# Table of Contents

## Basic Information
- Brief History of the Museum ................................................................. 4
- What is a Museum? ....................................................................................... 4-5
- Educational Program .................................................................................. 5
- Scheduling Your Visit and Museum Etiquette ......................................... 6
- Map of the Museum .................................................................................... 7
- Permanent Exhibits ..................................................................................... 8-9
- Temporary Exhibits ..................................................................................... 9

## Teacher Activity Instructions and Answers
- Exploring the Pioneer Museum with Early Primary School Grades .......... 10-13
  - Teacher Instructions .................................................................................. 10
  - Student Worksheet ................................................................................... 11-13
- Granny’s Kitchen ....................................................................................... 14-17
  - Teacher Instructions .................................................................................. 14
  - Answers ..................................................................................................... 15
  - Student Worksheets ................................................................................... 16-17
- Can You Find It? ....................................................................................... 18-30
  - Teacher Instructions .................................................................................. 18
  - Answers ..................................................................................................... 19-22
  - Student Worksheet ................................................................................... 23-30
- What is a Museum? .................................................................................. 31-34
  - Teacher Instructions .................................................................................. 31
  - Answers ..................................................................................................... 32
  - Student Worksheet ................................................................................... 33-34
- What Does It Eat? ................................................................................... 35-36
  - Teacher Instructions and Answers ......................................................... 35
  - Student Worksheet ................................................................................... 36
- Build Your Own Food Chain .................................................................... 37-38
  - Teacher Instructions and Answers ......................................................... 37
Student Worksheet ................................................................................................................. 38

**Who Am I?** ..................................................................................................................... 39-40

Teacher Instructions and Answers ..................................................................................... 39
Student Worksheet ............................................................................................................. 40

**Bird Characteristics** ....................................................................................................... 41-43

Teacher Instructions and Answers ..................................................................................... 41
Student Worksheet ............................................................................................................. 42-43

**Pioneer Detective** ......................................................................................................... 44-45

Teacher Instructions and Answers ..................................................................................... 44
Student Worksheet ............................................................................................................. 45

**Tillamook Timeline** ........................................................................................................ 46-48

Teacher Instructions ......................................................................................................... 46
Answers ............................................................................................................................ 47
Student Worksheet ............................................................................................................. 48

**Native American Room** ................................................................................................. 49-51

Teacher Instructions ......................................................................................................... 49
Answers ............................................................................................................................ 50
Student Worksheet ............................................................................................................. 51

**Native Americans and Food** .......................................................................................... 52-56

Teacher Instructions ......................................................................................................... 52
Answers ............................................................................................................................ 53-54
Student Worksheet ............................................................................................................. 55-56

**Cornell Notes** .................................................................................................................. 57-59

Teacher Instructions ......................................................................................................... 57
Sample Cornell Notes ....................................................................................................... 58
Template for Cornell Notes ............................................................................................... 59
**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 county’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, TPCM is still funded by Tillamook County, grants, admissions, and memberships. TPCM 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 museums: 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 position 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:

Statewide:  www.oregon.museums.org

National and International:  www.museumjobs.com

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. IF THIS IS NOT POSSIBLE, please contact TCPM at least 3 weeks in advance of your tour so we may schedule additional volunteers in the building.

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 give at least three 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. 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 **3 weeks prior to your anticipated visit date**. Due to the popularity of the Museum as an educational setting, it is vital that teachers schedule well in advance to ensure that the desired field trip date and time are available. To schedule a visit, please complete the online Field Trip Request Form at tcpm.org.

A bus transportation reimbursement program has been set up to assist educators with the cost of transportation for their students. This service is available only as long as these TCPM funds are available. Details can be found on the Bus Transportation Reimbursement Form.

The Field Trip Request Form and Bus Transportation Reimbursement Form are both found under the “Teachers/Educators” tab on the Museum’s website at tcpm.org. If you would like to talk to someone at the Museum directly, please contact Ruby at 503-842-4553 or email her at: 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.

The Museum encourages teachers to read, *The Terrible Captain Jack Visits the Museum* or *A Guide to museum Manners for Incorrigible Pirates and the Like* by Diane Matyas, to their students before visiting the Museum. A copy of this book is available for loan from the Pioneer Museum and is best suited for students under the age of seven.

