



# Oregon Government

4<sup>th</sup> Grade Social Studies

Medford School District 549c

Created by Anna Meunier and Sarah Flora



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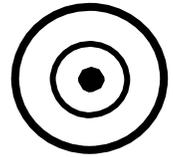


# Oregon Content Standards Alignment Template—"Hitting the Mark"

Name: Sarah Flora, Anna Meunier

Curriculum Alignment Template for Social Studies (subject area)

Unit Name: Oregon Government



## Core Standards:

Geography: 9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.  
Civics and Government: 10. Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national and global communities.  
Civics and Government: 14. Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens.

## Unit Syllabus

Understand the responsibilities and interrelationships of local, state and national government.

Define the three branches of state government:

- Legislative
- Judicial
- Executive

Understand why laws are made and who makes them in relationship to state.

Understand the responsibilities individuals have to participate in their state.

Practice public discussion and debate as a means for consensus and decision-making.

Understand that there are different ways for government to be organized and hold power.

Know ways the state government provides goods and services through taxation.

Give examples of changes in Oregon's agricultural, industrial, political and business development over time

Describe how technological developments, societal decisions and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).

## State Standards Covered

4.2: Explain how key individuals and events influenced the early growth and changes in Oregon.  
Lessons #1 and #2

4.3: Give examples of changes in Oregon's agricultural, industrial, political and business development over time.  
Lesson #7

4.13: Describe how technological developments, societal decisions and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).  
Lesson #8

4.14: Explain the organization and functions of Oregon's government.  
Lessons #1-#6

4.16: Explain the process of Oregon statehood.  
Lesson #1

## Oregon Content Standards Alignment Template- “Course Overview”

Team Members: Sarah Flora, Anna Meunier



Course Title: Oregon Government

Course Objective:

Geography

Civics and Government

The learner will:

- Discuss the function of Oregon’s state government.
- Identify the three branches of state government and define their duties.
- Identify how the 3 branches share power and function together.
- Understand that the federal government also uses 3 branches of government.
- Describe how a bill becomes a law in state government.
- Practice public discussion and debate as a means for consensus and decision making.
- Compare and contrast our three branches of government with the government of an Oregon Native American Tribe.
- Know ways the local, state and federal government provide goods and services through taxation.



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## LESSON PLAN OVERVIEW

These lesson plans were written as a guideline to teach **Oregon Government**. The lessons in this unit are directly tied to the fourth grade state standards. The print shop order on the following page is for the worksheets needed to teach this unit as written.

Each lesson should take 30-45 minutes.

The section marked ***“Teaching Tips”*** in the lesson plans was inserted to alert you to potential problems that could arise in each lesson. These are problems that were encountered while piloting this unit.

These lessons are a work in progress. We would like to add and build upon them from year to year. If you find a problem with any lesson, have another way to teach it, or would like to provide feedback, please feel free to contact us: [anna.meunier@medford.k12.or.us](mailto:anna.meunier@medford.k12.or.us) or [sarah.flora@medford.k12.or.us](mailto:sarah.flora@medford.k12.or.us)

### Abbreviations Key

OH	Overhead
WS	Student Worksheet
TE	Teacher’s Edition

## PRINT SHOP ORDER

Number of copies needed	Page #	Color	Hole punched	Back to Back	Stapled	Overhead Needed
	WS #1 (Oregon's Constitution)		✓	✓		✓
	WS #2 (Oregon's Branches of Government)		✓	✓		✓
	WS #3 (Governing the Beaver State)		✓			✓
	WS #4 (Federal Government Internet Scavenger Hunt)		✓			
	WS #5 (Where Does the Money Come From?)		✓	✓		✓
	WS #6 (Compare and Contrast Forms of Government)		✓	✓		✓
	WS #7 (Oregon's Changing Agriculture and Industry)		✓	✓		✓
	WS #8 (Oregon's Sustainability)		✓	✓		✓

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
1	Discuss the function of Oregon's state government.	The student will complete WS#1 (Oregon's Constitution)	WS#1 OH of WS#1	Oregon Blue Book online contains helpful information, including a copy of Oregon's constitution.	

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
2	Identify how the three branches share power and function together.	<p>The student will complete WS#2 (Oregon’s Branches of Government) while reading &amp; discussing pages 29-30 in <u>World Almanac: Oregon</u>.</p> <p>The student will complete WS#3 (Governing the Beaver State).</p> <p><b>Talking points for checks and balances:</b>  <i>Checks and balances ensure that no one part of our government becomes too powerful. One branch of government can challenge another branch. Power is shared. Each branch has some power over the other. For example, the legislative branch can pass a law, but the president may veto it. The judicial branch may also say a law is unconstitutional.</i></p>	<p>WS#2 OH of WS#2</p> <p><u>World Almanac: Oregon</u></p> <p>WS#3 OH of WS#3</p>	<p>Question #6 on WS#3 might be tricky. The idea is to begin discussion on the purpose of checks and balances.</p> <p>The <u>Oregon Almanac</u> doesn’t provide much info on checks and balances, so you’ll need to provide the information in discussion (see talking points).</p>	

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
3	Understand that the federal government also uses three branches of government.	The student will complete WS#4 (Federal Government Internet Scavenger Hunt) by using this website:  <a href="http://www.congressforkids.net">www.congressforkids.net</a>	WS#3  Internet access or copies from the web page	If students do not have access to the Internet, go to the site ahead of time to print the necessary pages. Make copies for partners or individual students.	Navigating the Internet.

