

Fort Walla Walla Museum



Teacher's Guide

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Sponsored by Whitman College Parents Association Internship Fund



discovering, preserving and sharing Walla Walla regional heritage

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Teachers are welcome and encouraged to print or photocopy any part of this teacher's guide for classroom use.

Museum's Educational Goals

Fort Walla Walla Museum exists to facilitate an appreciation of the past by exposing people to the Walla Walla region's past. Our mission is *to discover, preserve and share Walla Walla regional heritage*. The Museum wants to excite students about learning and show them that learning can, and does, take place outside the classroom.

We believe a knowledge of regional history contributes to an individual's sense of belonging and personal pride. This knowledge can also help keep us from repeating mistakes of the past. When the historical development of complex relationships or modern challenges is understood, a trail is made for people to understand their common connections and make appropriate, informed decisions.

Viewing the artifacts helps students experience their cultural heritage. Through interpretations of the past we hope to inspire students to seek out more information and ask more questions. We use historical facts and stories to put an interesting and realistic angle on history to help students make a connection to the past. We can provide a visual component to the past, which cannot be obtained from textbooks. We cannot tell people everything, but we hope that what they see at the museum will make them want to learn more about the local history.

History of Fort Walla Walla

Fort Walla Walla Museum is located on the site of the third and final U.S. military Fort Walla Walla. Prior to the military forts, there was a fur trading post at the mouth of the Walla Walla River. Originally named Fort Nez Perce, the site became known as Fort Walla Walla after the Hudson's Bay Company acquired the Northwest Fur Company in 1821. The structure burned twice and was rebuilt. The business continued at the site until 1855.

The first military Fort Walla Walla was located on Mill Creek east of Walla Walla. Occupied in the fall of 1856, this fort consisted of a blockhouse and small stockade.

The second military Fort Walla Walla was built as a temporary structure on what is now the corner of East Main Street and First Avenue in Walla Walla. The two companies of the Ninth Infantry and four companies of the First Dragoons used this fort while a permanent fort was being constructed.

In 1858, the fort on the current location was finished. The troops at the third military Fort Walla Walla were commissioned with the job of protecting travelers on the Oregon Trail until the troops were withdrawn to fight in the Civil War. During the Civil War, militias from Washington, Oregon, and California supplied soldiers for the fort. After the war the fort was a center for many Indian wars, particularly the Nez Perce War of 1877 and the Bannock and "Sheepeater" wars of 1878 and 1879. The fort was closed in 1910 and then re-opened during World War I as an artillery training facility. In the 1920s, the fort was turned into a veterans' hospital currently run by the Department of Veterans Affairs.

In the early 1960s, plans began for a museum inspired by interest in the farming equipment exhibit organized by Carl Penner and Howard Burgess at the Southeastern Washington Fair. The museum opened to the public in 1968 and is owned and operated by the Walla Walla Valley Historical Society. The Museum includes five large exhibit halls and an administrative building overlooking a pioneer village with 17 buildings, most of which are original structures built in the 1800s or early 1900s.

In 2009, the museum began the first of three construction phases to complete the campus. Exhibit Hall I will be replaced with a new entrance building, allowing for many new services and features, including enhanced and expanded children's hands-on stations. Join us in carrying the past into the future!

Arranging a Visit

Please schedule your visit to the Museum as far in advance as possible. School tours are offered April-October by prior arrangement and sometimes March or November dates are possible. Call the Museum Headquarters Monday through Friday from 9 a.m.-5 p.m. at (509)525-7703 to arrange a field trip. Please have the following information available when calling:

- teacher's name
- school
- address, phone number and email address
- requested date of visit (and back-up date)
- grade level and number of students
- number of adults
- time of arrival and departure
- curricular focus of trip
- special needs of any of the students
- will students visit the Museum store

Plan to allow 1½ to 2 hours for the tour. Please notify the Museum if any of this information changes before the visit. Call the museum at least two days before the visit to confirm date and time.



Hours and Fees

Museum: Open daily 10 a.m. to 5 p.m., April 1 through October 31

Office: Weekdays 9 a.m. to 5 p.m., year-round (except Thanksgiving, Christmas, & New Year's Day)

School Groups

Normally \$3.00 per person including adults; however, in 2009 the admission is FREE thanks to a sponsorship by Boise Paper Solutions Wallula Mill, Blue Mountain Area Foundation, J.L. Stubblefield Trust, Bonnie Braden Trust, and Pacific Power Foundation. Please check for status of sponsorship.

Standard Rates

Adults	\$7.00
Seniors (62+) & Students	\$6.00
Children 6-12	\$3.00
Under 6 years	Free

Things to Remember

Fort Walla Walla Museum requests there be one adult for every 7-10 students. The Museum will attempt to provide one volunteer tour guide for every 25 students. Additional chaperones help students understand the exhibits, as well as helping to keep them focused.

Give each chaperone a list of who is in his or her group and if any student needs special help or attention. Giving each student a name tag will help the chaperones keep track of their groups as well as help the Museum tour guides.

Light can be very detrimental to artifacts. Please remember **FLASH PHOTOGRAPHY IS NOT PERMITTED** in the Museum.

Part of the visit will be spent outdoors in the pioneer village. Students should dress accordingly.

Please call the Museum at (509) 525-7703 if running more than 15 minutes late.