- 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. (Please see Education Program, paragraph one.)
- 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.
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.
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, donated to TCPM by Senator Mark O. Hatfield, tells the history of our 16th president. Artifacts include: life casts of Lincoln’s hands and face, photographs and paintings, official documents as well as Lincoln’s 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

- **Main and Northwest Galleries**: 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, or visit our website.
- **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 in after 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 WWII with information about training, dates, and locations they served. There is also information about the Navel 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 and a cheese separating machine are two of several artifacts in this exhibit location. Next to the creamery items is the beachcombing and ship exhibit. A collection of glass floats, a small scale model of the *Glensslin* ship, and its 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**

The Main and Northwest Galleries are the sites of temporary exhibits that change several times per year. For a current schedule, please see our TCPM website at [www.tcpm.org](http://www.tcpm.org).
Activity: Exploring the Pioneer Museum

with Early Primary School Grades

Grade Level: K – 2

Time needed: 45 - 60 minutes, depending on the age and ability levels

Location of activity: All areas of the Pioneer 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, lower, and upper). You may have your students fill out the entire worksheet or you may choose to select only one level to focus on. Students are asked to draw and label their drawings.

Please Note: There are many choices for each of the questions, so no answer sheet is provided.
Exploring the Pioneer Museum

Name: ____________________________________________

Main Level

On the Main Level you will find the Native American Room. Draw a picture of three artifacts you see in the room and write a title for what you drew.

You will also find a Pioneer Homestead and Barn. Find two different things you like in these rooms and draw them. Describe what you drew.
Lower Level

On the Lower Level, you will find several types of transportation. Write the names of five different types of transportation.

1.
2.
3.
4.
5.

You will also find Granny’s Kitchen on the Lower Level. Write five different things you see in the kitchen.

1.
2.
3.
4.
5.

While you are on the Lower Level, tell about two other cool things you see. Why do you like them? You may draw a picture if you like.
Upper Level

On the Upper Level, you will find a room that tells about Abraham Lincoln. Describe two things about one of our most important presidents.

1.

2.

You will also find the Natural History Room with lots of birds and animals. Please draw two different birds and write their names.

Please find three different animals that you like a draw their pictures. Write their names and describe something interesting about them.
**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: The activity asks students to make a shopping list based on items found in and around Granny’s kitchen in the Lower Level of the museum.

2) For older students: The activity 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.

For both versions, this activity takes place in 1912, and features instructions with cooking methods that would have been common during this period. So items like ice cream and a box cake mix should not be on 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
Granny’s Kitchen

Student Worksheet

Name: ____________________________ Date: ________________

It is 1912 and your mother has sent you to the mercantile (general store) with a shopping list. She plans to make the recipes on the next page for dinner. What items do you need to buy and how many of each? She asks you to choose a dessert to make also. What dessert do you want? What will you need to buy to make it? Use the objects in and around Granny’s Kitchen in the lower level for ideas.

Shopping List

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
Roast Duck

Ingredients:

- 1 Duck
- Bread
- 5 Tablespoons of shortening
- 1 cup of chopped onion
- 1 green pepper, chopped fine
- 3 tablespoons of finely chopped parsley
- 1 teaspoon of thyme
- Salt and pepper

Instructions:

Singe and draw the duck and then remove the neck and add to the giblets and cook until tender. Wash and then drain the duck.

Now prepare a filling by soaking sufficient stale bread in cold water. When pressed dry, it will measure two and one-half cups. Rub through a sieve. Now place shortening in a saucepan and add onion, green pepper, the prepared bread, parsley, and thyme. Cook slowly, turning frequently until the onions are tender, adding more shortening if necessary to prevent the mixture from sticking to pan. Then season with salt and pepper. Cook and then fill into the duck. Dust with flour and then roast in a moderate oven, allowing thirty minutes for the duck to start cooking and twenty minutes to the pound.

Sweet Potato Biscuits

Ingredients:

- 2 cups mashed sweet potatoes
- 1 cup milk
- 4 tablespoons shortening
- 1 egg
- 4 tablespoons sugar
- 1 quart flour
- 3 tablespoons baking powder
- 1 and a half teaspoons salt

Instructions:

Beat potatoes, milk, shortening, egg, and sugar to mix. Then sift together flour, baking powder, and salt. Add to the potato mixture and work to a smooth dough. Roll on a slightly floured pastry board and cut with knife into squares. Place on baking sheet and bake in the hot oven for 15 minutes.
Can You Find It?

Grade Level – 4th and up

Time needed – Approx. 45 minutes- One hour

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.
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, or reeds.
3. Chief Illga had a stronger claim because of his ancestry and hereditary links.
4. Carrying and catching clams and fish, carrying food, carrying babies, and many other answers are acceptable.
Pioneer Photo Room

1. Eleven
2. Governor William Wallace Thayer, 1878-1882
3. Gottlieb Wyss and Benjamin Simmons
4. Many could not afford good clothing; it was cheaper to have photos done this way.
   Several other answers acceptable.