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
4	<p>a) Describe how a bill becomes a law in state government.</p> <p>b) Practice public discussion and debate as a means for consensus and decision-making.</p>	<p>The student will read and discuss page 30 (Legislative Branch) in <u>World Almanac: Oregon</u>.</p> <p>To show the process of a bill becoming a law, complete the following demonstration:</p> <ol style="list-style-type: none"> <li>1. The teacher asks a student to propose a new classroom law. The teacher then writes this on a piece of paper. It is now a bill. Write "BILL" in bold letters so students can see this.</li> <li>2. Split the class into two groups. One group (smaller) is the senate. One group (larger) is the house of representatives. Encourage students to discuss the pros and cons of the proposed law. Generate debate. The following steps, 3 through 7, might need to be pushed to the next class time, especially if debate is intense!</li> <li>3. Have the house and senate vote on the bill separately. You may want the student who proposed the new classroom law to speak first in order to persuade the voters.</li> <li>4. If the bill is <b>not</b> approved by both house and senate, it does not pass and become law. If the bill <b>is</b> approved, it passes and becomes a law.</li> </ol>	<p><u>World Almanac: Oregon</u></p> <p>WS#4</p>	<p>It might be necessary to allow two or more days for this lesson.</p> <p>Have students take notes as you read the text. Guide students by taking notes yourself.</p> <p>Be sure to define unfamiliar words or terms in context (such as <i>assembly, bill, houses, veto</i>). You may want to add these words to your weekly vocabulary, word wall, or the like.</p> <p>As an extension activity, have students create their own poster that illustrates the process of a bill becoming a law. Encourage them to use pictures, symbols and labels.</p>	<p>Note taking</p> <p>Art</p> <p>Public debate</p>

		<p>5. As the teacher (governor), you may veto the bill.</p> <p>6. If two-thirds of the house and senate overrule your veto, the bill still becomes law.</p> <p>7. If the bill passes, write LAW on it.</p> <p>8. Review by asking students to recall the steps of a bill becoming a law.</p>			
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Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
5	Know the ways local, state, and federal government provide goods and services through taxation.	The student will read and complete WS#5(Where Does the Money Come From?).	WS #5 OH of WS#5		

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
6	Understand that there are different ways for a government to be organized and hold power.	<p>Students will compare and contrast the Oregon state government with the government of a familiar Native American tribe (Takelma).</p> <p>Students work in partners or individually to gather information about the Takelma society. Use Takelma books from the Native American unit. Use pages 19-22, "Takelma Culture."</p> <p>Students complete WS#6 (Compare and Contrast Forms of Government).</p>	<p>WS#6</p> <p>OH#6</p> <p>Takelma books from Native American unit</p>	<p>You may want to compile students' information on the Takelma and record it for the entire class to see before asking students to complete the Venn Diagram. Gathering information from the Takelma book may be challenging since their government structure is quite different from the state of Oregon.</p> <p>THIS ASSIGNMENT CAN SERVE AS THE ASSESSMENT FOR THE OREGON GOVERNMENT UNIT.</p>	

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
1	Discuss the function of Oregon's state government.	The student will complete WS#1 (Oregon's Constitution)	WS#1 OH of WS#1	Oregon Blue Book online contains helpful information, including a copy of Oregon's constitution.	

Name \_\_\_\_\_



## Oregon's Constitution

What is a constitution, and why is it so important to Oregon? **A constitution is a written plan for government. The laws for our state are written in Oregon's constitution. The constitution also explains how people will be elected for certain jobs.** The state of Oregon has rules just like your classroom and your school have rules. The United States of America has its own constitution, too.

### Important Dates in Oregon's Government

August	1857	Sixty men from the Oregon Territory met to write a constitution.
November	1857	People in the Oregon Territory voted and approved the constitution.
February 14	1859	Oregon was admitted to the United States of America.
February 14	1859	Oregon's constitution went into effect.

Use the information above and on page 28 of your World Almanac: Oregon book to answer the following questions:

1. What is a constitution?

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Name\_\_\_\_\_

2. THINK ABOUT IT! Use the lines below to brainstorm. Imagine you helped to write Oregon's constitution. What laws do you think Oregon should have? Write down at least three ideas.

