

Tillamook County Pioneer Museum

Teacher Packet

2011-2012 School Year

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Brief History of the Museum

The Tillamook County Pioneer Museum (TCPM) was established in 1935 by the Tillamook County Pioneer Association. The collection began with 400 objects displayed for the public at its current location in the old courthouse on Second Street and Pacific Avenue.

The Court house was built in 1905 and functioned as the county courthouse until the construction of the current courthouse across the street was completed in 1933.

The Tillamook County Pioneer Association and their volunteers operated the museum until 1945 emphasizing local 19th century history. A museum curator was hired when Tillamook County took over museum operations between 1945 and 1985.

Tillamook County ceased its funding of the museum in July 1985. In response to the count's decision the Tillamook County Pioneer Association and other concerned citizens banded together to find a way to keep the museum open and flourishing. A levy was passed in 1985 and again in 1996 to fund the museum with tax dollars. Today, TCPM is still funded by Tillamook County, grants, admissions, and membership. TCPM is also a 501.c.3 non-profit organization.

Currently, the Tillamook County Pioneer Museum houses over 30,000 artifacts and over 15,000 photographs within its collections. The museum offers 14 permanent exhibits and has two temporary exhibit areas that change regularly. If you would like information about current temporary exhibits on display or those coming up, please contact Carla Albright at 503-842-4553.

What is a Museum?

A museum is an institution that houses and cares for a collection of artifacts of scientific, artistic, or historical importance and makes them available to the public through exhibits. Museums care for the artifacts they house in perpetuity (forever).

There are all kinds of museum, natural history, science, art, children's, maritime, archaeology, history, military, air, virtual (online), zoos, aquariums and many more.

Many different types of people work at museum:

Director: Every museum needs a Director (and for some small museums, the Director is the only staff person). Directors hold overall responsibility for the museum and its operations. They are often the "face" of their museum, representing the museum to the media and other community organizations. Depending on the size of their institution, directors can also be responsible for fundraising, budgets, and facilities care.

Curator: Curators were traditionally the “rock star” of museums. Their knowledge, their skill in caring for collections, and their ability to pull objects together into a coherent and intelligent exhibition, all make them irreplaceable as a part of a museum team. The core of any museum is their collection, and curators are their guardians.

Exhibit Designer: Probably the most common type of museum vendor is an exhibit designer. While some museums have in-house design staff, most will hire an outside firm to design and fabricate large exhibitions. Designers work closely with the curator at the museum to define and organize the content, develop the narrative, and then build the architecture of the exhibition.

Museum Educator: While educators can be found in many environments, museum educators are a unique breed. They need to be familiar with both educational theory and needs and museum content and collections. Museum educators teach school programs, create adult classes and lectures, and work with other departments within the museum on exhibits and special events.

For additional museum jobs please visit:

http://www.vamuseums.org/Resources/ForMuseumStudiesStudents/TypesofMuseumJobs/tabid/161/Default.aspx#Jobs_Unique_to_Museums___Museum_Educator

Education Program

TCPM encourages all grade levels to explore the museum. School groups receive free admission, although a donation is very much appreciated. Teachers may request a docent-guided tour lead by museum staff and/or volunteers. We ask for at least two weeks' notice to schedule docents. A guided tour will help students feel more comfortable in the museum and provided them with background information which will allow students to complete activities more easily (especially the Tillamook Timeline activity). Please allow 1.5 hours for guided tours. The museum requires a ratio of one (1) teacher/adult to every five (5) students/children.

Educators can request to have a museum representative come to the classroom prior to a field trip to discuss what a museum is, what students can expect, proper museum etiquette, and answer questions. Please also give at least two weeks' notice for this service.

The museum offers educational materials for students to use while at the museum ranging from exploratory worksheets to interactive group activities for most grade levels (see Teacher Activity Packet). If there is a subject your class is learning about and you do not find educational material that will work, please contact us. We will do all we can to ensure your visit to the museum is educational, fun and relevant to your curriculum.

Scheduling Your Visit

Museum visits are available Tuesday thru Friday between the hours of 10am – 3pm. Please notify the museum 2 weeks prior to your anticipated visit date. This is especially important if you are requesting a docent or classroom visit.