Military Room

1. Hunting game to eat and protection from bears, cougars, and 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

Transportation Area

1. Canoe, stagecoach, automobile, buggy, sled, and sleigh
2. December 31, 1911
3. The stagecoaches were replaced by the railroads and later automobiles.
4. Transporting dead bodies to the mortuary

Logging Area

1. Springboards
2. To determine the compass bearings and distance of a fire from the lookout
3. To hold up saws under logs while sawing

Granny’s Kitchen/ Musical Area

1. Hand pump
2. Violins, accordion, flute, fife, ocarina, mandolin, music box, and corner
Laundry and Communications Room

1. Eight
2. Basin or sealed container used with a paddle or cone attached to a long handle that would stir or agitate the laundry.
3. Nehalem Telephone and Telegraph Company
4. KTL Radio, over 40 years
5. Mrs. Myrtie E. Nendel
6. 1947, after the Second World War

Harness Room

1. Side saddle in the late 1800’s
2. Heavy leather boots with steel spikes, used when logging
3. D. Boyd Williams

Jail Cell

1. Obed S. Thomas, 1854
2. Andy Long
3. Helped build the Morning Star

Dairy Cheese and Ocean Breeze Area

1. The first ship built in Tillamook, used to move cheese to market and bring supplies in, built in 1854-1855.
2. Many answers acceptable: allowed more goods to be brought to Tillamook to sell, took cheese to market so more farmers could make better livings, etc.
3. 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.
4. A Tillamook Grand Champion cow
5. Albright Marolf, in the 1880’s
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, and 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
Can You Find It?

Student Worksheet

Name________________________ Date________________

Please write your answer on the line following each question.

Main Level

Pioneer Cabin Area

1. Who was the first white settler in Tillamook? ____________________

2. In what year did he come? __________________________________

3. How did he get here? ______________________________________

4. How many different kinds of beds are in the pioneer cabin? ______

5. What did you notice about the beds being different from the ones we use today? __________________________________________________

6. Where did pioneers do their cooking? ________________________

7. Look for the large blocks of beeswax. What country did the beeswax come from? ____________________________________________

8. How old is the beeswax? ____________________________________

9. How do you think the beeswax came to the Tillamook County beaches? ____________________________________________________

10. What three tools do you see in the barn area that you think would have been the most important to early pioneers? Why? 
______________________________________________________________
______________________________________________________________
______________________________________________________________
Native American Room

1. Find the cases with artifacts in them. List five Native American groups whose artifacts you see. (Hint: there are many more than five!)

____________________________________________________________
____________________________________________________________

2. Name 8 materials that the artifacts are made from.

____________________________________________________________
____________________________________________________________
____________________________________________________________

3. Of the two men that were chiefs of the Tillamook Indian tribe, which one had the strongest claim to being a chief? Why?

____________________________________________________________

4. Tillamook Indians are known for their handcrafted baskets. Some were woven so tightly they could carry water. Give three other examples of uses for these baskets.

____________________________________________________________
____________________________________________________________
____________________________________________________________

Pioneer Photo Room

1. How many families have their history told on the flip pages? ________

2. Who used the desk and when? _______________________________
3. Name the men with no facial hair. _____________________________

4. Notice that many of the portraits have photographs of faces but the clothes are painted. Why do you think this was the case?
________________________________________________________________________
________________________________________________________________________

Military Room

1. Give at least two reasons why rifles and shotguns would have been so important to early settlers in Tillamook.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. When was the Naval Air Station Tillamook commissioned as a blimp base? _____________________________

3. What were the blimps used for?
________________________________________________________________________
________________________________________________________________________

4. In the small case with Civil War artifacts, look for the cup made from prison clay. What do you think James Morehead made the cup for his sister? ____________________________________________
________________________________________________________________________
________________________________________________________________________
Lower Level

Transportation Area

1. What are the different means of transportation you see?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. What was the date of the last stagecoach trip? _________________

3. Why do you think the stagecoaches stopped running?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

4. What was the long basket on wheels used for?

____________________________________________________________________
____________________________________________________________________

