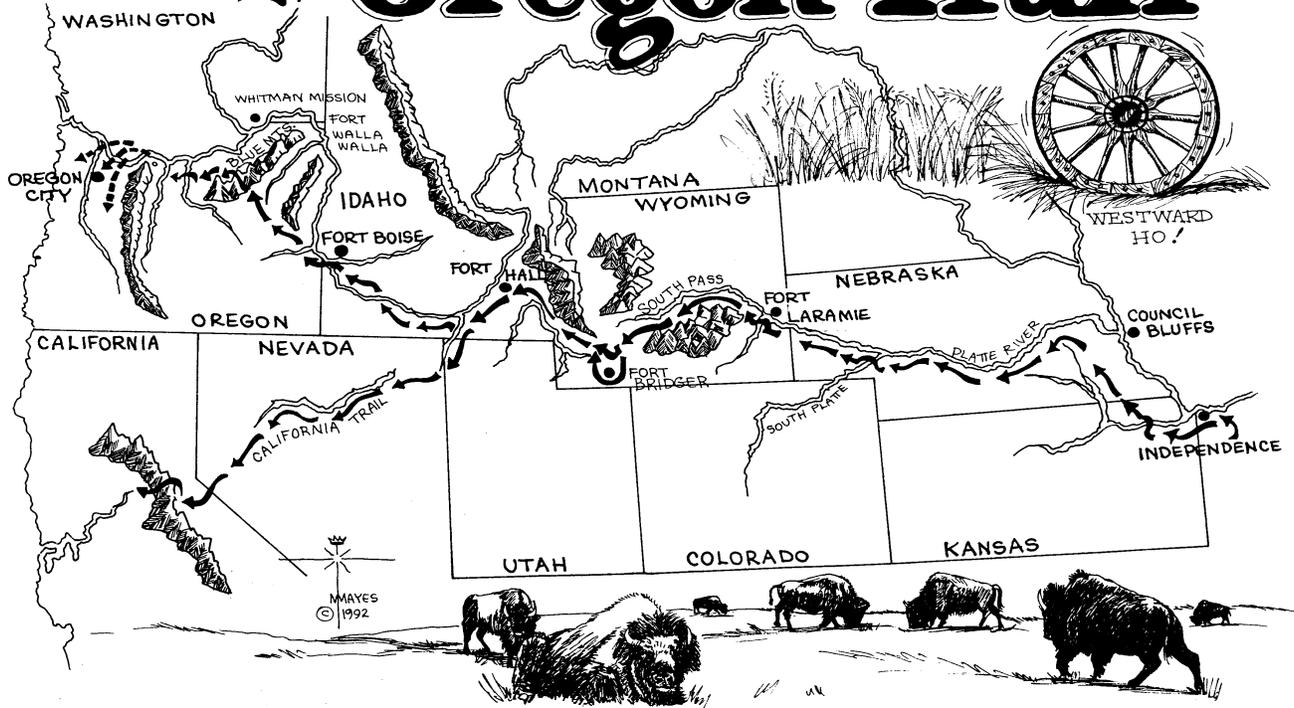
Team - Two draft animals hitched together form a team. Most emigrant wagons required two teams or four animals, usually oxen.

Train - The group of wagons traveling together on a westward migration.

Turnarounds - Emigrants who "turned around" for one reason or another to return home.

Viameter - A crude odometer using gears to count wheel revolutions and estimate mileage.

The Oregon Trail



Bibliography



National Historic Oregon Trail Center at Flagstaff Hill

The **INDIAN TRIBES**

along the

OREGON TRAIL



National Historic Oregon Trail Interpretive Center Bibliography

The Plains Across: The Overland Emigrants and the Trans-Mississippi West. John Unruh University of Illinois Press. 1979.

A comprehensive study of the Oregon Trail based on extensive research of primary source documents. Covers most major subjects associated with the Oregon Trail, and is a reliable, accurate, and well-balanced presentation on history of the Oregon and California Trails. Considered by most Oregon Trail scholars to be the premier work on this subject.

The Great Platte River Road: The Covered Wagon Mainline Via Fort Kearney to Fort Laramie. Merrill J. Mattes. University of Nebraska Press. 1969.

Focuses on the stretch of trail which followed the Platte River through Nebraska, but includes detailed information about emigrant experiences, motivations, significant trail events and dates, and evolution of the trail, and trail landmarks. An important work by one of the pre-eminent historians of the Emigrant Trails.

The Overland Migrations Handbook 105, Division of Publications, National Park Service, U.S. Department of the Interior, Washington D.C. 1979. Text written by David Lavender.

Provides a brief overview of events, people and places associated with the Oregon, California, and Mormon Trails. A good introductory book.

The Year of Decision 1846 Bernard DeVoto 1989 Houghton Mifflin Co.

Written in 1942, historical look at events related to westward expansion and the Oregon Trail in 1846.

The Pioneers Time Life Books "The Old West" Series, 1974.

Introductory overview to events, participants, and affects of westward migration over the overland trails.