When you arrive, unload near the entrance. Please have groups and chaperones wait outside of the Museum Store for a brief orientation and for the Museum volunteer to begin the tour. If you have not already sent your tour information sheet (page 6) to the Museum, present it to the guide as soon as possible upon arrival.

The Museum is a private, non-profit institution operated by a small staff and many dedicated volunteers. Please inform your students that their tour guide is a volunteer. Explain the importance of volunteerism in our society.

Currently, school groups are admitted free of charge thanks to sponsorship from several corporations and organizations. You will not need admission money, however many students enjoy purchasing souvenirs at the Museum Store.

A thank you note to that sponsor may help to extend the duration of the free tour program. Ask your tour guide for the names and addresses of the current sponsors.

Lunch

You are welcome to eat your lunches on the bus, in the Rotary Shelter on the far side of the paved parking area, or in the grass area in the adjacent park. The Rotary Shelter is available to rent through the City of Walla Walla Parks & Recreation Department at (509) 527-4267. If not occupied, it may be used on a first-come basis, although users may be asked to leave should a party with a reservation arrive. There is no indoor eating facility provided. Please leave lunches on the bus or ask Museum staff where lunches can be left onsite. Please do not carry lunches around with you. Besides being distracting to the students, food can create a potentially harmful environment for artifacts.

The cemetery adjacent to the Museum is part of the Fort Walla Walla Historic District on the National Register of Historic Places.

It is maintained by the City of Walla Walla. Please ensure that your students treat it appropriately and respectfully.



Image courtesy of Ron Jackson



Tour Information Sheet

Directions: Please copy this page, fill out and send to the Museum before the visit or bring it with you when you come.

Teacher's name: _____

School: _____

Grade level (s): _____

Address: _____

Phone number: _____ cell: _____

Email address: _____

Number of students: _____

Number of chaperones: _____

Arrival time: _____

Departure time: _____

Teacher's objectives for visit: _____

Will students shop in the Museum Store? _____

Any specifics on which teacher would like tour guide to focus or cover: _____

Other information about class which will help tour guides: _____

A Visitor's Guide to Fort Walla Walla Museum can be downloaded from:
www.fortwallawallamuseum.org/general_info.htm

Timeline of Events

- 1805-06 Lewis and Clark Expedition passes through what will become Walla Walla County
- 1818 Fort Nez Perce fur trading post is established near the mouth of the Walla Walla River, renamed Fort Walla Walla in 1821
- 1836-47 Whitman Mission
- 1843 Oregon Trail Great Migration
- 1848 Territory of Oregon established
- 1853 Territory of Washington created
- 1854 Walla Walla County organized; it is larger than the State of California
- 1855 Governor Stevens signed treaties with Walla Walla, Cayuse and Umatilla Indians
- 1856 First two military Forts Walla Walla built
- 1858 Permanent site of Fort Walla Walla completed; Spokane, Palouse, Coeur d'Alene, Yakama and other tribes repel Lt. Col. Steptoe's soldiers; Col. Wright's troops defeat the northern tribes; region opened to settlers; Albert Lloyd makes a treaty with Palouse Indian leader Big Thunder
- 1859 Oregon State admitted to the Union by an act signed by President James Buchanan
- 1860s Idaho gold rush
- 1861 Civil War begins
- 1862 Walla Walla becomes an incorporated city
- 1865 President Lincoln assassinated; Civil War ends
- 1869 Transcontinental railroad completed
- 1870 Telegraph line between Walla Walla and Portland completed
- 1875 Dorsey Baker's railroad allows increased export of agricultural products from Walla Walla area
- 1876-78 Battle of the Little Big Horn, Nez Perce War, Bannock-Paiute Wars
- 1889 Washington State admitted to the Union by an act signed by President Benjamin Harrison
- 1890 Sioux War, last of the Indian wars
- 1908 Formal opening of Pioneer Park on East Alder in Walla Walla
- 1910 Fort Walla Walla closed
- 1916 Fort Walla Walla re-opened during the early days of World War I as a training base
- 1922 Veteran's hospital opened on former Fort Walla Walla grounds
- 1930s End of horse/mule powered agricultural era
- 1939-45 World War II



The bridge at Mill Creek, downtown Walla Walla, 1864.

Building Descriptions

While at the Museum, you will visit the pioneer settlement on the lower level, as well as the Entrance and four exhibit halls on the upper level. To better prepare your class for the visit and what they will see, below is a brief description of each building.

Kennedy Playhouse: This house was built in 1905 for Henrietta Baker. The inside of the playhouse is set-up much like Henrietta must have had it organized, with a few of the items inside belonging to her, including the toy cupboard. The front room contains dolls ready for a tea party and a carriage ready for a walk. The back room is the kitchen with a little stove and an ironing board, among other things.

Doctor's Office: The doctor's office replicates a turn-of-the-century office. There are examples of what would have been found in the office at the time and instruments that were used. The desk was originally used at Fort Walla Walla. Dr. Campbell, who started his practice in Walla Walla in 1907, used the examination table.

Train Depot: This depot was one of the first to be built by the Northern Pacific Railroad in Walla Walla County in 1880. The items in the depot are from the Union Pacific, Walla Walla Valley, Northern Pacific, and the old Baker railroads. These include luggage, lamps, and a bench from the Walla Walla Depot. In front of the train depot is a large key that was used to open and close the Riparian Railroad Bridge over the Snake River, north of Dayton. It took 6 to 8 men to turn the key.