To schedule a visit please contact:

Ruby at 503-842-4553 or email to: ruby@tcpm.org

Museum Etiquette

The museum strives to create positive experiences for all visitors. We ask that teachers and adult chaperones ensure responsible museum behavior of all students. The Pioneer Museum reserves the right to ask any students or classes to leave due to unruly or disruptive behavior.

- While visiting the museum we ask that no food or drink be brought into the museum and that cell phones are silenced.
- Students must be supervised at all times. We require a ratio of 1 teacher/adult to no more than 5 students.
- Due to layout of the museum and galleries, sound is magnified. Quiet movements and voices are required in the museum at all times to ensure that visitors are not disturbed. We also commonly have visitors doing research and loud noises can be very distracting. Please act as if you were in a library. Loud voices, shouting, and running are not permitted.
- Artifacts can easily be damaged and must only be handled by museum personnel. We ask that all visitors to remain behind barriers and artifacts not be touched.
- Please ask members of your group not to lean on glass cases. Many of our cases are very old and the glass can be unstable and fragile.

Tillamook County Pioneer Museum Map

Main level



Upper Level

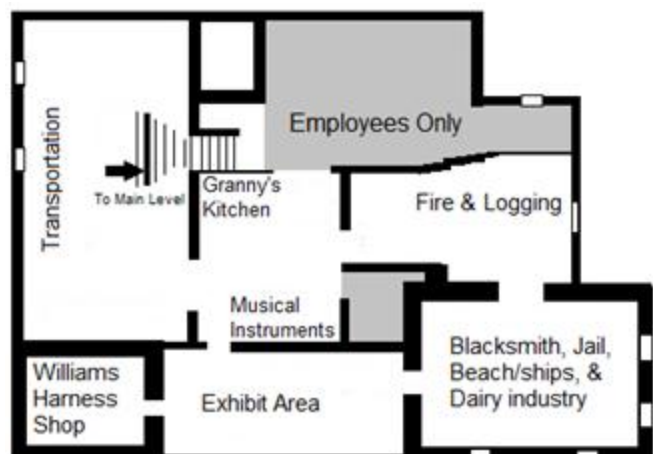


Welcome!

This map will help you navigate through the three levels of the museum. Each exhibit area is labeled on the map along with restroom locations, entrances/exits and stairways.

A list of notable artifacts within each exhibit area can be found on the next page. This list of objects will assist you in helping your students locate artifacts for various activities or help you find artifacts that are relevant to your curriculum.

Lower Level



Permanent Exhibits

TCPM offers 14 permanent exhibits which included:

Upper Level

- **Natural History** – this exhibit consists of over 900 individual taxidermies specimens including many Northwest bird species, local animals including seal, sea otter, deer, beaver, and bobcat. Some of these specimens are arranged in dioramas depicting natural habitat scenes.
- **Rock and Fossil** – this room has many rocks and fossils that can be found both locally and worldwide. Some of the rock specimens included jasper, agates, geodes, obsidian, quartz and thunder eggs. There are also examples of petrified wood, shell, leaf, plant and fish fossils.
- **Victorian Bedroom** – a room furnished in 18th century items, the Victorian bedroom displays a bed, fireplace, couch, shoes, and some clothes that were found during this time period.
- **Lincoln Exhibit** – Abraham Lincoln exhibit, on loan in part by Senator Hatfield, gives the life history of our 16th president. Artifacts include; life casts of Lincoln's hands and face, photographs and paintings, official documents as well as such Lincoln White House china. The museum has a set of "Lincoln Logs" for children to construct their own log cabin and a few Mary Todd Lincoln dress up items such as a shawl, gloves, fan and purse that children can try on. There are also replica items from Civil War-era soldiers and slaves that can be explored.

Main Level

- There are two galleries located on the main floor that house temporary exhibits that change regularly. To find out what exhibits are currently being shown or for information about upcoming exhibits please contact Carla Albright at 503-842-4553.
- **Native American** – This room has artifacts including stone and bone tools and arrow points. There is a small collection of baskets and bead works as well as a history of the Native Americans in the Tillamook area.
- **Pioneer Homestead and Barn** – This area depicts the interior of a pioneer cabin complete with fireplace, beds, organ and china. The barn shows the inside of a workshop with hundreds of old hand tools and items that would be used for everyday farm activities.