Logging Area

1. What did the early loggers stand on when cutting trees?

____________________________________________________________________

2. What was the “Osbourne Firefinder” used for?

____________________________________________________________________

3. What was an “under cutter” used for?

____________________________________________________________________
Granny’s Kitchen/ Musical Area

1. How did early settlers get water into their kitchens?

2. Name three different types of musical instruments on display.

Laundry and Communications Room

1. How many kinds of washing machines do you see?

2. Describe the oldest washing machine?

3. Who used the 1919 Wall Telephone?

4. Where did Mildred Davy work? How long did she work there?

5. Who owned the red plush easel-type photograph album with the wedding picture displayed?

6. What year was the Kelvinator Electric Stove manufactured?
Harness Room

1. What kind of saddle did Mrs. Monte Goodspeed use and when?
   
   ______________________________________________________________

2. What are “calks”? What were they used for?
   
   ______________________________________________________________
   ______________________________________________________________

3. Who owned the harness shop? ______________________________

   Jail Cell

1. Who was the first Tillamook County Sheriff and when?
   
   ______________________________________________________________
   ______________________________________________________________

2. Who is the most recent sheriff? ______________________________

3. What else did Obed Thomas do besides being a sheriff? (Hint: Look in the Ocean Breeze Area.) ______________________________

   Dairy Cheese and Ocean Breeze Area

1. What was the “Morning Star” and when was it built?
   
   ______________________________________________________________
   ______________________________________________________________

2. How do you think the Morning Star changed the lives of Tillamook residents? ____________________________________________
   ___________________________________________________________
3. If you are beachcombing, what are three important things to keep in mind?

____________________________________________________________

____________________________________________________________

____________________________________________________________

4. Who was the “Countess of Sunnyside DeKol?”

____________________________________________________________

5. Who used the large copper cheese vat? When?

____________________________________________________________

Upper Level
Rock Room

1. What mineral is the largest crystal made of? _____________________

2. Name three states where petrified wood is found.

____________________________________________________________

____________________________________________________________

____________________________________________________________

3. What is Oregon’s official rock? _________________________________

4. What is your favorite fossil and why?

____________________________________________________________

____________________________________________________________
Alex Walker Natural History Room

1. Name the largest egg.______________________________________________________________

2. Name the smallest egg.____________________________________________________________

3. Where does the Snowy Owl live and what does it feed on?__________________________

4. What is the Oregon State Bird?____________________________________________________

5. Name the different birds in the “Seabird Group”.____________________________________
   _______________________________________
   _______________________________________
   _______________________________________

Victoria Bedroom

1. How many different kinds of lighting do you see? Name them.__________________________
   _______________________________________
   _______________________________________
   _______________________________________

2. What is the name of the painting over the mantle?______________________________

3. Who wore the white kid slippers (#5)?__________________________________________
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.
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.
What is a Museum?

Student Worksheet

Name________________________ Date________________

What is a Museum?

________________________________________________________________________

________________________________________________________________________

What kind of things do you think are important enough to belong in a museum?

________________________________________________________________________

________________________________________________________________________

Would you like to work at a museum? Why?

________________________________________________________________________

________________________________________________________________________

Draw a picture below of one of your favorite things that you would like to see in a museum.
What is a Museum?

Student Worksheet

Name________________________ Date________________

What is a Museum?

________________________________________________________________________

________________________________________________________________________

What kind of museums are there?

________________________________________________________________________

________________________________________________________________________

Have you ever been to a museum? What was one thing you remember seeing?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Writing activity: Think about an important possession. If you were putting it on display in a museum, what would you want people to know about it? Write a short paragraph that will appear beside your artifact.

________________________________________________________________________

Group Activity: What kind of artifacts do you think are important enough to be in a museum? Look around your classroom. If you were designing a museum exhibit about your class what 5 artifacts would you use? (Discuss in small groups and report back to the class. Did everyone choose the same items?)
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.

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.
What Does It Eat?

Student Worksheet

Name________________________ Date__________________

Based on what you know about food webs, follow the instructions below and complete the food web.

1. Go to the Natural History Room in the upper level of the museum. Find the display that has a bobcat and a hawk.

2. Look at the display carefully. What animals do you see?

3. Draw a food web with the animals that you see in the display. Use the back of this paper to draw your food web.

4. Now, add at least three more plants and/or animals to expand and complete your food web. Hint: you may want to look around the room for animals that will help you complete your food web.

5. What types of animals and/or plants did you choose to add?

6. Are your animals and/or plants predators, prey, or both?
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.

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.
Go to the Natural History Room in the upper level of the museum. Walk around the entire room and look at all of the birds and animals that are displayed.