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## ANSWER KEY

### Oregon's Constitution

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accept reasonable answers

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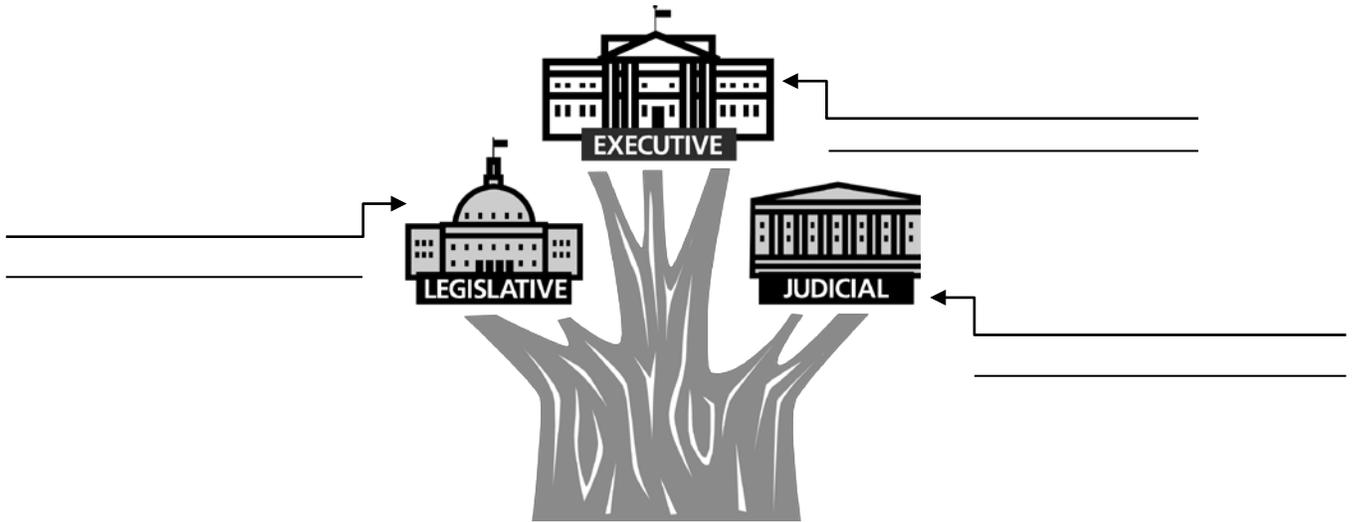
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Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
2	Identify how the three branches share power and function together.	<p>The student will complete WS#2 (Oregon’s Branches of Government) while reading &amp; discussing pages 29-30 in <u>World Almanac: Oregon</u>.</p> <p>The student will complete WS#3 (Governing the Beaver State).</p> <p><b>Talking points for checks and balances:</b>  <i>Checks and balances ensure that no one part of our government becomes too powerful. One branch of government can challenge another branch. Power is shared. Each branch has some power over the other. For example, the legislative branch can pass a law, but the president may veto it. The judicial branch may also say a law is unconstitutional.</i></p>	<p>WS#2 OH of WS#2</p> <p><u>World Almanac: Oregon</u></p> <p>WS#3 OH of WS#3</p>	<p>Question #6 on WS#3 might be tricky. The idea is to begin discussion on the purpose of checks and balances.</p> <p>The <u>Oregon Almanac</u> doesn’t provide much info on checks and balances, so you’ll need to provide the information in discussion (see talking points).</p>	

Name \_\_\_\_\_

# Oregon's Branches of Government



1. Write these definitions on the lines above where they belong:

- Headed by the governor
- Members create new laws
- Oregon Supreme Court

2. How long is the governor's term in Oregon?

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3. List one of the governor's responsibilities.

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4. Which branch of government votes on funding for new programs?

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Name \_\_\_\_\_

5. How many judges serve on the Oregon Supreme Court?

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6. THINK ABOUT IT!

Imagine that Oregon's government only had one branch, the executive branch. What might be good about this? What might be bad about this?

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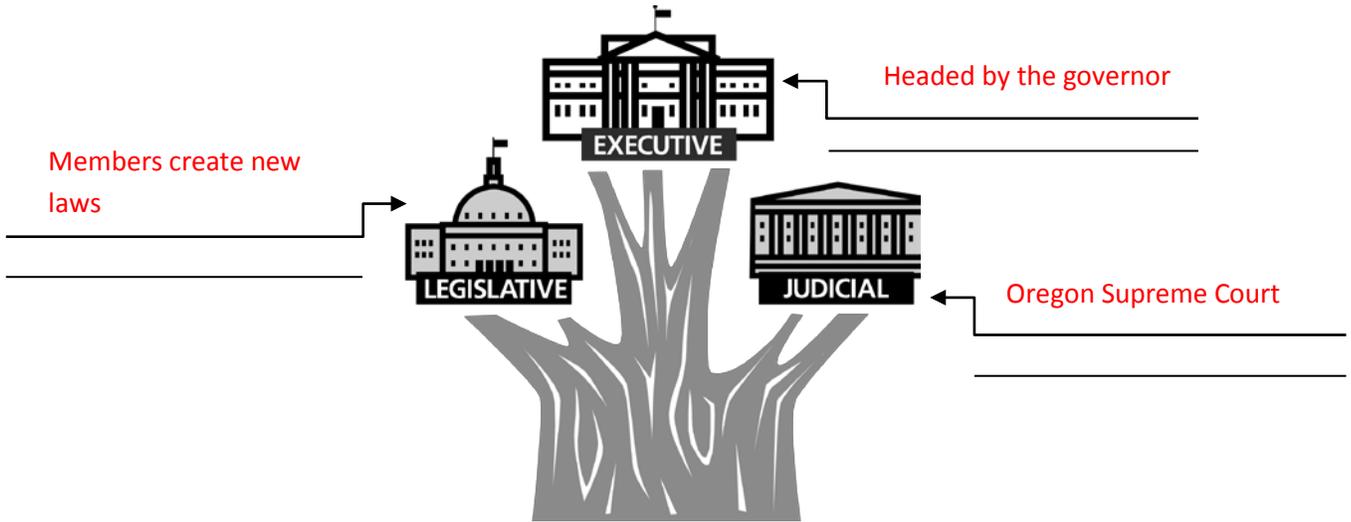
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Name \_\_\_\_\_

# Oregon's Branches of Government **ANSWER KEY**



1. Write these definitions on the lines above where they belong:

- Headed by the governor
- Members create new laws
- Oregon Supreme Court

2. How long is the governor's term in Oregon? **Four years**

3. List one of the Governor's responsibilities. **Submitting the state budget, acting as chairman of the state land board, signing or vetoing laws**

4. Which branch of government votes on funding for new programs? **legislative**

Name\_\_\_\_\_

5. How many judges serve on the Oregon Supreme Court? **Seven**

6. THINK ABOUT IT!

Imagine that Oregon's government only had one branch, the executive branch. What might be good about this? What might be bad about this?