Barbershop: This building was constructed in 1890. The barber chair is one of the oldest in the Northwest, dating to about 1870. There is a shelf of shaving mugs which regular customers would have kept there. In the back of the barbershop is a bathhouse. Patrons could come in and take a bath for 25 cents.

Elliot Carriage Barn: This carriage barn was built at the turn of the century. Inside the building is a buggy and a sleigh as well as examples of saddles including a lady's sidesaddle. There are also harnesses and brushes used to groom the horses.

Blacksmith Shop: The blacksmith's shop had all the tools necessary for shoeing horses or repairing wagons and farm equipment. The tools around the forge were mostly hand-made by the blacksmith as needed. Operated by one hand, the old bellows were used to force air into the fire while the blacksmith would feed the fire and turn the iron being heated with the other hand. A tire shrinker used to make iron wagon tires fit the wooden wheels again can also be seen. Next to the blacksmith shop is a windmill that was used to pump water for trains traveling from Spokane to Portland.

Umapiine Cabin: This cabin was built in 1878 in an area used by Chief Umapiine of the Cayuse Indians as his wintering home. It has been reported that the cabin was built by the U.S. government for Chief Umapiine to thank him for help during the Indian Wars. Umapiine means "friends."

Prescott Jailhouse: In 1903, the City Council of Prescott passed a measure to build a city jail house because it was too far to take prisoners to the County Jail in Walla Walla. The building is about 10x14 feet. The walls are made of 2 x 6 boards stacked flat and spiked together for walls. The only window is a small barred hole in the door. This door was cut out of the wall after the wall was partially constructed. This building is one of the few that survived the 1915 fire in Prescott that destroyed the business district.

Union Schoolhouse: This one-room schoolhouse was built in 1867 just north of Dixie, WA. The school housed first through eighth grades and had an average of 15 to 18 students. The students sat in desks that were connected and they wrote on slates. There are examples of writing slates, slate pencils, and books. The organ was moved into the school so that students could sing during winter months. It was made in 1871 and came to the Northwest by ship around Cape Horn, South America.

Building Descriptions, cont.

C.K. Martin Harness Shop: Charles K. Martin was an area harness maker in the early 20th century. His shop produced tack and leather goods for horse- and mule-teams. In addition, Martin created hand-tooled and painted saddles, as well as other goods.

Jacky Playhouse: (pronounced JAY-key) Henry Jacky built this cabin in 1925. His grandchildren used it for a playhouse and for Boy Scout meetings. Inside are children's trucks, dolls, and a wagon.

Ransom Clark Cabin: This divided house was built in 1859. The house has two rooms with a "dog-trot", or breezeway, in-between. The room on the east was the living room and the other room was the kitchen. The children slept in the attic. On the living room side of the house are a loom and a spinning wheel.

The Pioneer Cabin: This cabin is made from logs of a cabin built in 1877. Inside are examples of homemade soap, a candle mold, a butter churn, a small spinning wheel called a flax wheel, and an old bed made in Walla Walla in 1870.

Entry Hall & Exhibit Galleries: Completed in late 2009, the Entry Hall offers at-the-door drop-offs and convenient parking. Inside, 11,500 sq. ft. of space with exhibits depicting regional soldiers, pioneers and Indian people help tell the story of the people who have called the Walla Walla region home. The Museum Store features a wide of variety of locally produced foods, locally made items, books, apparel and more. The Entry Hall and four exhibit halls are on the Museum's upper level.

Exhibit Hall 2: This building contains horse-era farming equipment. There is a push-type header that was pushed through the fields so as to not knock over the wheat before cutting it. A 15-horsepower 1896 Russell Steam Engine generated steam by burning wood, coal, or straw. The steam powered thrasher that separated wheat grains from the stalks. The water wagon was used to bring water to the animals working and provide water for the steam engine. The cook wagon contains a wood stove, icebox, tables, and flytraps.

Exhibit Hall 3: This building contains a wooden Harris Combine hitched to a 33-mule team with fiberglass mules. It is called a "combine" because it combines the cutting and threshing of the grain into one machine. It took five men to operate the machine: the driver in front; the header tender who controlled the height of the cutting bar or header; the jigger who filled the sacks; the sack sewer; and the separator tender or machine man who kept the combine running. The double wagon and six-horse hitch was used to transport the grain back to the warehouse. Building three contains a large mural of a 1920 wheat harvest that covers all four walls.

Exhibit Hall 4: This building displays many varieties of horse-drawn vehicles and some farming equipment. There is a Concord Stagecoach that arrived in Walla Walla in 1861, an ox-shoeing stall, a doctor's buggy, and a sheep herder's wagon, among other things. There is also a wide variety of small farming equipment in this building including plows and branding irons. The automobile is a 1921 Dodge.

Exhibit Hall 5: In this building is a horse-drawn, 1897 American LaFrance 'Metropolitan' steam pumper used by the Walla Walla Fire Department. The doors and brass poles are from the old fire station on Rose Street. There is also a Washington State Penitentiary display with steel cells from the original 1886 structure. The cells are furnished as the originals would have been.

A Visitor's Guide to the Museum may be downloaded at www.fortwallawallamuseum.org/education.html.