- **Joseph Champion** – Joe Champion was the first white settler in Tillamook County. This area has a small-scale replica of Joe's tree stump in which he lived when first arriving. In addition to signage that tells Joe's story, there are also two artifacts, Joe's axe and a land deed from his property along Tillamook Bay.
- **Military** – Our military room has artifacts from the Civil War, WWI, and WWII. Two large scrapbooks show local men and women that served during WWI and II with information about training, dates and locations they served. There is also information about the Naval Blimp Hangar and the B-17 plane crash at Cape Lookout.
- **Pioneer Photographs** – This room has photographs and paintings of early pioneer settler families including the Trask, Vaughn, and Stillwell families. There are also written histories of several early pioneer families.

Lower Level

- **Transportation** – includes old cars, a sled and the stage coach that traveled between Tillamook and Yamhill until 1911. A local Native American canoe is also featured in this area.
- **Grandma's Kitchen** – This diorama depicts the kitchen of a 1920s home. Many kitchen and food processing items are located here as well as the cases around the diorama. An activity sheet is available to be used in conjunction with this exhibit (attached).
- **Logging and Forestry** – This exhibit area has a replica of a fire lookout station that would have been used by the forest service as well as information about the multiple Tillamook Burns between 1933 and 1951. This area is also dedicated to the logging industry in Tillamook County.
- **Blacksmith Shop and Old Jail** – The small blacksmith shop shows the items that a blacksmith would have used during the 19th century. The old jail has a history of Tillamook County's sheriffs within a recreated jail cell.
- **Dairy and Ships** – Machinery used in the creamery and cheese making can be found in this area. A large brass mixing kettle as well as a cheese separating machine are two of several artifacts in this exhibit location. Next to the creamery items is the beach combing and ship exhibit. A collection of glass floats and a small scale model of the *Glenesslin* ship and history can be found in this area.
- **Williams Harness Shop** – This exhibit area has over fifteen types of horse saddles, including two women's sidesaddles, and tack items.

- **Daily Life artifacts** – throughout the remainder of the lower level are artifacts that were used during daily life of Tillamook residents and businesses. Some of these items include cameras, typewriters, musical instruments, phonographs, adding machines, various washing machines from different time periods, and woodworking hand tools.

Temporary Exhibits

Oct. 6, 2011- Nov. 20, 2011	Shawn Hill-Johnson Photographs
Dec. 1, 2011 – Dec. 11, 2011	Festival of Trees (TCPM's annual fundraiser)
Dec. 16, 2011 - March 1, 2012	Where Were You in '72?
March 6, 2012 - July 24, 2012	Our Native Baskets
July 31, 2012 – Sept. 30, 2012	Art Show by Tillamook County Artist Network
Oct. 2, 2012 – Nov. 4, 2012	Art Show fundraiser for United Paws
Nov. 6, 2012 – Dec. 1, 2012	Mupusha Weavers Art Show fundraiser for Tillamook County Women's Resource Center
Dec. 7, 2012 – Dec. 16, 2012	Festival of Trees (TCPM's annual fundraiser)

Teacher Activity Instructions & Answers

Activity: Tillamook History Timeline

Grade Level – 4th and up

Time needed – Approx. 20 minutes at the Museum

Approx. 30 minutes in class for presentations

Location of activity – All levels of the museum

Teacher's instructions:

This activity uses 11 clues (listed on page 13) given to each student to piece together the history of Tillamook. Each clue will lead the student to an exhibit within the museum where they will answer questions given to them on a worksheet. This activity is organized so that two students will each receive the same question, meet their partner at the proper exhibit that their clue has lead them to and learn about the details of the exhibit together. When back at school, partners will be asked to give a short presentation about what they found and how it fits into the history of Tillamook. The 11 events span approximately 150 years of Tillamook history. A timeline can be constructed on a long piece of paper across the front of the classroom or on a whiteboard. Alternatively, individual students or groups of students can create their own timelines after hearing all of the presentations.

It is best to have a guided tour of the museum prior to doing this activity so the students have an easier time finding the correct exhibit that matches their clue.

For older students this activity could be the starting point for larger assignment. Teachers could ask students to do additional research as a homework assignment then present a more detailed presentation based on the information they found at the museum and on their own.