Specific Regions along the Oregon Trail

Powerful Rocky John W. Evans Eastern Oregon State College. 1990.

Detailed study of year by year events on the Oregon Trail through the Blue Mountains and Eastern Oregon.

Fort Boise to the Blue Mountain Crossing Tours on the Oregon Trail. Oregon California Trail Association (11th Annual Convention, Baker City, Oregon 1993)

Oregon Trail and present day sites and landmarks in Eastern Oregon.

Emigrant Trails of Southern Idaho Idaho Cultural Resource Series, Number 1. Daniel J. Hutchison and Larry R. Jones, eds. Bureau of Land Management and Idaho State Historical Society. 1993.

Maps, descriptions, and diary quotes of trail sections through southern Idaho.

National Historic Oregon Trail Interpretive Center Bibliography

Prairie Schooner Detours Irene D. Paden The Patrice Press, 1990. Originally published, 1949.
Description of history and locations of the Hastings Cutoff and Lassen Cutoff, on California overland trail.

Exploration and Development of the Oregon Trail

Westward Vision. David Lavender. New York: MacGraw-Hill. 1963.
Role of explorers, fur traders, political events in discovery and development of an overland route to the Pacific.

Pioneer Lifeways on the Oregon Trail

Wagon Wheel Kitchens Jacqueline Williams University Press of Kansas. 1993.
Detailed study based on primary sources, and modern explanations of food, equipment, and cooking techniques used by pioneer while on the trail.

Women and Men on the Overland Trail John Mack Faragher, Yale University Press, 1979.
Study of emigrant populations, gender roles, family life, chores, experiences, recreation and similar activities on the overland trails.

Geography and Landmarks on the Oregon Trail

Historic Sites Along The Oregon Trail. Aubrey L. Haines The Patrice Press. 1981.
Based on National Park Service 1973 study of all sites of historic importance along the Oregon Trail route. Detailed descriptions, geographical locations, and diary quotes.

Maps of the Oregon Trail Gregory M. Franzwa The Patrice Press. 1990.
Route of the entire Oregon Trail printed over modern USGS maps.

The Oregon Trail Revisited Gregory M. Franzwa The Patrice Press, Inc. 1972. Revised 1997
General overview of Oregon Trail history and description of route, directions on how to reach trail sites from public roads.

The Wake of the Prairie Schooner. Irene D. Paden. New York: Macmillan. 1943.
The author and her family retraced the Oregon Trail route by automobile in the late 1930's and early 1940's. Vivid descriptions, aligned with diary quotes and research, explains landmarks and locations along the trail.

Historic Sites and Markers Along the Mormon and Other Great Western Trails. Stanley B. Kimball. University of Illinois Press. 1988.
Descriptions and text from historic markers at sites along the overland trails to Utah.

National Historic Oregon Trail Interpretive Center Bibliography

Independence Rock. Robert Spencer Ellison. Reprint of 1930 pamphlet by Ye Galleon Press.
History of landmark and list of names recorded on the Rock.

Marking of the Oregon Trail and the Oregon National Historic Trail

Historic Sites Along the Oregon Trail Aubrey L. Haines The Patrice Press. 1981.
Based on National Park Service 1973 study which was the preliminary work for establishing the Oregon National Historic Trail.

The Ox Team on the Old Oregon Trail 1852, 1906. Ezra Meeker, (Private Print) 1906.
Ezra Meeker relates his experiences traveling eastward over the old trail to locate and mark the route.

Ezra Meeker; Champion of the Oregon Trail. Bert and Margie Webber. Webb Research Group. 1992.
Describes Ezra Meeker's efforts to preserve the Oregon Trail, in the early 20th century.

The Oregon Trail A Potential Addition to the National Trails System. Prepared by the Department of the Interior Bureau of Outdoor Recreation, Under the Authority of the National Trails System Act. April 1977.

A complete copy of this is in the Eastern Oregon University Library, and copies of portions are available at the Interpretive Center. Describes various reasons, considerations, opinions in designating the Oregon Trail as a National Historic Trail.

Artists on the Oregon Trail

Alfred Jacob Miller Watercolors of the American West. Gilcrease Museum, Tulsa, Oklahoma, 1990.
Exhibition catalog with images of fur traders and Indians made by Miller during trip along the Oregon Trail in 1837.

Alfred Jacob Miller: Artist on the Oregon Trail Amon Carter Museum, 1982.
Biographical information and images drawn and painted by Miller.

The West of Imagination. William H. Goetzmann. New York: W.W. Norton, 1986.
Well illustrated; describes and theorizes on how artists and others affect ideas about the West.

American Frontier Life: Early Western Painting and Prints. Amon Carter Museum and Buffalo Bill Cody Museum. Cross River Press, Ltd., 1987.
Variety of images from artists working on western frontier themes and recording frontier life.

Artists of the American West: a Biographical Dictionary. Chicago. Sage Books. 1981.

The Way West: Art of Frontier America. Peter Hassrick, New York, 1977.
A variety of artists and artworks, and the author's interpretation of what they tell us about the West.