Now, use the space on the back of this page to create your own food chain. Your chain may include any of the animals on display and they do not have to be based on reality. For example, you may have the grey wolf eating a penguin, even though they do not live together in the same environment. It might be best to start either at the top or the bottom of your food chain.

You can either draw or simply write the names of your animals in your chain. Keep in mind that your chain should follow the basic laws of nature. For example, a penguin should not be higher in the food chain than a bear.
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:

- **Black-necked Stilt**: I am a small bird and can be found in your backyard. I am mostly gray and brown but I have a yellow patch on top of my head.
- **Northern Flicker**: I have webbed feet and like to spend time in ponds. I am very colorful and have long feathers on the back of my head. I also have a white throat and a brown chest with white spots.
- **Gold-crowned Sparrow**: I make my home in trees. I have black spots on my chest and red feathers on the side of my mouth. I also have a black half-circle on my chest.
- **American White Pelican**: I am a big bird with talons. I like to eat squirrels and other small mammals with my hooked beak.
- **Wood Duck**: I have very long red legs that are good for standing in water. I also have a long beak. I am white but my back and wings are black.
- **Red-tailed Hawk**: I am a very large bird with mostly white feathers. I have webbed yellow feet and a big bill that helps me catch my favorite food, fish. I spend time in the bay and I was in the movie “Finding Nemo”.

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.
Who Am I?

Student Worksheet

Find these birds in the Natural History Room upstairs to help you match each bird to the right description. Draw a line connecting the correct bird to its description.

Black-necked Stilt

I am a small bird and can be found in your backyard. I am mostly grey and brown but I have a yellow patch on top of my head.

Northern Flicker

I have webbed feet and like to spend time in ponds. I am very colorful and have long feathers on the back of my head. I also have a white throat and a brown chest with white spots.

Gold-crowned Sparrow

I make my home in trees. I have black spots on my chest and red feathers on the side of my mouth. I also have a black half-circle on my chest.

American White Pelican

I am a big bird with talons. I like to eat squirrels and other small mammals with my hooked beak.

Wood Duck

I have very long, red legs that are good for standing in water. I also have a long beak. I am white but my back and wings are black.

Red-tailed Hawk

I am a very large bird with mostly white feathers. I have webbed yellow feet and a big bill that helps me catch my favorite food, fish. I spend time in the bay and I was in the movie “Finding Nemo”.

Name________________________  Date_______________
Activity: Bird Characteristics

Grade Level – 2nd

Time needed – Approx. 30 minutes at the museum (partner work can be done in the classroom if preferred)

Curriculum Standards:
2.1 Structure and Function: Living and non-living things vary throughout the natural world.
2.1L.1 Compare and contrast characteristics and behaviors of plants and animals and the environments where they live.

Teacher’s instructions:

Students are asked to select a bird in the Alex Walker Natural History Room that interests them. They then are asked to examine the bird carefully and answer/draw characteristics of that bird. On the second page of the worksheet students are asked to find a partner and compare/contrast their bird’s characteristic with their partners by answering questions provided.

Answers: There are right and wrong answers to this activity. However, there are too many options to provide answers for all. Students should be able to answer the questions correctly if they are familiar with birds, habitats, and general differences between bird species.
**Bird Characteristics Worksheet**

Name_________________________  Date___________

The museum needs your help to learn more about the birds in the Alex Walker Natural History Room. Your job is to select a bird that you find the most interesting and examine its important features. Use the box below to draw the bird’s features and answer the questions. When you are done, find a partner and compare/contrast the features of each bird and their habitat.

Name of the bird you selected: ________________________________

Is your bird small, medium, or large? My bird is ________________

What type of feet does it have? Are they large or small? Are the toes long and thin or strong with sharp talons? Are they webbed? My bird’s feet are________________________

Draw bird’s leg and foot:

Does your bird have short or long legs? My bird’s legs are______________________________

Is your bird’s beak long or short, fat or thin, round or pointed? My bird’s beak is__________________________

Draw your bird’s beak:

Based on your observations, where do you think your bird lives? Draw a picture of your bird in its habitat below:

Drawing area

Now that you know all about your bird, find a partner and answer the questions below.

My partner is_______________________________________________________

My partner’s bird is a_______________________________________________

Does your bird have the same or different legs and feet compared to your partners? What are the major differences or similarities?

What type of beak does your partner’s bird have? How is it different from your bird? Do your bird and your partner’s bird eat the same thing? Why or why not?