**accept reasonable answers**

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
3	Understand that the federal government also uses three branches of government.	The student will complete WS#4 (Federal Government Internet Scavenger Hunt) by using this website:  <a href="http://www.congressforkids.net">www.congressforkids.net</a>	WS#3  Internet access or copies from the web page	If students do not have access to the Internet, go to the site ahead of time to print the necessary pages. Make copies for partners or individual students.	Navigating the Internet.

**Governing the Beaver State**

Take notes on the following information as you discuss and read about the Oregon government on pages 28 and 29 in your World Almanac: Oregon book.

1. What is a constitution?

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2. When Oregon became a state in 1859, who was allowed to vote?

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3. Why is voting in Oregon considered somewhat unusual?

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4. What is a term?

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5. How long is the governor's term? How many terms is the governor allowed to serve?

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6. THINK ABOUT IT!

Why is it important to elect a new governor every four years?

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Name \_\_\_\_\_ KEY \_\_\_\_\_

## Governing the Beaver State

Take notes on the following information as you discuss and read about the Oregon government on pages 28 and 29 in your World Almanac: Oregon book..

1. What is a constitution? **\*\*This answer needs to come from the teacher in class discussion since the book does not define the term. Constitution = plan of gov't**
2. When Oregon became a state in 1859, who was allowed to vote? **Only white males**
3. Why is voting in Oregon considered somewhat unusual? **Votes are cast by mail rather than going to a polling site**
4. What is a term? **The amount of time a person may serve as elected official.**
5. How long is the Governor's term? How many terms is the Governor allowed to serve? **Governor's term is four years. Governor can serve two terms.**
6. THINK ABOUT IT!

Why is it important to elect a new governor every four years?

**Accept reasonable answers. Be sure students are aware that the ability to elect new officials is in place so that one party/opinion cannot dominate, so that citizens have continuing choice in their representatives, and to allow for change.**

Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
4	<p>a) Describe how a bill becomes a law in state government.</p> <p>b) Practice public discussion and debate as a means for consensus and decision-making.</p>	<p>The student will read and discuss page 30 (Legislative Branch) in <u>World Almanac: Oregon</u>.</p> <p>To show the process of a bill becoming a law, complete the following demonstration:</p> <ol style="list-style-type: none"> <li>1. The teacher asks a student to propose a new classroom law. The teacher then writes this on a piece of paper. It is now a bill. Write "BILL" in bold letters so students can see this.</li> <li>2. Split the class into two groups. One group (smaller) is the senate. One group (larger) is the house of representatives. Encourage students to discuss the pros and cons of the proposed law. Generate debate. The following steps, 3 through 7, might need to be pushed to the next class time, especially if debate is intense!</li> <li>3. Have the house and senate vote on the bill separately. You may want the student who proposed the new classroom law to speak first in order to persuade the voters.</li> <li>4. If the bill <b>is not</b> approved by both house and senate, it does not pass and become law. If the bill <b>is</b> approved, it passes and becomes a law.</li> </ol>	<p><u>World Almanac: Oregon</u></p> <p>WS#4</p>	<p>It might be necessary to allow two or more days for this lesson.</p> <p>Have students take notes as you read the text. Guide students by taking notes yourself.</p> <p>Be sure to define unfamiliar words or terms in context (such as <i>assembly, bill, houses, veto</i>). You may want to add these words to your weekly vocabulary, word wall, or the like.</p> <p>As an extension activity, have students create their own poster that illustrates the process of a bill becoming a law. Encourage them to use pictures, symbols and labels.</p>	<p>Note taking</p> <p>Art</p> <p>Public debate</p>

		<p>5. As the teacher (governor), you may veto the bill.</p> <p>6. If two-thirds of the house and senate overrule your veto, the bill still becomes law.</p> <p>7. If the bill passes, write LAW on it.</p> <p>8. Review by asking students to recall the steps of a bill becoming a law.</p>			
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## Federal Government Internet Scavenger Hunt

Follow each direction carefully and in the order given. Check each completed step as you go.

\_\_1. Type [www.congressforkids.net](http://www.congressforkids.net) into your Internet search. Be sure it is spelled correctly.

\_\_2. Click on the "Constitution" link.

\_\_3. Click on the "Introduction" link.

\_\_4. Read the introduction.

\_\_5. Does the United States have its own constitution? \_\_\_\_\_

\_\_6. Click on the "Powers of Government" link.

\_\_7. Read the "Powers of Government" section.

\_\_8. Who does the United States government share its power with?

\_\_\_\_\_

\_\_9. Click on the "Three Branches of Government" link.

\_\_10. Read the "Three Branches of Government" section.

\_\_11. Who heads the executive branch of the United States?

\_\_\_\_\_

\_\_12. What powers does the legislative branch of the United States have?

\_\_\_\_\_

\_\_\_\_\_

\_\_13. Who heads the judicial branch of the United States?

\_\_\_\_\_

\_\_14. Close your Internet browser. You're finished searching!

\_\_15. How is the United States Constitution similar to Oregon's constitution? Use the back of this paper for your answer.



## Federal Government Internet Scavenger Hunt

Follow each direction carefully and in the order given. Check each completed step as you go.

\_\_1. Type [www.congressforkids.net](http://www.congressforkids.net) into your Internet search. Be sure it is spelled correctly.

\_\_2. Click on the “Constitution” link.

\_\_3. Click on the “Introduction” link.