National Historic Oregon Trail Interpretive Center Bibliography

Specific Ethnic or Cultural Groups on the Oregon Trail

“The Shadows of Freedom: African American Pioneers on the Oregon Trail.” Sherri Edvalson, Eastern Oregon State College. 1996.

Research paper examining motives for migration and experiences of African American pioneers.

The Black West. William Loren Katz. Doubleday, 1973.

Background information about African Americans in the United States, as well as pioneer narratives and photographs. Contains footnotes and bibliography.

A Peculiar Paradise: A History of Blacks in Oregon, 1788-1940. Elizabeth McLagan. Georgian Press Company, 1980.

Well-documented chronological history of pioneers with primary sources relied upon whenever available.

Military and Forts on the Oregon Trail

Fort Laramie and the Pageant of the West, 1834-1890 LeRoy R. Hafen and Francis Marion Young. University of Nebraska Press. 1938.

History of Fort Laramie from its establishment as fur post Fort John in 1834 to its abandonment by U.S. Army in 1890.

March of the Regiment of Mounted Riflemen to Oregon in 1849. Major Osborne Cross. Annual Report of the Quartermaster General, 1850. Facsimile published by Ye Galleon Press, 1967.

Daily account of activities of military regiment moving west over the Oregon Trail to establish posts along the trail in 1849, and eventually to reach Fort Vancouver.

“Old Fort Mitchell, Nebraska, Revisited” Merrill J. Mattes. Oregon California Trails ASsoc. **Overland Journal** Vol. 7, Nu. 2, 1989.

Article about a fort near Scott’s Bluff, 1865-67.

Bibliographies and Indexes

The Trail West A Bibliography-Index to Western American Trails, 1841-1969 John M. Townley. 1988, Jamison Station Press.

Bibliography to writings on several western trails, including, Oregon, California, Applegate, Barlow Road, and other relevant to study of the Oregon Trail. Arranged by author, year, topic, and trail name.

National Historic Oregon Trail Interpretive Center Bibliography

Overland Passages *A guide to Overland Documents in the Oregon Historical Society.* Oregon Historical Society, Portland, 1993.

Guide to documents in the Oregon Historical Society Manuscripts Department related to migration on the overland trails; includes name index.

Platte River Road Narratives *A Descriptive Bibliography of Travel Over the Great Central Overland Route to Oregon, California, Utah, Colorado, Montana, and Other Western States and Territories, 1812-1866.* Merrill J. Mattes. University of Illinois Press, 1988.

Index to over 2000 primary source writings on overland travel, indexed by name, arranged by year, brief description of each diary, letter, etc., source and location.

Videos

The Story of the Oregon Trail. Boettcher and Trinklein. 1992 (one hour).

General overview; shows several sites along the route.

The Oregon Trail. Boettcher and Trinklein. 1992 (two hours).

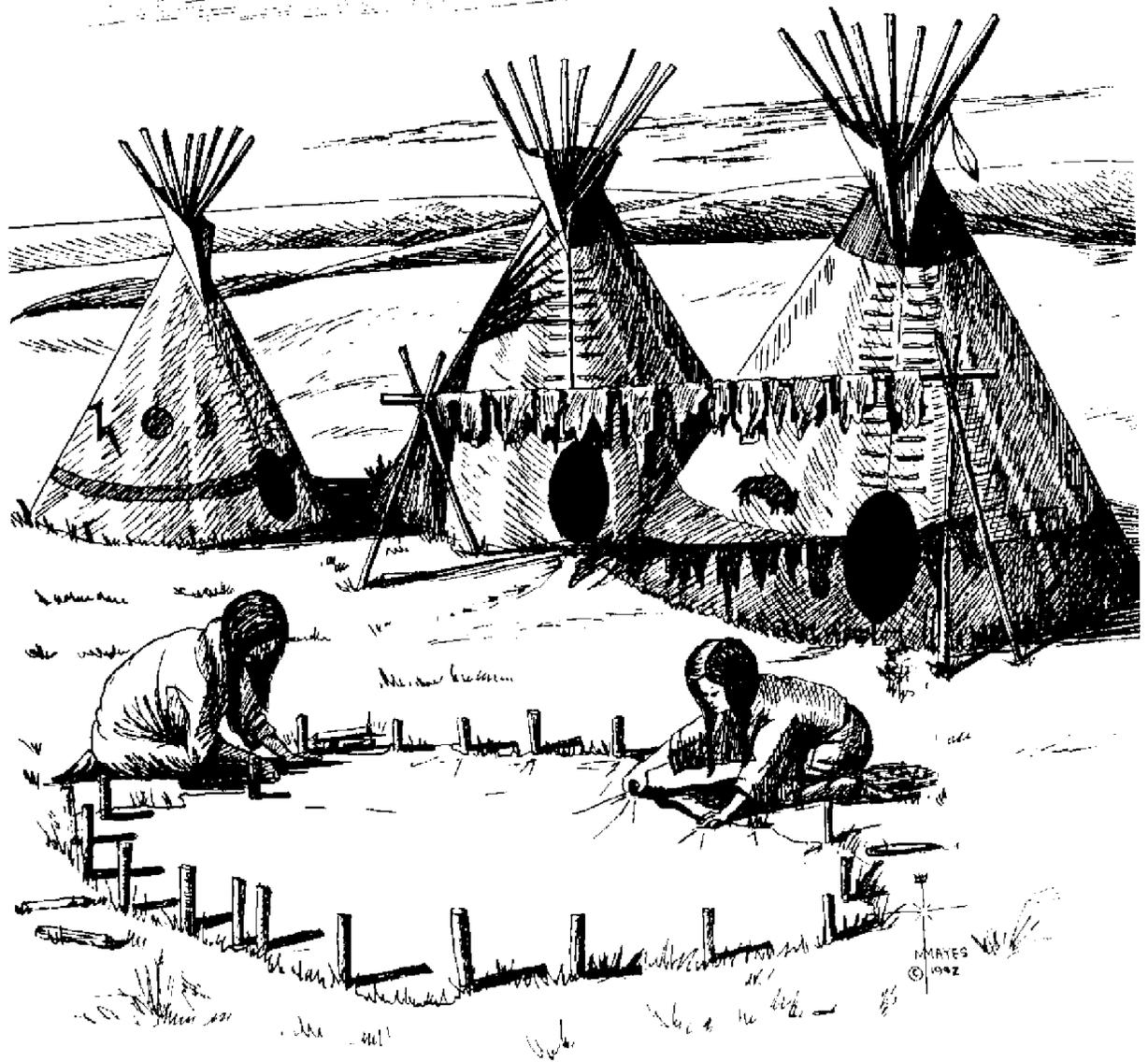
More detailed information about motivations, experiences, and consequences of the Oregon Trail migration.