Compare and contrast the habitats your bird and your partner’s bird live in. What are the similarities? What are the differences?
Activity: Pioneer Detective

Grade Level – 2nd

Time needed – Approx. 15 minutes at the museum

Curriculum Standards:

**Historical Knowledge**
Relate significant events and eras in local, state, United States, and world history, to past and present issues and developments.
2.1. Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
2.2. Identify when the local community was established and identify its founders and early settlers and identify continuity and change in local and regional communities over time.

Teacher’s instructions:

Students are asked to match the photos on their worksheet to four early Tillamook pioneers in the Pioneer Photo Room on the Main Level of the museum and fill in the information missing on their worksheets.

**Answers:**

**Tillamook County Pioneer Museum**
**Pioneer Detective Answers**

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your detective skills to complete the profiles of the early pioneers shown below. You will find all the clues you need in the Pioneer Photograph Room on the main floor of the museum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Dr. Gideon Davidson</th>
<th>Name: Joseph Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tillamook’s 1st: Doctor</td>
<td>Tillamook’s 1st: Settler</td>
</tr>
<tr>
<td>Settled in: 1866</td>
<td>Settled in: 1851</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Elbridge Trask</th>
<th>Name: Warren Vaughn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tillamook’s 1st: Justice of the Peace</td>
<td>Tillamook’s 1st: County treasurer</td>
</tr>
<tr>
<td>Settled in: 1852</td>
<td>Settled in: 1852</td>
</tr>
</tbody>
</table>
Your Name: ___________________________  Date: __________

TILLAMOOK COUNTY PIONEER MUSEUM
PIONEER DETECTIVE WORKSHEET

Use your detective skills to complete the profiles of the early pioneers shown below. You will find all the clues you need in the Pioneer Photograph Room on the main floor of the museum.

Name: ___________________________
Tillamook’s 1st: ________________
Settled in: ___________

Name: ___________________________
Tillamook’s 1st: ________________
Settled in: ___________

Name: ___________________________
Tillamook’s 1st: Justice of the Peace
Settled in: ___________

Name: ___________________________
Tillamook’s 1st: County Treasurer
Settled in: ___________
Activity: Tillamook Timeline

Grade Level – 2nd

Time needed – Approx. 15 minutes at the museum

Curriculum Standards:

Historical Knowledge
Relate significant events and eras in local, state, United States, and world history, to past and present issues and developments.
2.1. Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
2.2. Identify when the local community was established and identify its founders and early settlers and identify continuity and change in local and regional communities over time.

Historical Thinking
Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas, and institutions.
2.5. Develop a timeline of important events in the history of the community.

Teacher’s instructions:

Students are asked to fill in the missing information about a few major events in Tillamook’s history on their worksheet. All answers are found on the Main Level of the museum. The answer sheet below shows the answers and the location of the answers.
Student Instructions: You are a history detective trying to piece together the history of Tillamook County. Your job is to find the missing important events that helped make Tillamook the successful community it is today. Keep your eyes open as you travel through the main level of the museum to find the information need to complete the Tillamook Timeline below.

Teacher/Chaperone Instructions: All of the answers to the questions are found on the main level of the museum. It may be helpful to students if you point out the areas in which the answers are found, put the answers in context, and ask additional questions about the topic. For example: why do you think the Native Americans chose to live here? Because there is lots of land, because Tillamook has a mild climate, because they were close to oceans and rivers... etc.

Found in: Native American Room
Who were the first people to live in the Tillamook area?
Tillamook Native Americans
Before 1800

Found in: Pioneer Picture Room
What was the first artifact donated to the museum?
Rollie Watson's Rifle
1851

What was the name of the first pioneer settler?
Joe Champion
1925

Where did he live?
A Spruce Stump

What two large structures were built in 1943?
Blimp Hangars
1943

Found in: Military Room
What destroyed Hangar 'A'?
Fire
1992

What year were you born?
Answer Varies
Write you answer in the timeline above.

Today
TILLAMOOK COUNTY PIONEER MUSEUM
TILLAMOOK TIMELINE WORKSHEET

You are a history detective trying to piece together the history of Tillamook County. Your job is to find the missing important events that helped make Tillamook the successful community it is today. Keep your eyes open as you travel through the main level of the museum to find the information need to complete the Tillamook Timeline below.

Your Name: ____________________________ Date: ______________

Who were the first people to live in the Tillamook area?

What was the first artifact donated to the museum?

What destroyed Hangar ‘A’?

What was the most interesting thing you saw at the museum?

What year were you born?

Write you answer in the timeline above.

Before 1800

1851

1935

1943

1992

Today

What was the name of the first pioneer settler?

Where did he live?