Making A Journal

Journals played an important part in the lives of pioneers. A great variety of things were recorded in journals including what travelers saw along the way and how much they had to pay for food. Their journals were a way of saving the important events of the trip to share with people later, as letters were not always an option.

Below are the instructions for making a journal. Any size will do but making the cover a little bigger than 8.5 x 11 inches will allow the pages to fit inside easily.

Supplies

- thin cardboard (cereal box type)
- construction paper
- plain white paper
- any additional pages the teacher wants inserted
- yarn
- hole punch
- glue
- markers
- scissors

Have your students cut the cardboard down to the desired size of the cover. Cut a piece of construction paper to fit over each cover, front and back. Glue construction paper to covers. Gather all the pages to be put into the journal. Add blank pages to allow for an assortment of writing exercises and note taking. Place between covers and punch holes down one side. Tie pages together with yarn. Have students decorate the cover and put their name on it.

INSTRUCTIONS:

- Cut cardboard to desired size
- Cut construction paper to fit over front and back covers
- Glue construction paper to covers
- Gather pages to be placed into journal
- Add blank pages
- Place between covers and punch holes down one side
- Tie together with yarn
- Decorate the cover
- Write your name

There are a number of activities included in this teacher's guide that can be copied and placed in a journal.

Packing To Move

Your Mission: Imagine that you are traveling across the plains in 1845 to Oregon Territory from Missouri. Everything you take with you has to fit in a covered wagon and you still need to have room for food, traveling supplies, and yourself. This means that you can take only items that are necessary because there is no room for extra things. Make a list of the 10 most important items that you would take and describe why you chose each one.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Look for the hands-on station called "Pack Your Wagon." Try your hand at packing. When you visit the Museum, look at the artifacts and see if you can figure out what was most important to the early settlers. How is what they brought different from what you might have taken?

Differences

Your Mission: Choose one item from the list of artifacts (handmade objects representing a particular culture or stage of technological development) provided below. Draw a picture and describe what you think the item looks like and of what you think it is made.

Clothes iron

Butter churn

Cook wagon

Plow

Loom

Barbed wire

Harness

Ox shoeing chute

Water wagon

Writing slates

Washing machine

Branding iron

When you visit the Museum, look for your artifact. Below, draw and describe what it actually looks like. How close were you to the real description? What surprised you about the object?

Agriculture

Your mission: Use information from exhibits in the Exhibit Halls to answer these questions.

Recall your favorite machine and describe how it was used.

What was the advantage of having a push-type header over a machine that was pulled? (Exhibit Hall 2)

How do you think the role of cook wagons changed when harvesting crews became smaller?
(Exhibit Hall 2)

What was interesting about the Harris Combine? (Exhibit Hall 3)

How do you think an ox-shoeing chute worked? (Exhibit Hall 4)

Look at all the different kinds of transportation seen in Exhibit Hall 4 and the Carriage Barn in the pioneer settlement. What kind of transportation would you want to use and why?

Soldiers, Pioneers and Indian People

(an accompanying book is available in the Museum Store)



Your Mission: The Indian people Lewis & Clark and other early explorers met had lived here for countless generations. How has the Walla Walla region changed since the first Euro-Americans arrived on the scene?

List 10 ways the area has changed since 1800. What is here now that wasn't then? What is no longer here?

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Soldiers, Pioneers & Indian People are general names for the region's inhabitants during the 19th century. Draw pictures of the way you think things might have looked at the start and end of that period.

1800

1900

Pioneer Sleuth

Your Mission: Answer these questions from the information you get in the pioneer settlement and from your tour guide.

What is one thing different about a trip to the doctor then as opposed to now?

When would you have used a buggy and when a sleigh?

Why did women use sidesaddles when horseback riding?

Describe one tool in the blacksmith's shop and its use.

Why do you think the door in the Prescott Jail is made as it is?

Why would the men have left their own shaving mugs at the barbershop?

Then and Now

Your mission: Your job is to be a data collector. You need to look for the answers to these questions while you are at the Museum and compare them to life now. You can find some answers in the exhibits, the tour guide will answer some, and you may need to ask some questions. Take careful and accurate data because it will be used later.

Then	Now
What do you write on?	
What are your chores?	
How do you get your food?	
What do your parents do?	
How do you get clean?	
What kind of clothes do you wear?	
What kind of places do you go to in town?	
How many students are in your class?	
How do you get from place to place?	

Before your Museum visit, you may tell your students that you want them to do one or more of the following activities after their visit.

Day in the Life

Your mission: Take the information that you gathered while at the Museum. Pretend you are writing a letter to your cousin in the East about the Northwest in the 1860s. Then write a letter about what it is like now. Feel free to include information other than the data you already collected.

Step Back in Time

Your mission: Now that you have visited the Museum and have seen a little about what life was like in pioneer days, imagine that you lived then. You can imagine that you are a child or an adult. Draw a picture of what you think a building in your town would have looked like. Then describe the differences between the building then and now.

Wheat Harvest

Your mission: Based on information that you have learned, write entries for two separate diaries in the 1920s. One entry should describe a day that you might have spent working on a wooden combine. The other entry should be a description of a day working in the cook wagon.

Branding

Branding was used as a way of identifying your cattle and other livestock from someone else's. Animals were usually branded on the side, hoof, horn, or ear. Everybody had their own special brand, and it had to be registered with the government so that they could make sure no two brands were alike. People used their names, the names of their ranches, or things they liked to do as their symbol. They were creative with the ways of writing the letters, numbers, and symbols by adding loops, tails or turning them on their side. Usually a brand had a story behind it. Brands are read from left to right and top to bottom. Below are examples of ways in which people chose the design for their brand.