Beyond Eden's Gate. KPTV Television. 1992. (45 mins)

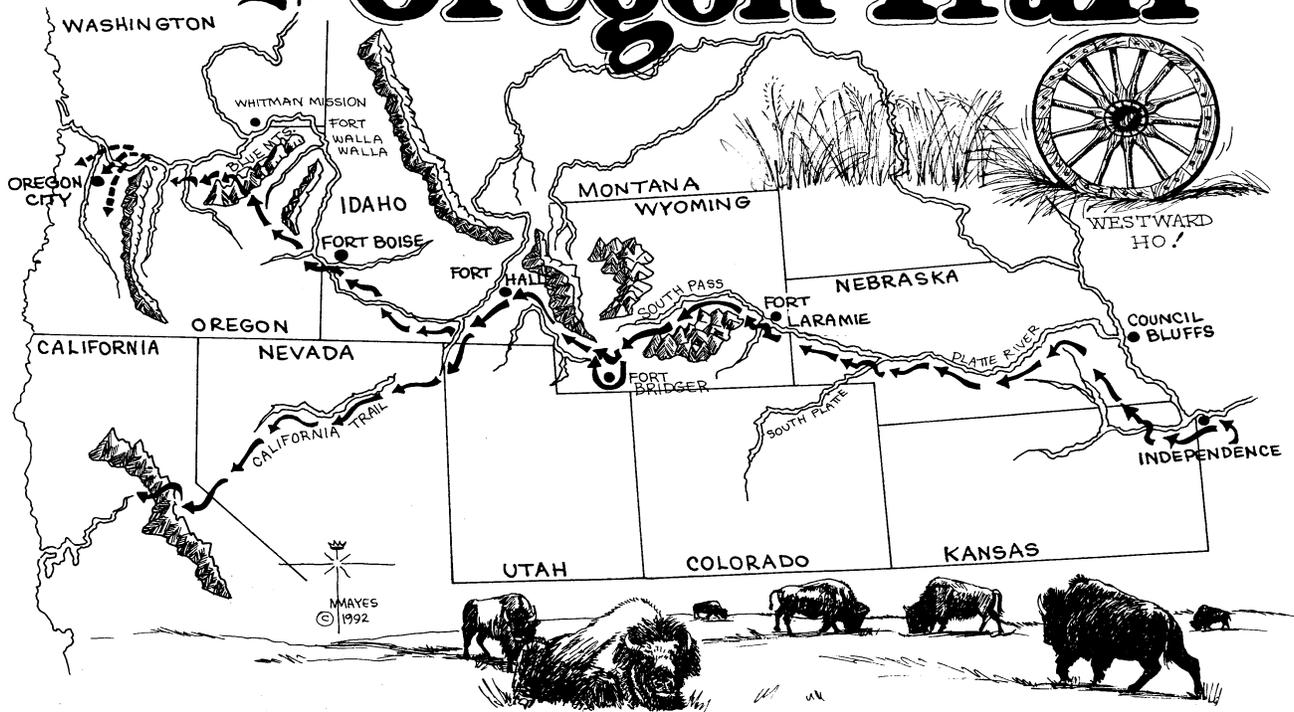
Overview of the Oregon Trail story, pioneer experiences, and impact on Oregon.