What two large structures were built in 1943?
Activity: Native American Room

Grade Level – 3\textsuperscript{nd} and up

Time needed – Approx. 20 minutes at the museum

Curriculum Standards:
3.11 Influence of Humans on Oregon and NW
3.12 Oregon’s natural resources
3.13 People adapting/ changing
3.1 Events and developments have shaped community
3.4 Local communities and regions past and present

Teacher’s instructions:

This activity is designed to enhance student’s understanding about Native Americans in the Tillamook area. It is highly recommended that teachers first introduce and talk about Native American cultures prior to doing this activity at the Museum. Students use their observation, critical thinking, and reading skills to complete the worksheet below.

This activity takes place in the Native American room on the main floor of the Museum.
Answers - Native American Room

1. Name five Native American tribes whose artifacts are on display.
   1. ___Tillamook______________________________________________
   2. ___Umatilla________________________________________________
   3. ___Klamath_________________________________________________
   4. ___Siletz___________________________________________________
   5. ___Also: Warm Springs, Tlinget, Eskimo, Makah, Pomo, Pit River, Fraser River, Quinalult or Quillayute

2. Name 8 materials that the artifacts are made from.
   1. ___Agate______________________________________________________
   2. ___Sandstone________________________________________________
   3. ___Slate______________________________
   4. ___Obsidian__________________________________________________
   5. ___Wood_____________________________________________________
   6. ___Leather___________________________________________________
   7. ___Rawhide__________________________________________________
   8. ___Also: Bone, ivory, shells, beads, iron, copper, brass, cedar bark, cedar & spruce roots, hazel shoots, grass, or reeds___________

3. Tillamook Indians are known for their handcrafted baskets. Some were woven so tightly they could carry water. Give three other examples of uses for these baskets.
   1. ___Catching and carrying clams and fish________
   2. ___Carrying food__________________________________________
   3. ___Carrying babies. Also other logical answers acceptable.____

4. Choose one object in this room that you like best. ___________________
   Tell why you chose that item. You may continue on the back of this paper.________________________________________
Tillamook County Pioneer Museum
Native American Room Worksheet

1. Name five Native American tribes whose artifacts are on display.
   1. ___________________________________________________________
   2. ___________________________________________________________
   3. ___________________________________________________________
   4. ___________________________________________________________
   5. ___________________________________________________________

2. Name 8 materials that the artifacts are made from.
   1. ___________________________________________________________
   2. ___________________________________________________________
   3. ___________________________________________________________
   4. ___________________________________________________________
   5. ___________________________________________________________
   6. ___________________________________________________________
   7. ___________________________________________________________
   8. ___________________________________________________________

3. Tillamook Indians are known for their handcrafted baskets. Some were woven so tightly they could carry water. Give three other examples of uses for these baskets.
   1. ___________________________________________________________
   2. ___________________________________________________________
   3. ___________________________________________________________

4. Choose one object in this room that you like best. _________________
   Tell why you chose that item. You may continue on the back of this paper.
Activity: Native Americans and Food

Grade Level – 3nd and up

Time needed – Approx. 30 minutes at the museum

Curriculum Standards:
3.11 Influence of Humans on Oregon and NW
3.12 Oregon’s natural resources
3.13 People adapting/ changing
3.1 Events and developments have shaped community
3.4 Local communities and regions past and present

Teacher’s instructions:

This activity takes place in the Natural History room on the upper level of the Museum. Students are encouraged to walk through the Natural History room and think about what Native Americans might have hunted for food. Students will need to have background about Native Americans and natural resources prior to attempting this activity or teachers may teach students about the topic while in the Museum. It might also be helpful for students to visit the Native American room on the main level of the Museum.
ANSWERS - Fishing

Native people of the Pacific Northwest were fishermen and food producers. But they also were stewards of their environment because they timed their fishing practices to promote the production of salmon and the other fish that they relied on. In other words, they had fishing seasons, too!

1. While looking around the Natural History Room and the staircase from the First Floor, name two types of fish Tillamook Indians might have caught or trapped.

   1. salmon
   2. steelhead

2. What other types of seafood might the Tillamook’s catch? crabs, oysters, clams, mussels

3. Draw a line to match four ways salmon were caught by Tillamook Native Americans to their pictures.

   weirs
   dip nets
   gill nets
   spears
ANSWERS - Hunting

4. The Northwest Coast Native Americans also relied on local animals for food and as a source for pelts and skins. In looking around the Natural History Room, what three animals can you find that the Tillamook Native Americans might have hunted?