Activity Instructions:

1. Copy and cut out student clues located in “Student Activity Packet” on pages 2-5.
2. Distribute clue cards:
 - a. If your class size is greater than 22, some students can work in groups of three. Remember to make additional copies of the cards so each child receives a clue.
 - b. If your class is less than 22, you can either ask students to complete more than one clue, or choose only the clues that you find most important.
3. Students should be informed that another classmate has the same clue and they will meet up at the proper exhibit that is related with their clue.
4. Museum staff will be able to help your students if they cannot find their clue destination.
5. Back in the classroom, student teams will present their findings to the class. All of the clue answers create a timeline of 150 years of Tillamook history. Note: teachers should organize the groups based on their clues so that the presentations are done in a timeline/chronological order (see answer sheet on page 15-19 of this packet).

Tillamook History Timeline

Student Clues

Main Level

1. Native Americans who lived along Tillamook Bay and aided Joe Champion
2. First white settler in Tillamook County
3. First white child born in Tillamook
4. The first artifact donated to the museum
5. Only survivor of the B-17 crash on Cape Lookout in 1943
6. It included the two largest wooden structures in the world at the time

Lower Level

1. Choose one ship or shipwrecks that became part of Tillamook history
2. The last stagecoach trip
3. The important means of transportation in early Tillamook history

Upper Level

1. Who was Alex Walker – What did he contribute to the museum?
2. How did a “modern” woman decorate her bedroom 110 years ago

Cut-out copies of these clues are located in the “Student Activity Packet” on pages 2-5.

Tillamook History Timeline

Answers

1. Clue: Native Americans who lived at Tillamook Bay and aided Joe Champion (main level, Native American Room)

The Tillamook Indians helped Joe Champion by welcoming him and settling him and his belongings in a large tree stump, which became his home and was known as “Joe’s Castle”.

The Tillamook Indians were “co-managed” by 2 chiefs - Chief Kilchis and Chief Ilga. The white settlers had trouble understanding how Chief Ilga, the hereditary leader of the tribe, could defer to Chief Kilchis, who seemed to have more influence over the tribe. Chief Kilchis was a peacemaker. Jane and Emma Adams were daughters of Chief Ilga and Maggie Adams. They remember Joe Champion planting flowers around his “stump” home. Maggie was a Clatsop Indian who had been kidnapped and wore western clothes. The Tillamook Indians were known for their beautiful baskets.

2. Clue: The first white settler (main level, Pioneer Home and Barn area)

Joseph “Joe” Champion

Joe Champion was born in Philadelphia in 1813. He is listed as a resident of Astoria in the Territorial Census of the 1850’s. Before 1851, he had taken a donation land claim in Clatsop County near the Skipanon River close to Warrenton. He was fascinated by Tillamook Indian stories. He arranged for whaling friends to drop him off from their ship onto what is now known as Kilchis Point (near Bay City) on Tillamook Bay on April 2, 1851 with all of his belongings. He was welcomed by Tillamook Indian Chief Kilchis who helped Joe get settled with all his belongings in a large tree stump which became known as “Joe’s Castle”. Joe became the first Tillamook County Clerk and first school teacher.

3. Clue: First white child born in Tillamook (main level, Pioneer Home Room)

Emma Alderman and the Alderman cradle

In 1855 Harriet Alderman was expecting her third child. She asked Obed “Zeb” Thomas, the local carpenter, to build a cradle for her new infant. The cradle became the bed for not only the baby Emma but also for 6 more Alderman children. She passed it on to Emily and William Doughty, another family in the Tillamook settlement. Zeb Thomas was one of several bachelors in the Tillamook area-he was known for his carpentry skills and was involved in the building of the *Morning Star*, a supply ship that was built in 1854-1855.

4. Clue: The last stagecoach trip (lower level, bottom of stairs, Transportation Area)

The stagecoach ran along what is now the Trask River Road from North Yamhill to Tillamook in the late 1800’s. It was billed at being the “Cheapest, Shortest, Quickest and Best” way to get to the coast. The fare in 1896 was \$3.50. Popularity of the stages declined after the railroad was put in. This stagecoach is the last one to make the stage run on December 31, 1911. It was owned by George Grayson.