Some people used their initials: JHD for John Henry Doe

And some people were more creative with their names: KT for Katie Barr

Some people branded the name of their ranch: M which is read M Bar V
V

And some people used symbols which were important to them or which signified where they were from. For example:

OIO was used by someone originally from Ohio

I-O stood for I Owe, because he borrowed money to get into the cattle business

Now: Design your own brand based on the examples above and those you might have seen at the Fort Walla Walla Museum or somewhere else. Be creative! Then write two sentences explaining it.

Discussion Questions for Teacher's Use

Why did you design the brand like you did?

What does each part of the brand mean?

Do any of your families have their own brand?

Why is your family's brand the way it is?

Are any of the brand designs in the class the same?

How would you decide who got to use the brand since two brands can't be alike?

Sources

Arnold, Oren and John P. Hale. *Hot Irons: Heraldry of the Range*. The Macmillan Company: New York, 1940.

Wolfenstine, Manfred R. *The Manual of Brands and Marks*. University of Oklahoma Press: Norman, OK, 1970.



Animal-powered agriculture from pre-1940

Word Search

Your Mission: Find the words listed below in the word search. They can be across, down, or diagonal and may be spelled forward or backwards.

- | | | |
|---------------|-----------------|----------------------|
| 1. pioneer | 6. cannon | 11. cabin |
| 2. blacksmith | 7. slate | 12. windmill |
| 3. horse | 8. outhouse | 13. mill stone |
| 4. combine | 9. wheat | 14. trail |
| 5. saddle | 10. water wagon | 15. Fort Walla Walla |

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

Games

Below are some examples of different kinds of games that children used to play. Give them a try sometime!

The Post

Children sit in two rows facing each other. One person is chosen for the Post Master. Each player chooses a town or city, and the Post Master writes it down. The Post Master then calls out the name of two places ("The post is going between Portland and Seattle!"). The two people who have those cities get up and switch places. The Post Master tries to be faster than one of them and take their new seat. If the Post Master yells, "The general post is going out!" then everyone must switch places.

Magic Music

One child leaves the room. The other children choose a task for that child to do, like sit in a certain chair. They let the child back into the room and the piano is played to let the child know what he is supposed to do. The piano is played softly and slowly when the child is far from completing the task (cold) and fast and loud when he is close (hot). This game can also be played by yelling "hot" and "cold" instead of playing it on the piano.

Kitty In The Corner

Everyone but one person chooses a corner of the room. The person without a corner stands in the middle and says, "Kitty wants a corner!" All the players must switch corners and the person in the middle tries to take an empty corner. Whoever is left without a corner is in the middle for the next round.

Conqueror

Many children enjoyed playing with tops. The tops were whittled from wood and were spun by wrapping a rope around the groove and pulling. In Conqueror, the children tried to knock the other person's top over and have theirs remain spinning.

Can you find any other games that children used to play? Where would you look? What games that we play now might people be talking about in 150 years?

Source

Kalman, Bobbie. *Early Pleasures and Pastimes*. Crabtree Publishing Company: New York, 1983.



Washington State EALR* - Grade 4

A trip to Fort Walla Walla Museum and the activities in this teacher's guide can be used as a way of meeting the following Washington State requirements of the Essential Academic Learning Requirements (EALR). The benchmark components are listed next to each idea.

Social Studies

People, technology, and resources continue to change--History 3.1

- Changes in living styles, changes in agriculture as seen in displays

Conflict is part of change--History 3.2

- Displays on Fort Walla Walla as a military site

Washington State has changed because of migration and immigration--History 1.1

- Pioneer and early settlers displays

Cultures impact one another--History 1.2

- How the settlers affected the lives of the Indians

Geography of a region determines the physical and human systems within--Geography 2.1

- The growing of wheat in this area, importance of agriculture to the economy

Water is essential for life--Geography 2.1

- How water affected the agriculture of the area

Make and interpret maps--Geography 1.1,12,13

- Use a variety of maps in the Museum to gather information on the era

Language Arts

Generates own ideas, organizes, and plans writing--Writing 3.1

- Activity "Then and Now"

Writes in a variety of forms and genres--Writing 2.3

- Compare/Contrast: activity "Day in the Life"
- Descriptive: activity "Differences"
- Critical Thinking: activities "Packing to Move", "Branding" "

Writes for different purposes--Writing 2.2

- To Imagine: activities "Differences", "Step Back in Time"
- To Tell About Something: activity "Differences"

Interprets visual texts--Communication 1.2

- Using information posted at the Museum to answer questions "

Uses resources in school, libraries, and community--Writing 3.1

- Knowing where to look at the Museum for the answers and information

Pays attention to oral stories, pays attention while others are talking--Communication 1.1

- Can go on the tour and pay attention to tour guide

* Essential Academic Learning Requirements

Oregon State Learning Standards: Grade 5 Benchmarks

A trip to Fort Walla Walla Museum and the activities in this teacher's guide can be used as a way of meeting the following Oregon State requirements as stated in the Oregon Department of Education Learning Standards.