\_\_4. Read the introduction.

\_\_5. Does the United States have its own constitution? **yes**

\_\_6. Click on the “Powers of Government” link.

\_\_7. Read the “Powers of Government” section.

\_\_8. Who does the United States government share its power with?

**The fifty states**

\_\_9. Click on the “Three Branches of Government” link.

\_\_10. Read the “Three Branches of Government” section.

\_\_11. Who heads the executive branch of the United States?

**The President.**

\_\_12. What powers does the legislative branch of the United States have?

**Passing laws, originating spending bills, impeaching officials, and approving treaties**

\_\_13. Who heads the judicial branch of the United States?

**The Supreme Court**

\_\_14. Close your Internet browser. You’re finished searching!

\_\_15. How is the United States Constitution similar to Oregon’s constitution? Use the back of this paper for your answer.



Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
5	Know the ways local, state, and federal government provide goods and services through taxation.	The student will read and complete WS#5(Where Does the Money Come From?).	WS #5 OH of WS#5		



1. Do you think it is fair for the government to tax its citizens? Explain.

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2. What other ways could the government get money? Explain.

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1. Do you think it is fair for the government to tax its citizens? Explain.

Accept reasonable answers.

2. What other ways could the government get money? Explain.

Accept reasonable answers.



Lesson	Objective	Lesson Plan	Materials	Teaching Tips	Curriculum Integration
6	Understand that there are different ways for a government to be organized and hold power.	<p>Students will compare and contrast the Oregon state government with the government of a familiar Native American tribe (Takelma).</p> <p>Students work in partners or individually to gather information about the Takelma society. Use Takelma books from the Native American unit. Use pages 19-22, "Takelma Culture."</p> <p>Students complete WS#6 (Compare and Contrast Forms of Government).</p>	<p>WS#6</p> <p>OH#6</p> <p>Takelma books from Native American unit</p>	<p>You may want to compile students' information on the Takelma and record it for the entire class to see before asking students to complete the Venn Diagram. Gathering information from the Takelma book may be challenging since their government structure is quite different from the state of Oregon.</p> <p>THIS ASSIGNMENT CAN SERVE AS THE ASSESSMENT FOR THE OREGON GOVERNMENT UNIT.</p>	

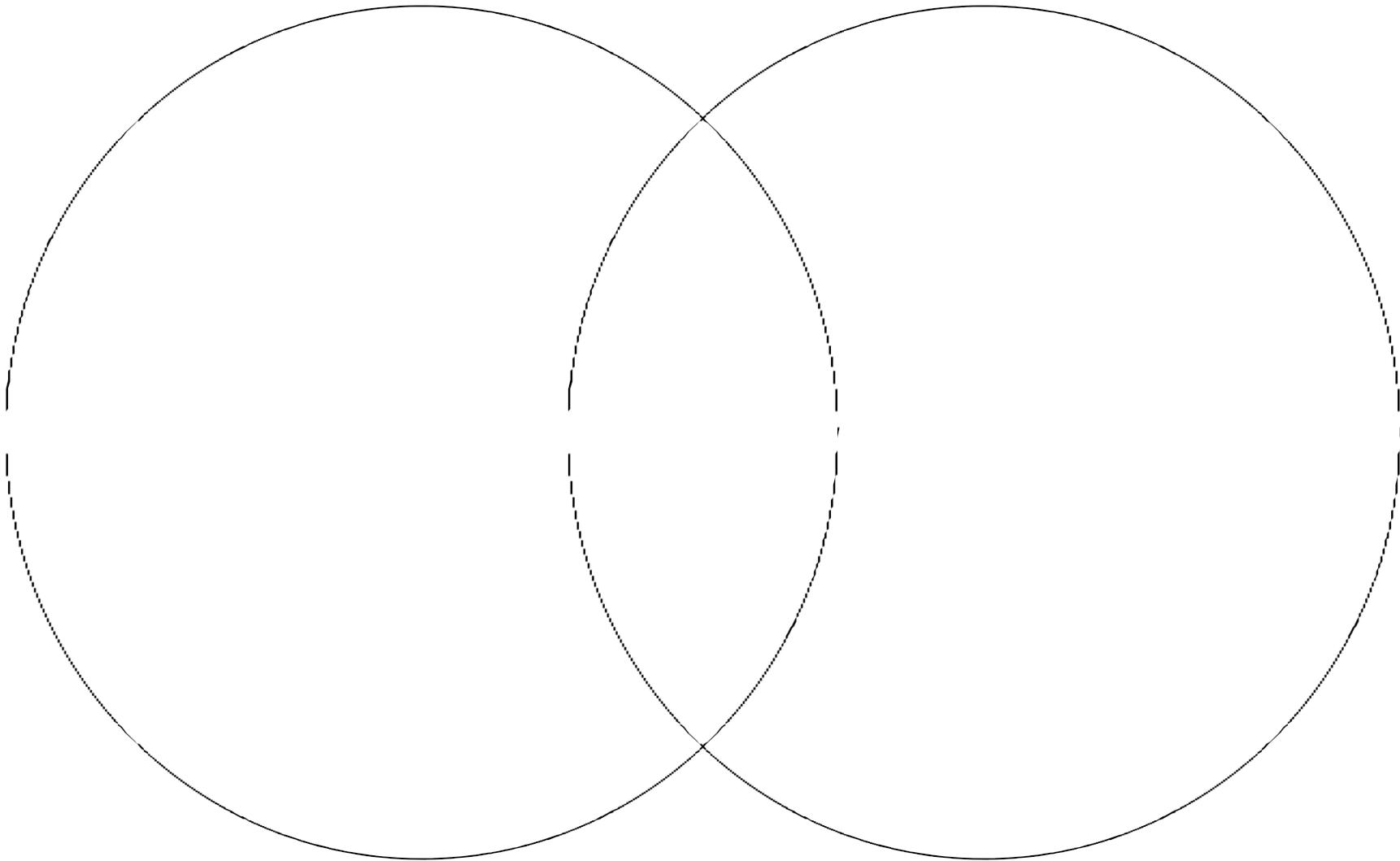
# COMPARE AND CONTRAST FORMS OF GOVERNMENT

NAME \_\_\_\_\_

Think about the forms of government for the Takelma tribe and the state of Oregon. How are they different? How are they the same? Fill in the Venn Diagram.