National Historic Oregon Trail Center at Flagstaff Hill



The Oregon Trail



Bibliography of Children's Books



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center Children's Books

An Emigrant's Journey On the Oregon Trail

Trail Tenders, Inc.

Coloring book illustrates through pictures and prose a journey on the Oregon Trail.

Chief Joseph - Leader of Destiny

Kate Jassen

Joseph became chief of the Nez Perce Indians upon the death of his father. He loved the Wallowa country where he and his people lived and raised horses. When the white men forced them from the area Chief Joseph tried to get the land back for his people. Although generally a peaceful tribe, the Nez Perce fought to regain their land. Finally Chief Joseph was leading his people into Canada when they were overtaken by the U.S. Army and Chief Joseph surrendered.

Favorite Wildflowers Coloring Book

Ilil Arbel

Here are some of nature's favorite wildflowers to color. Each flower is drawn in accurate detail and illustrated in color on the cover.

Heading West, An Activity Book for Children

William E. And Jan C. Hill

Book blends history and education, utilizing activities such as dot-to-dot, word games, music, mazes, and more.

It Happened in Oregon

James Crutchfield

Here is a collection of thirty-one fascinating events which helped to make Oregon what it is today. Stories about lumberjacks, trappers, sea captains, Chief Joseph, Joe Meek, the Great Tillamook burn, and President Roosevelt's visit to Oregon in 1937.

If You Traveled West In a Covered Wagon

Ellen Levine

Describes the life of a pioneer and what it was like to travel to Oregon in the 1840s.

National Historic Oregon Trail Interpretive Center Children's Books

Jim Beckworth: Adventures of a Mountain Man

Louis Sabin

James Beckworth's father was a major in the Revolutionary War. His mother was a slave. At an early age Jim had a desire to travel. He worked and traveled with such people as Jedediah Smith, Jim Bridger and Kit Carson. He became acquainted with Native Americans, lived with the Crows, married the Chief's daughter and finally was made their Chief.

Josh's Journal

Tom Novak

The fictional story of a family and a 2,000 mile journey to Oregon. It was 12 year old Josh's responsibility to keep a daily record of their journey. Wonderful black and white illustration by the author.

Life At the Hudson's Bay Company Fort 1821-1860

Joy Stickney

Illustrations, as well as coloring book pages that describe the occupations of individuals at the fort, including a trader, blacksmith, rainmaker, an Indian woman doing beadwork, the gardener and the shepherd with his sheep.

Lucretia Ann on the Oregon Trail

Ruth Gipson Plowhead

Lucretia Ann Prince leaves her New England home to travel west with her family in a covered wagon. We see the fun and excitement of the journey, but also the courage and bravery necessary to deal with the danger and hardships along the way.

More Than Moccasins

Laurie Carlson

Children can learn about Native American lives and values with the crafts and activities illustrated in this book. They learn the essentials of everyday life and how to enjoy special celebrations.

Narcissa Whitman - Brave Pioneer

Louis Sabin

As a young girl, Narcissa was fascinated by the stories of the men who traveled west. She told herself that someday she too would travel west. She met Dr. Marcus Whitman, married and shortly after started their journey west.

National Historic Oregon Trail Interpretive Center Children's Books

Native Plant Stories

Native American Animal Stories

Joseph Bruchac

Each book contains Native American stories, such as, "Silver Fox and Coyote Create Earth," "How the Butterflies Came to Be," and "The Woman Who Married a Frog."

Om-Kas-Toe of the Blackfeet

Kenneth Thomasma

The story of Blackfeet Indian children living during the "dog days" before the coming of the horse.

Oregon Wildflowers

Beverly Magley

This is a children's field guide to the state's most common flowers.

Patty Reed's Doll

Rachel K. Laurgaard

The story of the Donner Party as told through the eyes of Patty Reed's doll, who traveled the journey to California hidden in Patty's dress. Dolly remembers the happy times of the journey along with the difficult times when she was Patty's only comfort.

Plains Indians Diorama

Matthew Kalmennoff

Here are pictures necessary to cut out and assemble a full color three dimensional scene of a tepee camp and a buffalo hunt.

Reading, Writing and Riding Along the Oregon-California Trails

William E. Hill

This book focuses around the experiences of those early emigrants on the Oregon Trail. There are many activities that include map reading, identification, word searches, making charts and graphs, classifications, crossword puzzles and reading comprehension.

Soun Tetoken - Nez Perce Boy

Kenneth Thomasina

The story of Soun Tetoken (Silent One), a speechless Indian boy who befriends a stallion and coyote pup. It takes place during the Nez Perce War with the U.S. Army in 1877.

National Historic Oregon Trail Interpretive Center Children's Books

Stout Hearted Seven

Neta Lohnes Frazier

The true story of the Sager children who were orphaned on the Oregon Trail. Upon reaching Walla Walla they were taken into the home of Dr. Marcus Whitman and his wife, Narcissa, and for three years knew the famous couple as parents.