1. deer

2. squirrel

3. elk

5. What other animals or birds did you see that might have been hunted?

Ducks, rabbits, and other logical answers are okay

How were these animal parts used by Native Americans?

Meat: food, bait

Bones: tools, fishing hooks

Horns: bowls, spoons, utensils

Hooves: ceremonial rattles

Hides: clothing, armor
Fishing

Native people of the Pacific Northwest were fishermen and food producers. But they also were stewards of their environment because they timed their fishing practices to promote the production of salmon and the other fish that they relied on. In other words, they had fishing seasons, too!

1. While looking around the Natural History Room and the staircase from the First Floor, name two types of fish Tillamook Indians might have caught or trapped.
   1. ________________________________
   2. ________________________________

2. What other types of seafood might the Tillamook’s catch?
   ________________________________

3. Draw a line to match four ways salmon were caught by Tillamook Native Americans to their pictures.

   weirs

   dip nets

   gill nets

   spears
Hunting

4. The Northwest Coast Native Americans also relied on local animals for food and as a source for pelts and skins. In looking around the Natural History Room, what three animals can you find that the Tillamook Native Americans might have hunted?

1. __________

2. ________________

3. __________

5. What other animals or birds did you see that might have been hunted?

______________________________________________________________

How were these animal parts used by Native Americans?

Meat: ________________________________________________

Bones: ________________________________________________

Horns: ________________________

Hooves: _______________________

Hides: ________________________
Cornell Notes:

This information can be used to instruct students on this alternative method of taking lecture notes.

In the 1950’s, Dr. Walter Pauk of Cornell University devised a system for efficient note taking during college lectures. It is designed to allow for critical thinking and comprehension of a lecture. It uses a single sheet of paper, divided into three sections. This format is widely used in high schools and on college campuses today. You might find it helpful for your students.

**Step 1: SET UP THE PAPER.** Students may use the attached template or make their own page using lined notebook paper. Divide the paper into three segments. The left column should be about 2.5 inches wide. It will be used as a review or self-test section and will be left blank until Step 3. The remaining 6 inches on the right column will be for note-taking during the lecture. The bottom section should be two inches high and span the width of the page. This will be the section where the student summarizes the lecture.

**Step 2: RECORD LECTURE NOTES.** The right, larger column is where the student will write their lecture notes. They can use an outline or paragraph format, or whatever format is easiest for them. They should include any information that the teacher/professor displays on the white board, including diagrams and/or problems and solutions. Add verbal examples, questions and answers, and other relevant, special comments that the professor expresses during lecture.

**Step 3: REVIEW THE NOTES and CREATE A SELF-TEST COLUMN**
Within a day of the class lecture, the student should review the notes. Reviewing lecture material within 24-48 hours of the lecture - and several times a week thereafter - can increase long-term recall of information. By reviewing these notes periodically, students will also eliminate the need for cramming before a test, having to re-learn the information they have forgotten during the intervening weeks.

In the review/self-test column, students should write key words or brief phrases to summarize main points of the lecture. The students should develop and write potential test questions that they think their professor could ask on a test. Creating practice test questions, which is called self-testing, is a very powerful and successful study strategy that significantly increases the understanding of the material as well as long-term retention of the information.

**Step 3: SUMMARIZE THE NOTES**
Using their own words, the students now summarize the lecture. This will help them to identify what they know and understand, as well as making very obvious the information which may need clarification on from the professor.

We are including a template for your use as well as a sample page of Cornell notes.
**SELF TEST**

How do we know Tillamook Indians lived at KP?

Why was KP a permanent village?

Was Joe welcomed? Why?

Why was it important for KP to build a ship?

**LECTURE NOTES**

KILCHIS POINT, TILLAMOOK COUNTY

- Native American village
  - Fishing weir
  - Long houses
  - Family homes
  - Lean-to style
  - "Chicken coop" roof
  - Fireplace beside
- Permanent village
- Mapped by Lewis & Clark, 1804
- Largest Native village - OR coast
- Arrival of the Champion - 1851
  - KP, Kilchis, and Spruce Stump
  - First white settler, 1st teacher
  - 1st Clerk, 1st Treasurer
  - 1st settlements by pioneers in Tillamook Co.
  - 1st post office
  - Morning Star built & launched
- Began in 1854 - Sept
- Finished in Dec., 1854
- Launched 1855 - Jan.
- Cheese

**SUMMARY**

Kilchis Point was the site of many important historical events in the Tillamook County history. Large Native American population; first white settler; site of building of "Morning Star" ship.