TAKELMA

STATE OF OREGON



## REVIEW AND SUMMARIZE

1. List the responsibilities of each branch of Oregon's government.

Branch

Responsibilities

Executive

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Legislative

---

Judicial

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2. How is the Takelma form of government like the Oregon government?

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3. Imagine that you could decide whether to be a citizen of Oregon or a member of the Takelma tribe. Which would you prefer and why?

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# COMPARE AND CONTRAST FORMS OF GOVERNMENT

NAME \_\_\_\_\_ KEY \_\_\_\_\_

Think about the forms of government for the Takelma tribe and the state of Oregon. How are they different? How are they the same? Fill in the Venn Diagram.

Accept reasonable answers. Possible answers are given.

TAKELMA

STATE OF OREGON

Takelma leaders were called headmen.

Takelma had a war headman and a peace headman.

The shaman and fire specialist were also important people.

Leaders have specific responsibilities.

Oregon has one governor.

Oregon has three branches of government (executive, legislative, judicial).

## REVIEW AND SUMMARIZE

1. List the responsibilities of each branch of Oregon's government.

Branch

Executive

Legislative

Judicial

Responsibilities

Governor can veto laws and is the chief executive.

Creates laws.

The state's court system.

2. How is the Takelma form of government like the Oregon government?

Accept reasonable answers

3. Imagine that you could decide whether to be a citizen of Oregon or a member of the Takelma tribe. Which would you prefer and why?

Accept reasonable answers.

Lesson	Objectives	Lesson Plan	Materials	Teaching Tips	Curriculum Integrations
7	Give examples of changes in Oregon's agricultural and industrial development over time.	The students will complete WS#7 (Oregon's Changing Agriculture and Industry) while reading and discussing pages 24-27 in <u>World Almanac: Oregon</u> .	<u>World Almanac, Oregon</u>  WS #7  WS #7 Answer Key	Students may need reminders to fill in the agriculture and industry for the Lewis & Clark Era and the Oregon Trail Era if they do not remember from studying those units.	



Name \_\_\_\_\_

# Oregon's Changing Agriculture and Industry

People who settle an area must find a way to support themselves. As pioneers settled in Oregon, they found ways to make use of the natural resources in order to make life easier, provide food for their families and to make money. **Agriculture** is the art of producing crops and raising livestock. **Industry** is the creating and selling of products. Oregon has its own agriculture and industry that have been changing since the first explorers came to the area.

Complete the chart below by providing examples of the types of agriculture and industry from each era in Oregon's history. Use what you already know about Oregon and find new information in the Oregon Almanac on pages 24-27.

	Lewis & Clark Era	Oregon Trail and Gold Rush Eras	Present Day
<b>INDUSTRY:</b> Creating and selling products.			
<b>AGRICULTURE:</b> Producing crops and raising livestock.			

Name \_\_\_\_\_

# Oregon's Changing Agriculture and Industry

**Agriculture** is the art of producing crops and raising livestock.

**Industry** is the creating and selling of products.

In your own words, describe how Oregon's agriculture and industry have changed over time.

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Name \_\_\_\_\_ **KEY** \_\_\_\_\_

# Oregon's Changing Agriculture and Industry

People who settle an area must find a way to support themselves. As pioneers settled in Oregon, they found ways to make use of the natural resources in order to make life easier, provide food for their families and to make money. **Agriculture** is the art of producing crops and raising livestock. **Industry** is the creating and selling of products. Oregon has its own agriculture and industry that have been changing since the first explorers came to the area.

Complete the chart below by providing examples of the types of agriculture and industry from each era in Oregon's history. Use what you already know about Oregon and find new information in the Oregon Almanac on pages 24-27.

	Lewis & Clark Era	Oregon Trail and Gold Rush Eras	Present Day
<b>INDUSTRY:</b> Creating and selling products.	-Trade with Native Americans -Fur trapping	-Gold mining -General stores -Saloons -Blacksmith -Hotel -Banker -Butcher -Carpenter -Lawyer -Judge	The information for "Present Day" can be found on pages 24-27 of the <u>Oregon Almanac</u> . -wood products -high -tech companies -doctor -paper -lawyer -wood products -waiter -clerk -mining
<b>AGRICULTURE:</b> Producing crops and raising livestock.	-Hunting and gathering	-Farming of many kinds of crops -Cattle	-fishing and fish processing -lumber -cattle/dairy -sheep -Christmas trees -grass seed -hazelnuts -blackberries

Name \_\_\_\_\_ KEY \_\_\_\_\_

# Oregon's Changing Agriculture and Industry

**Agriculture** is the art of producing crops and raising livestock.

**Industry** is the creating and selling of products.

In your own words, describe how Oregon's agriculture and industry have changed over time.