Social Sciences

Understand how individuals changed or significantly influenced the course of US History

- Exhibits on Lewis and Clark, early pioneers, military "

Interpret data and chronological relationships presented in timelines and narratives

- Exhibits on the progression of military activity in the Walla Walla Valley area
- Exhibits on progression of agriculture

Recognize and interpret change and continuity over time

- Notice how things were different in a pioneer's life
- "Day in Life" activity "

Understand and interpret the history of the state of Oregon

- Though in Washington, the Museum contains many exhibits from Oregon Territory

Identify patterns of migration and cultural interaction in the US

- Exhibits on Lewis & Clark, Oregon Trail, and early settlers

Gather, use, and document information from multiple sources

- Able to gather information from exhibits and tour information to complete activities

English

Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, and/or tables

- Able to interpret the information presented in multiple ways in the museum

Read a variety of literary selections

- Books contained in supplementary reading list "

Write in a variety of modes and forms appropriate to audience

- Compare/Contrast: activities "Then and Now", "Day in the Life"
- Imaginary: activity "Step Back in Time"
- Descriptive: activity "Differences"

Supplementary Book List

- Blumberg, Rhonda. *The Incredible Journey of Lewis and Clark*. New York, NY: Beech Tree, 1987.
- Cocke, William. *A Historical Album of Washington*. Brookfield, CT: The Millbrook Press, 1995. Crutchfield, James A. *It Happened in Washington*. Helena, MT The Falcon Press, 1995.
- Duncan, Dayton. *The West: An Illustrated History for Children*. New York, NY: Little, Brown and Company 1996.
- Erickson, Paul. *Daily Life in a Covered Wagon*. Washington, DC: Preservation Press, 1994.
- Greenwood, Barbara. *A Pioneer Sampler: Daily Life of a Pioneer Family in 1840*. New York, NY: Ticknor & Fields, 1995.
- Harvey, Brett. *My Prairie*. New York, NY: Holiday House, 1986.
- Irving, Washington. *Astoria*. Portland, OR: Binford & Mort, Publishers, 1967.
- Kalman, Bobbie. *Early Health & Medicine*. New York, NY: Crabtree Publishing Company, 1991.
- Kalman, Bobbie. *Early Schools*. New York, NY: Crabtree Publishing Company, 1991.
- Knight, Amelia Stewart. *The Way West*. New York, NY: Simon & Schuster, 1993.
- Kudlinski, Kathleen V. *Facing West: A Story of the Oregon Trail*. New York, NY: Viking, 1994.
- Sandier, Martin. *Immigrants: A Library of Congress Book*. New York, NY: HarperCollins, 1995.
- Schwantes, Morrissey, Nicandri & Strasser. *Washington: Images of a State's Heritage*. Spokane, WA: Melior Publications, 1989.
- Smith, Carter. *Exploring the Frontier*. Brookfield, CT: The Millbrook Press, 1992.
- Steelquist, Robert V. *Washington: Portrait of a State*. Helena, MT: American Geographic Publishing, 1988.
- Steffoff, Rebecca. *Children of the Westward Trail*. Brookfield, CT: The Millbrook Press, 1996.
- Van Leeuwen, Jean. *Bound for Oregon*. New York, NY: Dial Books for Young Readers, 1994.
- Soldiers, Pioneers & Indian People: Positive Interaction between Cultures in Southeastern Washington*, by Schulz, Franzmann & Payne of Fort Walla Walla Museum, 2007.

Books Available at the Fort Walla Walla Museum Store

Agriculture

Brumfield, Kirby. *This Was Wheat Farming*. Atglen, PA: Schiffler Publishing Ltd, 1968.

Fort Walla Walla

Converse, George L. *A Military History of the Columbia Valley 1848-1865*. Walla Walla, WA: Pioneer Press Books, 1988.

Hussey, Larry. *Fort Walla Walla - Then and Now*. Walla Walla, WA: privately published, 1994.

Lewis & Clark

Copeland, Peter. *Lewis and Clark Coloring Book*. New York, NY: Dover Publications, 1983. (Children's book)

Copeland, Peter. *The Story of Sacajawea*. New York, NY: Dover Publications. (Children's coloring book)

Hill, William E. and Jan C. Hill. *West With Lewis and Clark, The Story of the Corps of Discovery*. Centereach, NY: Hillhouse, 1999. (Children's activity book)

Thomasma, Kenneth. *The Truth about Sacajawea*. Jackson, WY: Grandview Publishing, 1997.

Pioneer & Oregon Trail

Bennett, Robert A. *We'll All Go Home In The Spring*. Walla Walla, WA: Pioneer Press Books, 1984.

Butruille, Susan G. *Women's Voices from the Oregon Trail*. Boise, ID: Tamarack Books, 1993.