The Flight of the Nez Perce

Bill Schneider

The Nez Perce did not want to fight, nor did they want to leave their beautiful mountain home. This is the story of the struggle to get away from the war and the famous surrender by Chief Joseph that ended the flight of the Nez Perce.

The Old Ones Told Me

Berry Keeper

This is a collection of the American Indian Stories for children which were told around the campfire in the evening hundreds of years ago and have been handed down through the years.

The Oregon Trail

R. Conrad Stein

This book gives a brief introduction to the westward expansion starting with the explorers, the trappers and fur traders, the mountain men, the missionaries and those who dreamed of a new life on a new frontier. It gives a picture of daily life on the trail.

The Prairie Schooners

Glen Rounds

History of the Oregon Territory, how the United States acquired it and the westward expansion. Tells of the people who made the trip and why.

The Way West

Amelia Knight Stewart

Excerpts from the journal of Amelia Knight tell the story of the Stewart family's life on the Oregon Trail.

Westward Ho! An Activity Guide to the Wild West

Laurie Carlson

Book contains directions for many crafts, games and activities from the early west. There are cowboy songs, directions for square dances and recipes.

National Historic Oregon Trail Interpretive Center Children's Books

Young Pioneers On the Oregon Trail

Joy Stickney

Coloring book uses quotes from Pioneer journals and pictures to describe life on the Oregon Trail.

Historic Communities

Bobbie Kalman

A series of books which describe life in the nineteenth century.