\_\_\_\_\_ accept reasonable answers \_\_\_\_\_

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Lesson	Objectives	Lesson Plan	Materials	Teaching Tips	Curriculum Integrations
8	Describe how technological developments, societal decisions and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).	<p>Use TE #1: Teacher notes and website and the <u>World Almanac, Oregon</u> to fill in WS#8.</p> <p>After filling in the worksheet. Discuss with students which source of energy, dam or wind, would be best for Oregon and why.</p> <p>Close the lesson with a short discussion on how it will be up to the students' generation to come up with more possible sustainable forms of energy through their own education and innovation.</p>	<p>TE#1: Teacher Notes</p> <p>WS #8: Oregon's Sustainability</p> <p><u>World Almanac, Oregon</u></p> <p>Internet Connection</p>		<p>Science Engineering lessons on building a solar collector and/or building a wind turbine. These lessons can be found on the Internet.</p>

# Oregon's Sustainability

Name \_\_\_\_\_

Date \_\_\_\_\_

	How it affects Oregon citizens' <b>Quality of Life.</b>	How it affects Oregon's <b>Economy.</b>	How it affects Oregon's <b>Environment.</b>	Does this have <b>Sustainability</b> ? Is it fair to future generations of Oregonians?
Logging				
Dams				
Wind Turbines				

Which form of energy, dams or wind turbines, do you think is best for Oregon, and why?

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## Oregon Government TE#1 Teaching Notes

	How it affects Oregon's citizens' <b>Quality of Life.</b>	How it affects Oregon's <b>Economy.</b>	How it affects Oregon's <b>Environment.</b>	Does this have <b>Sustainability</b> ....is it fair to future generations of Oregonians?
<p>Logging  <b>Read page 14, Railroads and Logging, focusing on logging only. Discuss and fill in boxes.</b></p>	<p>Logging changes the forest and recreational opportunities.</p> <p>Roads built for logging open forests and provide public access for camping, hunting, fishing, etc.</p>	<p>Creates jobs: foresters, loggers, mill workers, truck drivers, etc.</p> <p>Brings money into Oregon.</p> <p>Supplies wood for people.</p>	<p>Logging practices have improved by building roads and clear cutting to more ecofriendly helicopter logging.</p> <p><b>Read page 23, Plants &amp; Animals:</b>            Affects habitat for plant &amp; animal species.</p> <p><b>For further information on forest products and management go to: The Oregon Forest Resources Institute:</b>  <a href="http://oregonforest.org/">http://oregonforest.org/</a>            (Videos, &amp; science based curriculum)</p> <p><b>Project Learning Tree</b>  <a href="http://www.pit.org/">http://www.pit.org/</a>            (K-12 curriculum)</p> <p><b>Talk About Trees</b>  <a href="http://tat.orwit.org/">http://tat.orwit.org/</a>            (Trained Facilitators for Classroom Visits, Tree Classification, Identification, Photosynthesis, Benefits of Trees, Renewability/Reforestation, Tree Growth, Conservation &amp; Management)</p>	<p>Foresters are required to replant trees... it takes many years to grow big enough for harvesting.</p> <p>Affects habitat for plant and animal species.</p> <p>Oregon is growing more trees than it is cutting.</p>

## Oregon Government TE#1 Teaching Notes

<p>Dams  <b>Read page 15, The Twentieth Century and Beyond,</b> focusing on the Bonneville Dam. Discuss and fill in boxes.</p>	<p>Provides electricity for the Northwest.           Creates lakes for recreation.</p>	<p>Helped make Portland one of the largest shipbuilding cities in the U.S.           Aluminum industry also benefited.</p>	<p><b>Review page 23, Plants &amp; Animals.</b>          Obstructs waterways salmon need to reproduce.  <b>Display website:</b>  <a href="http://www.studentatlasoforegon.pdx.edu/TableOfContents.html">http://www.studentatlasoforegon.pdx.edu/TableOfContents.html</a>          Choose the map <b>Dams of the Pacific Northwest</b>          Showing the map of Dams in Oregon. Then display the same website, choose the map: <b>Pacific Coast Salmon</b>          Showing the historic effect of dams on the salmon spawning.           Go to the following website displaying information about the effects on sea lions and the Bonneville dam  <a href="http://www.sustainablebusinessoregon.com/articles/2011/07/decision-saves-bonneville-dam-sea-lions.html">http://www.sustainablebusinessoregon.com/articles/2011/07/decision-saves-bonneville-dam-sea-lions.html</a>          Sea Lion habitat and food</p>	<p>Affects habitat for plant and animal species.           Dam removal is bringing back fish populations.</p>
<p>Wind Turbines</p>	<p>Provides electricity for Oregon.  <b>See website:</b>  <a href="http://www.oregonlive.com/news/index.ssf/2009/03/oregon_wind_farms_whip_up_nois.html">http://www.oregonlive.com/news/index.ssf/2009/03/oregon_wind_farms_whip_up_nois.html</a></p>	<p>Wind is “free”</p>	<p><b>Display the following website and read the first paragraph”</b>  <a href="http://www.sustainablebusinessoregon.com/articles/2012/01/oregon-wind-farm-first-to-ask-for.html">http://www.sustainablebusinessoregon.com/articles/2012/01/oregon-wind-farm-first-to-ask-for.html</a>          Bat and Eagle population affected</p>	<p>Affects habitat for plant and animal species.           Future generations will still have more wind, it doesn’t run out.</p>

Name \_\_\_\_\_



## Oregon's Constitution

What is a constitution, and why is it so important to Oregon? **A constitution is a written plan for government. The laws for our state are written in Oregon's constitution. The constitution also explains how people will be elected for certain jobs.** The state of Oregon has rules just like your classroom and your school have rules. The United States of America has its own constitution, too.