5. Clue: The important means of transportation in early Tillamook history (lower level, bottom of stairs, Transportation Area)

Means of transportation before 1900

- Tillamook Indian Cedar Canoe-rescued from the Whiskey Creek Ranch on Nehalem bay in 1949 where it was used as a watering trough. This canoe is the only known Tillamook survivor of this special skill. Lewis and Clark tried to purchase Tillamook canoes in 1806 because of superior workmanship.
- Stagecoach (1890’s)
- One horse sleigh-from the New England states (1870’s)

- Buggy (1890's)

Means of transportation after 1900

- 1909 Buick bought by Cyrus Randall for \$1000
- 1902 Model Holsman Car bought by PW Todd for \$1100-He and 4 other people toured southern California in the car. All would get out and push it up hills. Mr. Todd had the car shipped by boat to Tillamook.
- Stagecoach: the stagecoach ran from North Yamhill to Tillamook until 1911.

6. Clue: Shipwrecks and ships that became part of Tillamook History (lower level, Shipping and Beachcombing area)

Morning Star, the most important early Tillamook ship/various shipwrecks.

The Morning Star was built by the earliest white settlers. They realized the importance of getting their cheese to market and of bringing supplies back to Tillamook. They used wood from the surrounding forest and the metal from shipwrecks along the northern coast. Construction was begun on September 24, 1854. The Native Americans and children even helped in the project. Iron was hauled in over the Neah-Kah-Nie Mountain by pack horses. The iron was salvaged from the U.S. sloop- of-war "The Shark", which had wrecked on the Columbia River bar in 1846. Parts of that ship were washed ashore at Arch Cape. A blacksmith forged the iron into parts of the Morningstar. The ship was registered at 31 ½ tons but could carry 50 tons. By 1856 a second ship, "The Gull" continued the job of trade from Tillamook.

Shipwrecks and artifacts:

Emily G. Reed, wrecked in 1908.

- *Carmarthan Castle*, wrecked in 1888.
- *Glenessin*, wrecked on October 1, 1913: Bell from the sailing vessel "Glenessin", wrecked at Neah-Kah-Nie Mountain; Metal ring with chain from bow strut of the *Glenessin*, found in 1968.
- *Mimi* – wrecked in 1913; Life ring from the Mimi, a vessel registered in Hamburg, Germany.
- Artifact from the *Morning Star II* – ship's wheel, built for the Oregon Centennial in 1959.

**7. Clue: How a “modern” woman decorated her bedroom 110 years ago
(upper level, Victorian Bedroom)**

Various items can be listed including the following from the Victorian era
– late 1800s to early 1900s

China hutch, lace handkerchief, lithograph of “The Geography Lesson”, 4-poster bed, photo of Oregon Coast, The Little Sailor painting, cotton nightgown, sequined blouse, “Gone With the Wind Lamp”(made just after the Civil War), commode, painting of Balmoral Castle, Japanese carved table, Tower Clock (from England), Victorian patterned wallpaper and carpeting.

8. Clue: The first artifact donated to the museum (main level in case in Pioneer Gallery)

Half-Stock Kentucky Rifle, 40 caliber

This gun was brought across the plains in 1849 by Thomas Jenkins, father of Eugene Jenkins, a Tillamook jeweler. It was made circa 1840-1845 by A. Paul of Pennsylvania. Converted from a flintlock to cap and ball. It was donated in May 1935 by Rollie Watson of Tillamook. Because it was the first donation, it is marked with a Museum Number #1.

*(explain the meaning of “artifact” to students)

9. Clue: It included the two largest wooden structures in the world at the time. (main level, Military Room in case with the Navy mannequins)

Blimp Base/U.S. Naval Air Station, Tillamook (NAST)

The base encompassed 2000 acres. Construction began in June 1942 and the base was finished and commissioned (began operations) on December 1, 1942. About 600 officers, enlisted men, and Waves (women who enlisted in the Navy) were stationed there. The wooden-trussed structures were built to house the 278 foot long, K-type, non-rigid air ships or “blimps”. The NAST blimps were flown

from southern California to northern Washington State to escort ships and patrol the ocean to look for enemy submarines.

10. Clue: Only survivor of the B-17 crash on Cape Lookout in 1943 (main level, Military Room)

Second Lieutenant Wilbur Perez

Nine were killed in the crash and only Lt. Perez survived. Three crew members had been transferred and replaced before the last flight. Various pieces of the airplane are displayed including the propeller blade, earphones, fuel tank, eye goggles, wheel brakes and part of Lt. Perez's uniform collar which was later found by a resident.