The Kitchen

Nineteenth Century Clothing

A One-Room School

A Child's Day

Tools and Gadgets

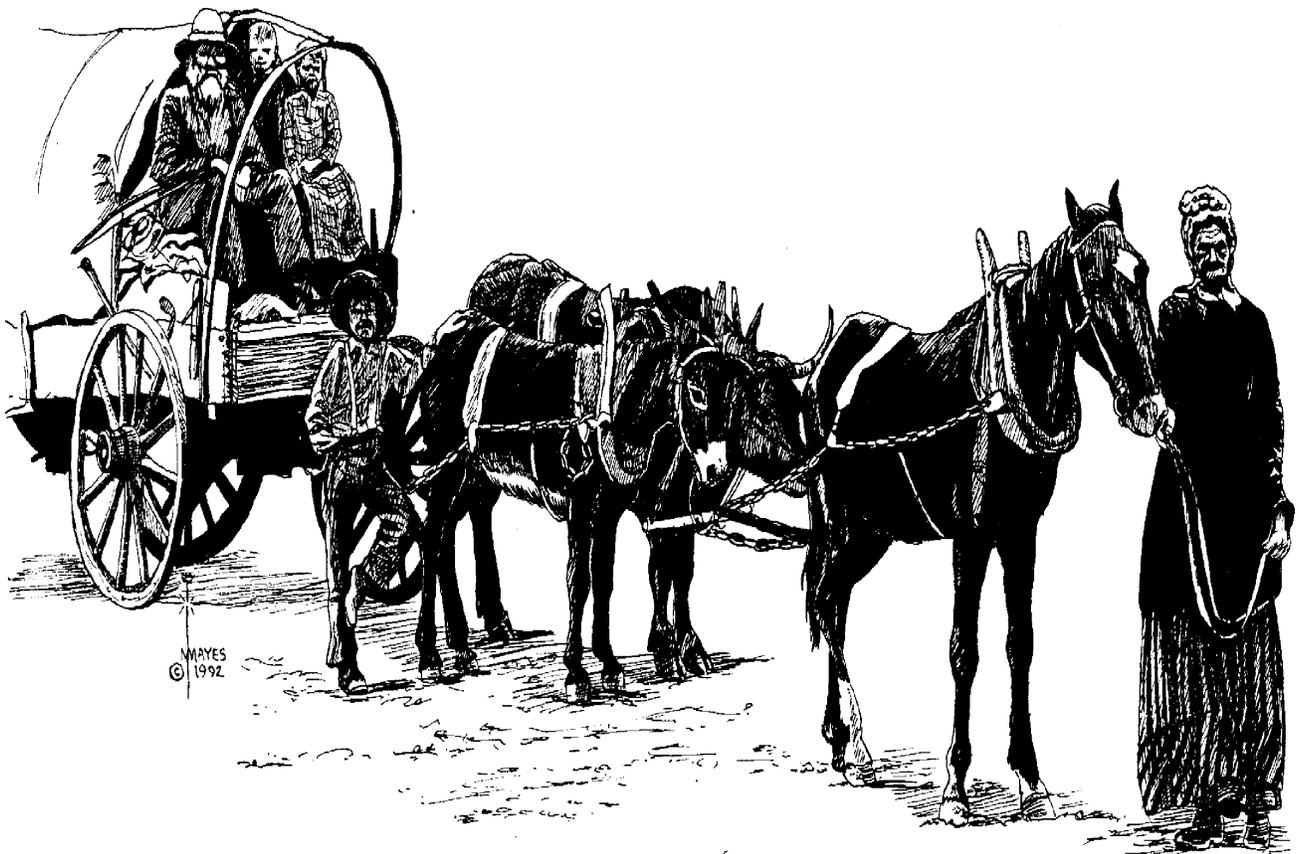
Home Crafts

Children's Clothing of the 1800s

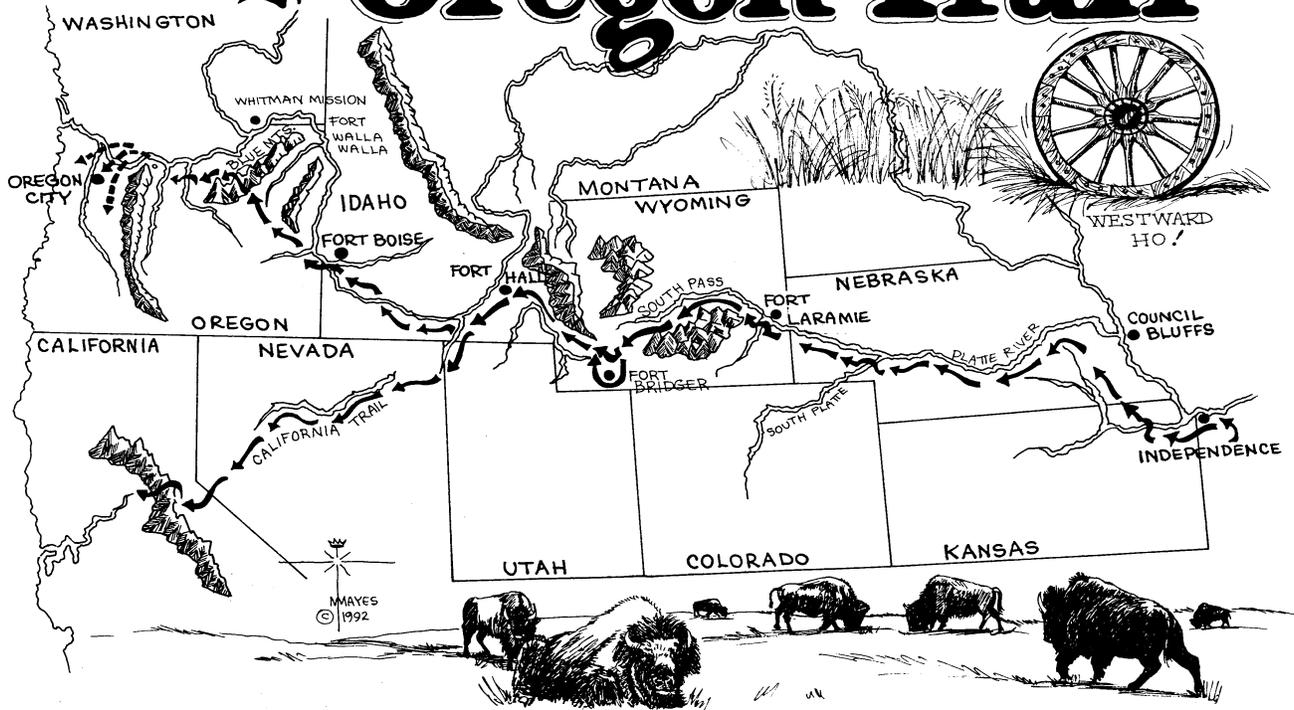
Games From Long Ago

Old-time Toys

Pioneer Projects



The Oregon Trail



Oregon Trail Resources



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center

Exploring the Oregon Trail

The Oregon National Historic Trail, designated by Congress in 1978, is administered by the National Park Service in partnership with the Bureau of Land Management, the Forest Service, state and local governmental units, citizen organizations, and numerous private individuals whose property the trail crosses. Today the trail corridor contains some 300 miles of discernible ruts and 125 historic sites.

Oregon National Historic Trail
National Park Service
Long Distance Trails Office
324 South State Street
Suite 250
P.O. Box 45155
Salt Lake City, UT 84145-0155

Bureau of Land Management
Historic Trails Office
1701 East E. Street
Casper, WY 82601

Bureau of Land Management
Pocatello Resource Area Office
1111 North 8th Avenue
Pocatello, ID 83201-5789

Forest Service
Caribou National Forest
421 West Second South
Soda Spring, ID 83276

Forest Service
Wallowa - Whitman National Forest
LaGrande District
3502 Highway 30
LaGrande, OR 97850

Forest Service
Mount Hood National Forest
Bear Springs Ranger District
Route 1, Box 22
Maupin, OR 97037

National Frontier Trails Center
318 West Pacific
Independence, MO 64050
Bureau of Land Management

National Historic Oregon Trail Interpretive Center
P.O. Box 987
Baker City, OR 97814

Oregon-California Trails Association
524 South Osage Street
P.O. Box 1019
Independence, MO 64501-0519

Idaho Department of Commerce
Tourism Promotion
700 West State Street
Boise, ID 83720-2700

Kansas Division of Travel & Tourism
400 SW Eighth Street, 5th Floor
Topeka, KS 66603