Hill, William E., *Heading West*. Centereach, NY : Hillhouse, 1997 (Children's activity book)

Keatts, Robert E. . *Postal History of Walla Walla County, WA*. Walla Walla's Postal Antiques & Memories. 2003

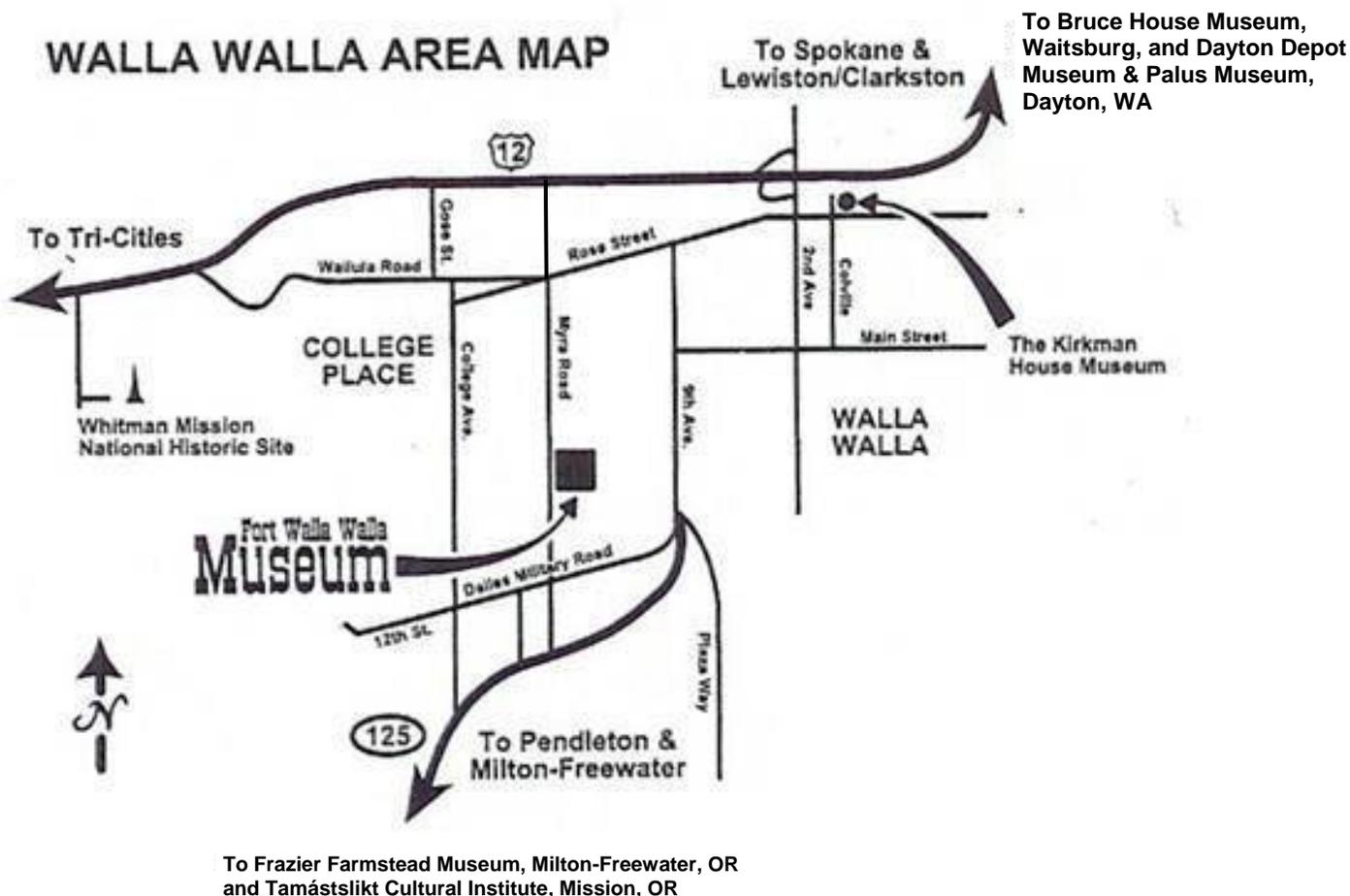
Museum Staff. *Soldiers, Pioneers & Indian People*, 2007.

Museum Staff. *An Illustrated History of Fort Walla Walla*, 2011.

Directions to Fort Walla Walla Museum are shown on the map below, as well as directions from the Museum to Whitman Mission National Historic Site and other regional museums. To schedule a visit at Whitman Mission, call (509) 522-6360.