11. Clue: Who was Alex Walker and what did he contribute to the Pioneer Museum? (upper level, information in the Natural History Room)

Curator of the museum from 1955-1975. He created the Natural History Room.

Alex Walker was born on August 11, 1890 on the Nebraska prairie and died in 1975 in Tillamook. He spent most of his childhood in the Midwest. He was a W.W.I veteran. He became a well-known ornithologist despite little formal education. He was a cheese maker and later a field ornithologist for the Cleveland Ohio Museum of Natural History. In 1951 he was engaged by the Coats family to "collect, prepare, and install a natural history collection" for the Pioneer Museum. He was curator/director of the Pioneer Museum until his death.

Activity: Granny's Kitchen

Grade Level – Kindergarten thru 6th

Time needed – Approx. 15-30 minutes

Location of activity – Lower Level

Teacher's instructions:

There are two versions of this activity:

- 1) For younger students: which asks students to make a shopping list based on items found in and around Granny's kitchen in the Lower Level of the museum.
 - This worksheet is located in the "Student Activity Packet" on page 8.
- 2) For older students: which asks students to make a shopping list based on two recipes that are given to them (sweet potato biscuits and roast duck) and for a dessert of their choice. The recipes given are actual period recipes and include cooking instructions so students can take the recipes home and make them.
 - Both of the worksheets (shopping list and recipes) are located in the "Student Activity Packet" on pages 9-10.

For both versions, this activity takes place in 1912 so items like ice cream and a box cake mix should not be their shopping list. Although you could not buy ice cream at the store, it could be made at home but ice was required to do so. Cakes were certainly made during this time period but items like flour, sugar, eggs, milk and baking powder would be needed.

An answer sheet is available for this activity which lists ingredients needed for the two recipes and a list of possible answers on the next page.

Answers for Granny's Kitchen Activity

Recipe ingredient:

- Roast Duck: Duck, bread, shortening, onion, green pepper, parsley, thyme, salt and pepper
- Sweet Potato Biscuits: Sweet potatoes, milk, shortening, eggs, sugar, flour, baking powder, salt

Other answers:

- Coffee – coffee grinder in display case
- Tea – tea cups in display case and on table in diorama
- Cream for butter – butter churn in display case
- Baking Powder – baking powder tin on counter in diorama
- Syrup – syrup tin on counter
- Flour – flour sifter in display case
- Spices – on counter
- Cheese – cheese grater on counter by sink in diorama
- Apples – apple peeler/corer in display case
- Ice cream – ice cream scoop in display case
- Eggs – egg whipper in display case
- Cherries – cherry pitter in display case
- Sugar
- Salt

Can You Find It?

Grade Level – 4th and up

Time needed – Approx. 45 minutes

Location of activity – All Levels of the Museum

Teacher's instructions:

This activity is designed so students take a closer look at the artifacts in the museum and think critically about those items. The student worksheets are broken down by the three levels of the museum (main, upper, and lower). You may have your students fill out the entire worksheet or you may choose to select only one level to focus on. For example if your class is studying early Tillamook settlement then you may choose to hand out only the worksheet for the main level which covers Native American and early pioneer settlement.

The student worksheets are located in the "Student Activity Packet" on pages 11-17. Make as many copies as you need and pass them out to your students.

Can You Find It?

Answer Sheet

Main Level

Pioneer Cabin Area

1. Joseph Champion
2. 1851
3. By whale boat
4. Three
5. Smaller, shorter, have ropes instead of box springs, straw or fir needle-stuffed mattress.
6. In the fireplace
7. Philippines Islands
8. 361 to 511 years old (1500-1650 AD)
9. Shipwrecks
10. Lots of answers possible: axes, rakes, plows, yokes, lanterns, bellows, wheels, hammers, hoes, grinding wheels, traps, etc. Any answer acceptable.

Native American Room

1. Tillamook, Sioux, Siletz, Warm Springs, Umatilla, Klamath, Tlinget, Eskimo, Aleut, Makah, Pomo, Hupa, Pit River, Nootka, Fraser River, Quinault, or Quillayute
2. Agate, sandstone, slate, obsidian, wood, leather, rawhide, bone, ivory, shell, beads, iron, copper, brass, cedar bark, cedar and spruce roots, hazel shoots, grass, reeds.
3. Chief Illga, because he had a stronger claim because of his ancestry and hereditary links.