Missouri Division of Tourism
P.O. Box 1055
Jefferson City, MO 65102

Nebraska Department of Economic Development
Travel & Tourism Division
P.O. Box 94666
Lincoln, NE 68509

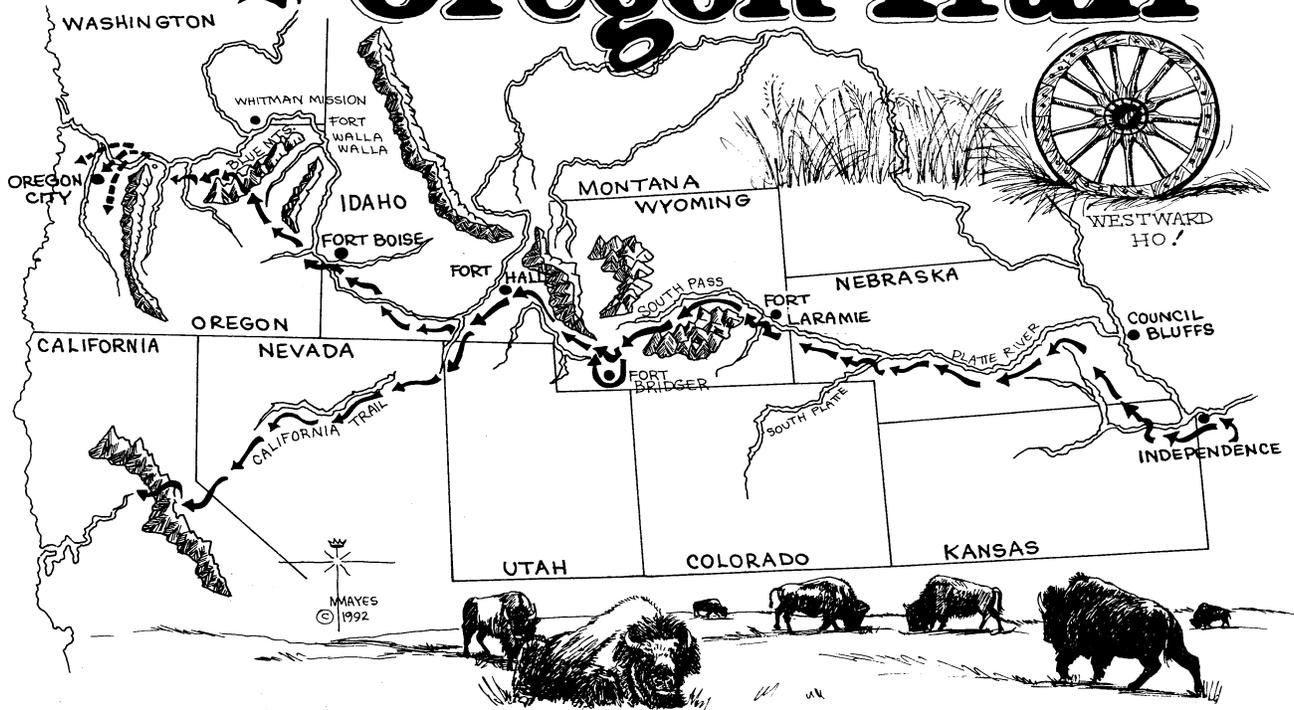
Oregon Tourism Commission
775 Summer Street, NE
Salem, OR 97310

Washington State Dep't of Trade & Economic Dev.
Tourism Development Division
P.O. Box 42500
Olympic, WA 98504-2500

Wyoming Division of Tourism
I-25 at College Drive
Cheyenne, WY 82002



The Oregon Trail



Oregon Trail Guide Questionnaire



National Historic Oregon Trail Center at Flagstaff Hill



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National Historic Oregon Trail Interpretive Center Education Resource Guide Questionnaire

Educator's Name: _____

School Name: _____

Grade taught _____

Address/Phone: _____
(optional) _____

1. Was the guide useful to your current lesson plan on Oregon Trail history? How?
2. Are there any sections you would add or delete? Why?
3. Do you have any additional suggestions on how to enhance the guide or a visit to the site?
4. Additional comments...

Please complete, fold, and mail this
self-addressed questionnaire
(with address showing on reverse side).



National Historic Oregon Trail Center at Flagstaff Hill

National Historic Oregon Trail Interpretive Center
P.O. Box 987
Baker City, Oregon 97814

*Place
stamp
here*

SHIRLEY BAXTER
NATIONAL HISTORIC OREGON TRAIL INTERPRETIVE CENTER
PO BOX 987
BAKER CITY OR 97814

As the Nation's principle conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural resources. This includes fostering the wisest use of our land and water resources, protecting our fish and wildlife, preserving the environmental and cultural values of our national parks and historical places, and providing for the enjoyment of life through outdoor recreation. The Department assesses our energy and mineral resources and works to assure that their development is in the best interest of all our people. The Department also has a major responsibility for American Indian reservation communities and for people who live in Island Territories under U.S. Administration.

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