

Lesson Plan 3
Student Handout A (**Adapted**)

Historical Marker 1

**EMIGRANT'S FINAL STEPS
BARLOW ROAD TRAIL
OREGON TRAIL MILE 1,891**

In the shadow of the tall trees, a large group of travelers crossed ash flowing from volcanoes, broken rocks at the bottom of cliffs, and soft wetlands along the last part of the trail. Some settlers were forced to leave their wagons behind because the animals pulling them died, and had to walk, carrying the rest of their things.

BY 1847, the Barlow Road followed the south bank of the Sandy River through what is now called Wildwood Recreation Area. Straight down the trail from this point was the part of the Sandy river that the settlers first crossed, with fast water and slippery rocks and then a steep ledge going up, called Devil's Backbone. Oregon City was still about five days away.

Our little horse looked much better this morning and we started again on our way going very slowly. Mr. H said I should ride one of the mules (donkey/horse), which I did and found it much better than walking, but we soon found out that the mule could not go as she got weaker and had to lie down. I cannot describe my feelings at this time. This animal had worked so hard for us and would have helped us more if she made it through the trip with us, but it laid down to die. I cried very hard. It seemed that trouble and hard things kept coming at us, and at a time when we already had enough trouble.

Esther Belle Hannah (18 years)
September 15, 1852

What do you notice?	What do you feel?	What questions do you have?
<i>What kinds of things does the marker talk about? What are some things you learned from this marker? Write your responses below.</i>	<i>What feelings do you get from the marker? How do you think the people that made this marker feel about the place? Write your responses below.</i>	<i>What would you like to ask the person that made this marker? What more do you wonder or want to know? Write your responses below.</i>

Historical Marker 2



HISTORIC OREGON TRAIL SANDY RIVER BRIDGE

On Oct. 30th, 1792 off the point in the Columbia River where the Sandy empties its waters, the boat crew from the **H.M.S. Chatham** saw the snowy mountaintop which **Lt. Wm. R. Broughton** named **Mt. Hood** in honor of the **Vice Admiral Samuel Lord Hood** of the British Navy. He called the stream Barings River. Later in November 1805 **Lewis and Clark** called it the Quicksand river. Even later, most people started calling it Sandy River.

Vocabulary:

H.M.S. Chatham: The name of a British ship exploring the Pacific Ocean coast; H.M. S. stands for "His Majesty's Ship"

Lt. Wm. R Broughton: Lieutenant William R. Broughton was a member of the British Royal Navy and commanded the H.M.S. Chatham

Mt. Hood: A mountain known as Wy'east by the Chinookan people living in the region

Vice Admiral Samuel Lord Hood: A leaders of the British Royal Navy

Lewis and Clark: Captain Meriwether Lewis and Lieutenant William Clark were U.S. Army officers leading the Corp of Discovery Expedition

What do you notice?

What kinds of things does the marker talk about? What are some things you learned from this marker? Write your responses below.

What do you feel?

What feelings do you get from the marker? How do you think the people that made this marker feel about the place? Write your responses below.

What questions do you have?

What would you like to ask the person that made this marker? What more do you wonder or want to know? Write your responses below.

Lesson Plan 3
Student Handout B (**Adapted**)

Historical Marker 3

A TRADITIONAL HOMELAND



The Columbia River has given many things for humans to use all year for thousands of years, providing food for a diversity of native peoples who lived along the river's shores and tributaries.

Here, the Chinookan peoples of the lower Columbia River Valley depended upon the resources of the river and floodplain next to it. Seasonal practices of fishing, hunting, and harvesting maintained a sustainable

landscape from which they fished plenty of salmon and eulachon (smelt) in the spring, and hunted animals in the fall.

Today, Chinookan peoples continue to use this area for fishing and other resources, saving cultural traditions and keeping heritage alive.

[Images include a map (upper left); page from the Lewis and Clark journals about eulachon and a picture of eulachon (lower left); pictures of wapato, huckleberries, and camas (middle); description about trade (upper right); and a drawing of a seasonal village (lower right).]

What do you notice?	What do you feel?	What questions do you have?
<i>What kinds of things does the marker talk about? What are some things you learned from this marker? Write your responses below.</i>	<i>What feelings do you get from the marker? How do you think the people that made this marker feel about the place? Write your responses below.</i>	<i>What would you like to ask the person that made this marker? What more do you wonder or want to know? Write your responses below.</i>

Lesson Plan 3
Student Handout A (Original Text)

Historical Marker 1

**EMIGRANT'S FINAL STEPS
BARLOW ROAD TRAIL
OREGON TRAIL MILE 1,891**

In the shadow of the tall trees, a stream of travelers crossed ash flows, talus slopes and boggy wetlands along this last stretch of the trail. Some emigrants were forced to abandon their wagons with the death of livestock and walk, carrying their remaining belongings.

By 1847, the Barlow Road followed the south bank of the Sandy River through the present day Wildwood Recreation Area. Directly down the trail from this point lay the first crossing of the Sandy River with its swift waters and slippery rocks and then the steep ascent of the ledge known as Devil's Backbone. Oregon City was still an average of five days away.