4. Carrying and catching clams and fish, carrying food, Carrying babies, many other answers acceptable.

Pioneer Photo Room

1. Eleven
2. Governor William Wallace Thayer, 1878-1882
3. Gottlieb Wyss (and Benjamin Simmons)
4. Many did not own good clothes, cheaper to have photos done this way, several other answers acceptable.

Military Room

1. Hunting game to eat and protection from bears, cougars, other wild animals.
2. December 1, 1942.
3. To patrol the Oregon coast, looking for enemy submarines.
4. Several answers possible: out of boredom, as a gift when he was released, etc.

Lower Level

1. Canoe, stagecoach, automobile, buggy, sled, and sleigh
2. December 31, 1911
3. Transporting dead bodies to the mortuary
4. Springboards
5. Hand pump
6. Seven
7. Side saddle in the late 1800's
8. Heavy leather boots with steel spikes, used when logging
9. D. Boyd Williams
10. Obed S. Thomas, 1854
11. Violins, accordion, flute, fife, ocarina, mandolin, music box and cornet
12. The first ship built in Tillamook, used to move cheese to market and bring supplies in, built in 1854-1855

13. Many answers acceptable: allowed more goods to be brought to Tillamook to sell, took cheese to market so more farmers made better livings, etc.
14. Watch for sneaker waves, never turn your back on the ocean, be aware of tidal changes, do not remove marine wildlife or touch seal pups, birds or other mammals, take only what you need for personal use, be aware of beachcombing laws and where you are allowed to beachcomb.

Upper Level

Rock Room

1. Quartz
2. Oregon, California, Nevada, Arizona, or Utah (also Mexico)
3. Oregon thunder egg
4. Many answers acceptable.

Alex Walker Natural History Room

1. Ostrich
2. Hummingbird
3. Lives in the Arctic, and feeds on the Willow Ptarmigan
4. Meadowlark
5. Pigeon Guillemot, Tufted Puffin, California Murre, Western Gull, Brandt's Cormorant, Baird's Cormorant

Victorian Bedroom

1. Two table lamps, one ceiling lamp, and candles
2. The Geography Lesson
3. Alice Kinder Fee, on her wedding day in 1898

Activity: What is a Museum?

Grade Level – K- 2

3-5

Time needed – Approx. 30-45 minutes in class

Teacher's instructions:

This activity is designed to get students to think about what a museum is, what museums do, and why they are important. Teachers can read about all the functions of a museum in the on page 3-4, then have a discussion in class about what a museum is. There are two worksheets associated with this activity if you choose to use them. They are available for grades K-2 and 3-5. Students can either complete these worksheets on their own or in small groups. It is suggested that K-2 students complete the worksheet individually because there is a question that asks students to draw a picture of their favorite museum item.

The student worksheets are located in the “Student Activity Packet” on pages 18 (K-2) and 19 (3-5). Make as many copies as you need and pass them out to your students.

What is a Museum?

Answer Sheet

K-2

What is a museum? - A museum takes care of important things and puts them on display for everyone to see.

What kind of things do you think are important enough to belong in a museum? - Many possible answers that may include: drawings, paintings, dinosaurs, jewelry...

Would you like to work at a museum? Why? - Many possible answers.

3-5

What is a museum? - Should be similar to: A museum is an institution that houses and cares for a collection of artifacts of scientific, artistic, or historical importance and makes them available to the public through exhibits.

What kind of museums are there? - Answers may include: natural history, science, art, children's, maritime, archaeology, history, military, photography, air, zoo, and aquarium.

Have you ever been to a museum? - Answers may vary.

What was one thing you remember seeing? - Answers may vary.

Writing Activity: - Answers may vary.

Group Activity: - Answers may vary but might include items such as homework assignments, a class pet, items posted on the wall such as artwork, a desk or paper, pens and pencils.

Activity: What Does It Eat?

Grade Level – 3-5

Time needed – Approx. 20 minutes at the museum

Teacher's instructions:

If your class is learning about food webs, this activity is designed for students to look closely at a diagram in the museum's Natural History Room then complete a food web that includes three of the animals shown in the diagram (bobcat, hawk and rabbit). Students are then asked to add in three more plants and/or animals to complete the food web and answer two questions about the types of animals they chose and if they are either predators or prey.

Student worksheets for this activity can be found on page 20 of the "Student Activity Packet".