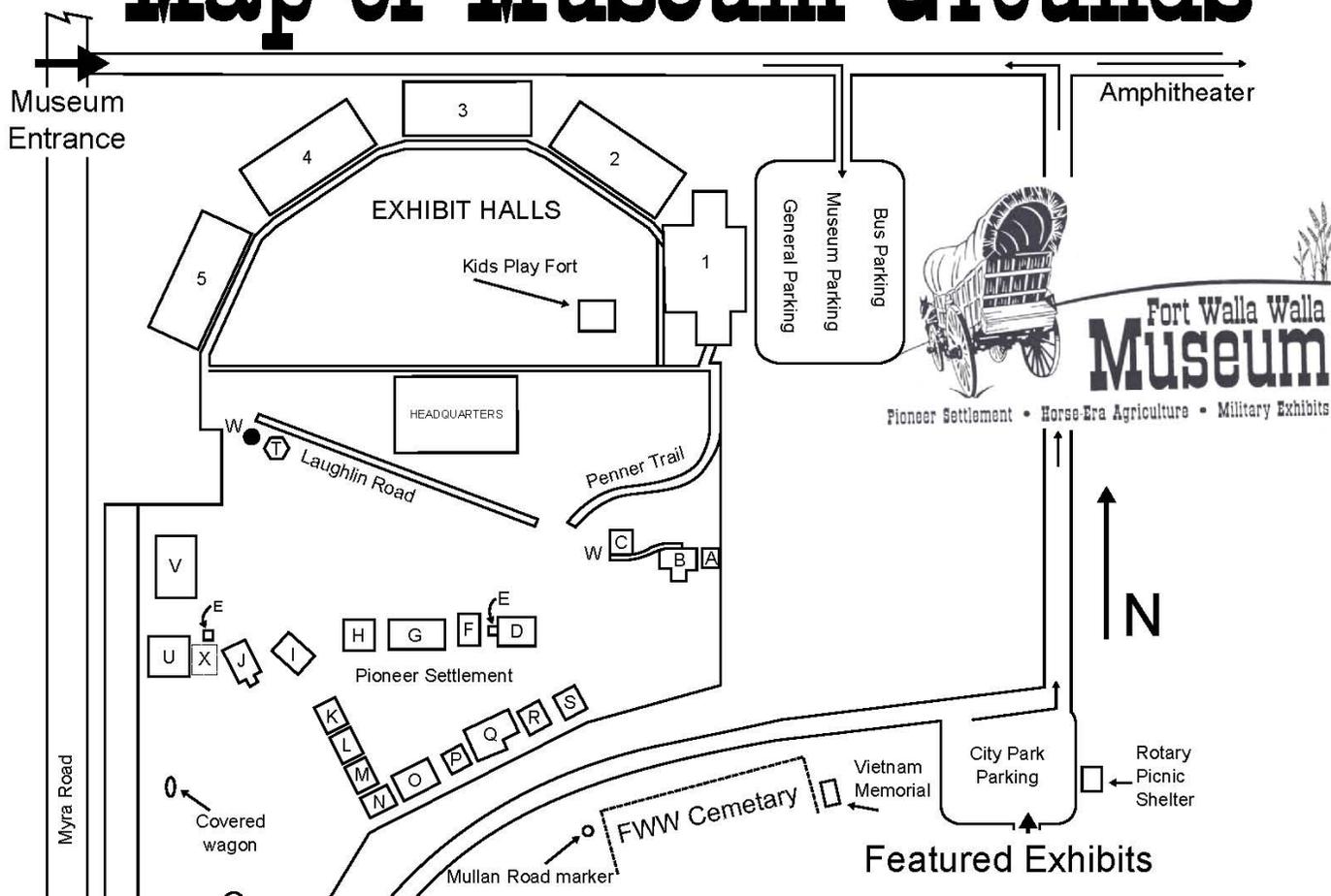
To schedule a visit to Fort Walla Walla Museum, call (509) 525-7703 or send an email to: info@fortwallawallamuseum.org. Visit the Museum's website: www.fortwallawallamuseum.org.

Walla Walla Area Map



Myra Road is now a through street between State Highway 125 (State Highway 11 in Oregon) and US Highway 12. A roundabout traffic control feature exists near the intersection of Myra Road and US 12 that is new to many users. Caution is advised. Check www.wsdot.wa.gov/regions/southcentral/Construction/ for US 12 construction information in Walla Walla County.

Map of Museum Grounds



Pioneer Settlement • Horse-Era Agriculture • Military Exhibits

- Pioneer Settlement**
- A. Blockhouse
 - B. Davis Cabin
 - C. Restrooms
 - D. Pioneer Cabin
 - E. Outhouse
 - F. Harness Shop
 - G. Ransom Clark Cabin
 - H. Jacky Play Cabin
 - I. Union School
 - J. Toner School
 - K. Prescott Jail
 - L. Umapine Cabin
 - M. Windmill*
 - N. Blacksmith Shop
 - O. Carriage Barn
 - P. Barbershop/Bathhouse
 - Q. Babcock Train Depot
 - R. Doctor's Office
 - S. Kennedy Playhouse
 - T. Gazebo
 - U. Saturno Italian Farmstead
 - V. Black Prince Grapes
 - W. Water Fountain
 - X. Italian Herb Garden

1 Entrance Building & Exhibit Galleries
 Museum Store, Grand Hall, Restrooms, Lewis & Clark Diorama, Regional Indian People, Military Exhibits, Special Exhibits Gallery

Exhibit Hall 2
 Early Farm Machinery
 Push Header
 Stationary Thrasher
 Seed Drill
 Steam Engine
 Water Wagon
 Header Box Wagon
 Centennial Farms Exhibit
 Cook Wagon
 Wheat Harvest video

Exhibit Hall 4
 Sheep Wagon
 Buggies & Sleighs
 Farm Wagons
 Hand Tools
 Ox Shoeing Chute
 Branding Irons
 Harnesses
 Roller Mill
 Early Vehicles

Exhibit Hall 3
 33-Mule Team with Harris Combine
 Mule team video
 Mural surrounding exhibit places visitors into early wheat harvest

Exhibit Hall 5
 Washington Territorial Prison
 Horse-drawn Fire-Fighting Equipment



Please consider returning your map to the Museum Store for others to use.

* M -The windmill was damaged in a windstorm and is currently undergoing repairs.

Word Search Answers

Your Mission: Find the words listed below in the word search. They can be across, down, or diagonal and may be spelled forward or backwards.

- | | | |
|---------------|-----------------|----------------------|
| 1. pioneer | 6. cannon | 11. cabin |
| 2. blacksmith | 7. slate | 12. windmill |
| 3. horse | 8. outhouse | 13. mill stone |
| 4. combine | 9. wheat | 14. trail |
| 5. saddle | 10. water wagon | 15. Fort Walla Walla |

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