Our mare appeared much better this morning and we started again on our way going very slowly. Mr. H insisted on my riding one of the mules, which I did and found it much better than walking, but we soon found out that she could not go as she appeared to fail at every step and finally lay down on the roadside. I cannot describe my feelings at this time. This noble animal that has been so much service to us and worth so much to us if we got her through, laid down to die. I burst into a flood of tears. It seemed that trouble and trials came thick and fast upon us, and at a time when we could less bear it. --

Esther Belle Hannah (18 years)
September 15, 1852

What do you notice?	What do you feel?	What questions do you have?
<i>What kinds of things does the marker talk about? What are some things you learned from this marker? Write your responses below.</i>	<i>What feelings do you get from the marker? How do you think the people that made this marker feel about the place? Write your responses below.</i>	<i>What would you like to ask the person that made this marker? What more do you wonder or want to know? Write your responses below.</i>

Historical Marker 2



HISTORIC OREGON TRAIL SANDY RIVER BRIDGE

On October 30, 1792 off the point in the Columbia River where the Sandy empties its waters, the boat crew from the **H.M.S. Chatham** (Vancouver's Voyages) were the first white men to sight the snowclad peak which **Lt. Wm. R. Broughton** named **Mt. Hood** in honor of **Vice Admiral Samuel Lord Hood** of the British Navy. He called the stream Barings River. Later in November 1805 **Lewis and Clark** called it the Quicksand River. Still later by common use it became known as Sandy River.

Vocabulary:

H.M.S. Chatham: The name of a British ship exploring the Pacific Ocean coast; H.M. S. stands for "His Majesty's Ship"

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Lesson Plan 3
Student Handout B (Original Text)

Historical Marker 3

A TRADITIONAL HOMELAND



The Columbia River has been an abundant seasonal resource for thousands of years, providing subsistence for a diversity of native peoples who lived along the river's shores and tributaries.

Here, the Chinookan peoples of the lower Columbia River Valley depended upon the resources of the river and adjacent floodplain. Seasonal practices of fishing, hunting, and harvesting maintained a sustainable

landscape from which they fished bountiful populations of salmon and eulachon (smelt) in the spring, and hunted game in the fall.

Today, Chinookan peoples continue to use this area for fishing and other resources preserving cultural traditions and keeping heritage alive.

[Images include a map (upper left); page from the Lewis and Clark journals about eulachon and a picture of eulachon (lower left); pictures of wapato, huckleberries, and camas (middle); description about trade (upper right); and a drawing of a seasonal village (lower right).]

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Lesson Plan 3
Student Handout C

DIRECTIONS: Visit the website titled, “Oregon’s Historical Markers and Cultural Memory.” Click on the historical marker number listed in Column 1. Read the text of the marker. Use the categories to identify the story or stories told in the marker. Record your notes.

Website: Oregon’s Historical Markers and Cultural Memory
<https://oregonhistoricalmarkers.webflow.io/>

Historical Marker	Leaving Out	Empathy for Who?	Empty Land	Responsible Historical Markers
EXAMPLE: Fourmile Canyon #52	This marker is only focused on settler stories. There is no information about Native people or people of color.	The marker describes how the settlers were exposed to “blazing heat, bitter cold, and blustery winds.” Three settler diary entries are listed describing danger, darkness, little water or food, and tired animals.	The marker says nothing about anyone who might be living in the area or using the same routes. The sign focuses on how “Fourmile canyon witnessed westward passage of wagons” - the land is empty.	X
Deschutes River Crossing #37				
Umpqua-Southern Oregon # 111				
Lure of Gold #69 (The link includes #67-69; Scroll down to find “Lure of Gold”)				

Conflict at Pistol River #31				
Grand Ronde Indian Reservation #55				

Category	Look For's
Leaving Out	<ul style="list-style-type: none"> • The historical marker leaves out information about Indigenous people or people of color. • The information is focused on telling settler stories.
Empathy for who?	<ul style="list-style-type: none"> • The historical marker asks the viewer to imagine the hardships of settlers. The viewer then feels empathy for settlers. • The viewer is not asked to consider the hardships faced by Native peoples as a consequence of the arrival of settlers.
Empty Land	<ul style="list-style-type: none"> • The historical marker tells the story that land was available because nobody was living there. It tells the story of empty land. • The historical marker does not give information about diseases and forced removal resulting in fewer Native people living in the region. • The historical marker mentions that settlers came to use the land for farming, logging, and mining.
Responsible Historical Markers	<ul style="list-style-type: none"> • The historical marker tells the story of a place from the viewpoints of Native people or people of color. The viewer learns <i>from</i> Native people and not <i>about</i> Native people. • The historical marker provides information about the consequences of colonization and racism. • Examples of creativity, brilliance, lifeways, resistance, and presence of Native people are featured. • The information does not make settlers sound like heroes or ask the viewer to empathize with settlers.

Adapted from “Paving over the Past: Oregon Historical Markers, White Innocence, and Manifest Destiny” (Pulido, Ford, & Leavitt, 2023). Manuscript under review in *Annals of the Association of American Geographers*.

Lesson Plan 3
Student Handout D

DIRECTIONS: Select one of the historical markers from Student Handout C. Complete the sentences to “talk back” to the historical marker.

Dear Sign Maker,

I read your historical marker for

I noticed that

I wonder

In my opinion, the sign should

because

Sincerely,

Example:

Dear Sign Maker,

I read your historical marker for Fourmile Canyon (Historical Marker #52.)

I noticed that the marker only tells the stories of settlers. You left out information about Native people, their knowledge of the land, and their experiences before and after settlers arrived. The marker is only focused on the hardships of settlers and their animals.

I wonder what the sign would say if you partnered with Native people to tell the history. Also, I wonder about what is happening at this place today.

In my opinion, the sign should be replaced with a new sign because I think there is more to learn than settler stories.

Sincerely,
[Insert Teacher Name]