What Does It Eat? Answers:

There are three animals presented in the display and include a rabbit, bobcat and a hawk.

Student may have a variety of answers to the last two questions which may include, mouse, snake, grass, flowers, eagle, cougar, or bear.

Students should identify whether or not the animals they chose are predators, prey or both.

Activity: Build Your Own Food Chain

Grade Level – 4 and up

Time needed – Approx. 30 minutes at the museum

Teacher's instructions:

Students are asked to walk around the Natural History Room on the upper level of the museum. They are then instructed to build their own food web using the animals that are on display in the room. This activity is fun because students are allowed to use any animals they want whether they are from the same environment or not. For example, a student might have a polar bear feeding on a leopard, which is feeding on a penguin.

The student worksheet is available in the "Student Activity Packet" on page 21.

Build Your Own Food Chain Answers:

There are almost no wrong answers to this activity; however the chain should be logical, for example, a penguin should not be higher in the chain than a bear.

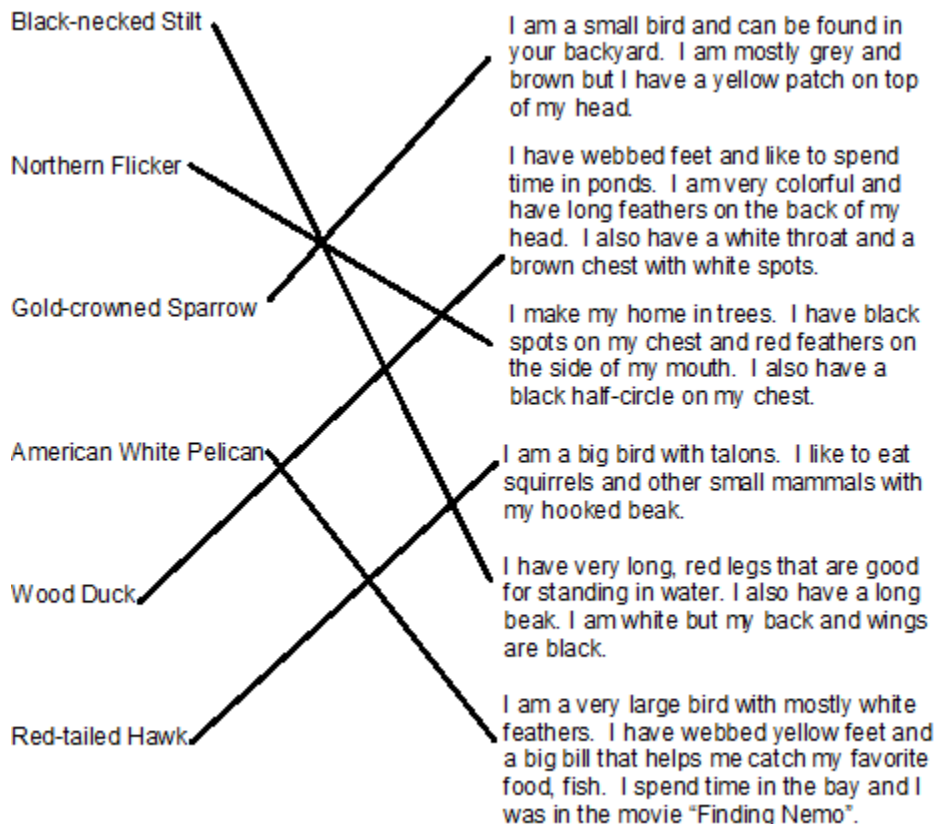
Activity: Who Am I?

Grade Level – 2 thru 5

Time needed – Approx. 20 minutes at the museum

Teacher's instructions:

Students are asked to go to the Natural History Room on the upper level of the museum and locate six different species of birds. They are then asked to match each bird with the proper description of that bird. The answers are as follows:



The birds are located in the cases in the Natural History room. Each case has a number which is located in the upper left corner. The birds are located in the following cases:

Red-tailed hawk: case 75 on bottom shelf

Northern flicker: case 75 on bottom shelf

American White Pelican: case 69 on bottom shelf

Wood Duck: case 85 on second shelf from the bottom

Gold-crowned sparrow: case 84 on second shelf from the bottom

Black-necked stilt: case 82 on bottom shelf.

Student worksheets are located on page 22 of the 'Student Activity Packet'.