### Important Dates in Oregon's Government

August	1857	Sixty men from the Oregon Territory met to write a constitution.
November	1857	People in the Oregon Territory voted and approved the constitution.
February 14	1859	Oregon was admitted to the United States of America.
February 14	1859	Oregon's constitution went into effect.

Use the information above and on page 28 of your World Almanac: Oregon book to answer the following questions:

1. What is a constitution?

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Name\_\_\_\_\_

2. THINK ABOUT IT! Use the lines below to brainstorm. Imagine you helped to write Oregon's constitution. What laws do you think Oregon should have? Write down at least three ideas.

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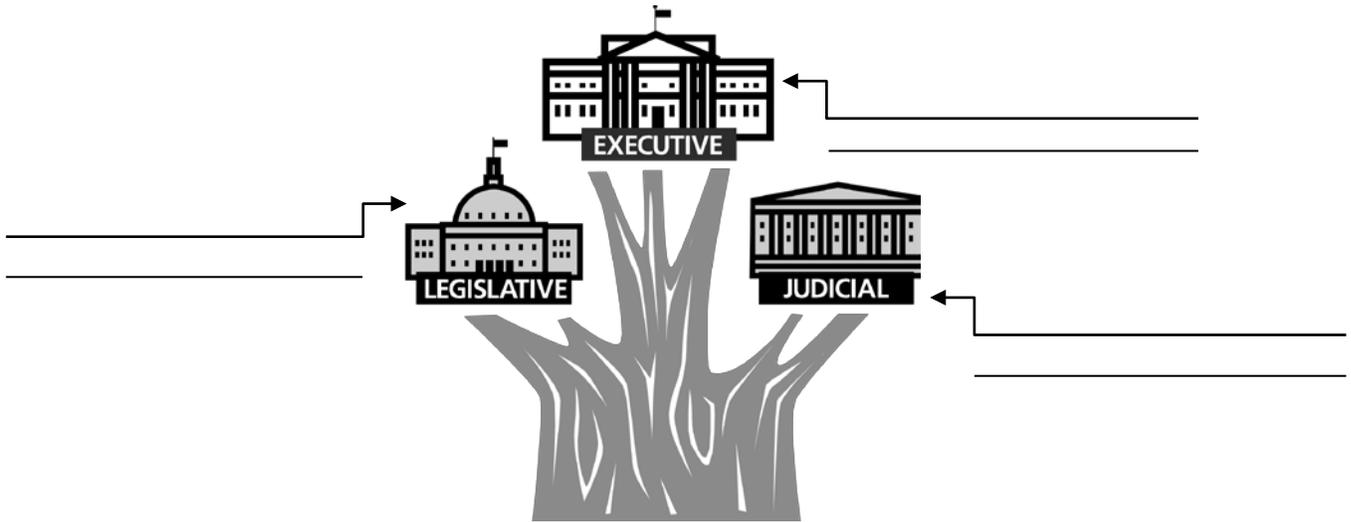
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Name \_\_\_\_\_

# Oregon's Branches of Government



1. Write these definitions on the lines above where they belong:

- Headed by the governor
- Members create new laws
- Oregon Supreme Court

2. How long is the governor's term in Oregon?

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3. List one of the governor's responsibilities.

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4. Which branch of government votes on funding for new programs?

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Name \_\_\_\_\_

5. How many judges serve on the Oregon Supreme Court?

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6. THINK ABOUT IT!

Imagine that Oregon's government only had one branch, the executive branch. What might be good about this? What might be bad about this?

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**Governing the Beaver State**

Take notes on the following information as you discuss and read about the Oregon government on pages 28 and 29 in your World Almanac: Oregon book.

1. What is a constitution?

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2. When Oregon became a state in 1859, who was allowed to vote?

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3. Why is voting in Oregon considered somewhat unusual?

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4. What is a term?

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5. How long is the governor's term? How many terms is the governor allowed to serve?

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6. THINK ABOUT IT!

Why is it important to elect a new governor every four years?

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## Federal Government Internet Scavenger Hunt

Follow each direction carefully and in the order given. Check each completed step as you go.

\_\_1. Type [www.congressforkids.net](http://www.congressforkids.net) into your Internet search. Be sure it is spelled correctly.

\_\_2. Click on the "Constitution" link.

\_\_3. Click on the "Introduction" link.

\_\_4. Read the introduction.

\_\_5. Does the United States have its own constitution? \_\_\_\_\_

\_\_6. Click on the "Powers of Government" link.

\_\_7. Read the "Powers of Government" section.

\_\_8. Who does the United States government share its power with?

\_\_\_\_\_

\_\_9. Click on the "Three Branches of Government" link.

\_\_10. Read the "Three Branches of Government" section.

\_\_11. Who heads the executive branch of the United States?

\_\_\_\_\_

\_\_12. What powers does the legislative branch of the United States have?

\_\_\_\_\_

\_\_\_\_\_

\_\_13. Who heads the judicial branch of the United States?

\_\_\_\_\_

\_\_14. Close your Internet browser. You're finished searching!

\_\_15. How is the United States Constitution similar to Oregon's constitution? Use the back of this paper for your answer.



1. Do you think it is fair for the government to tax its citizens? Explain.

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2. What other ways could the government get money? Explain.

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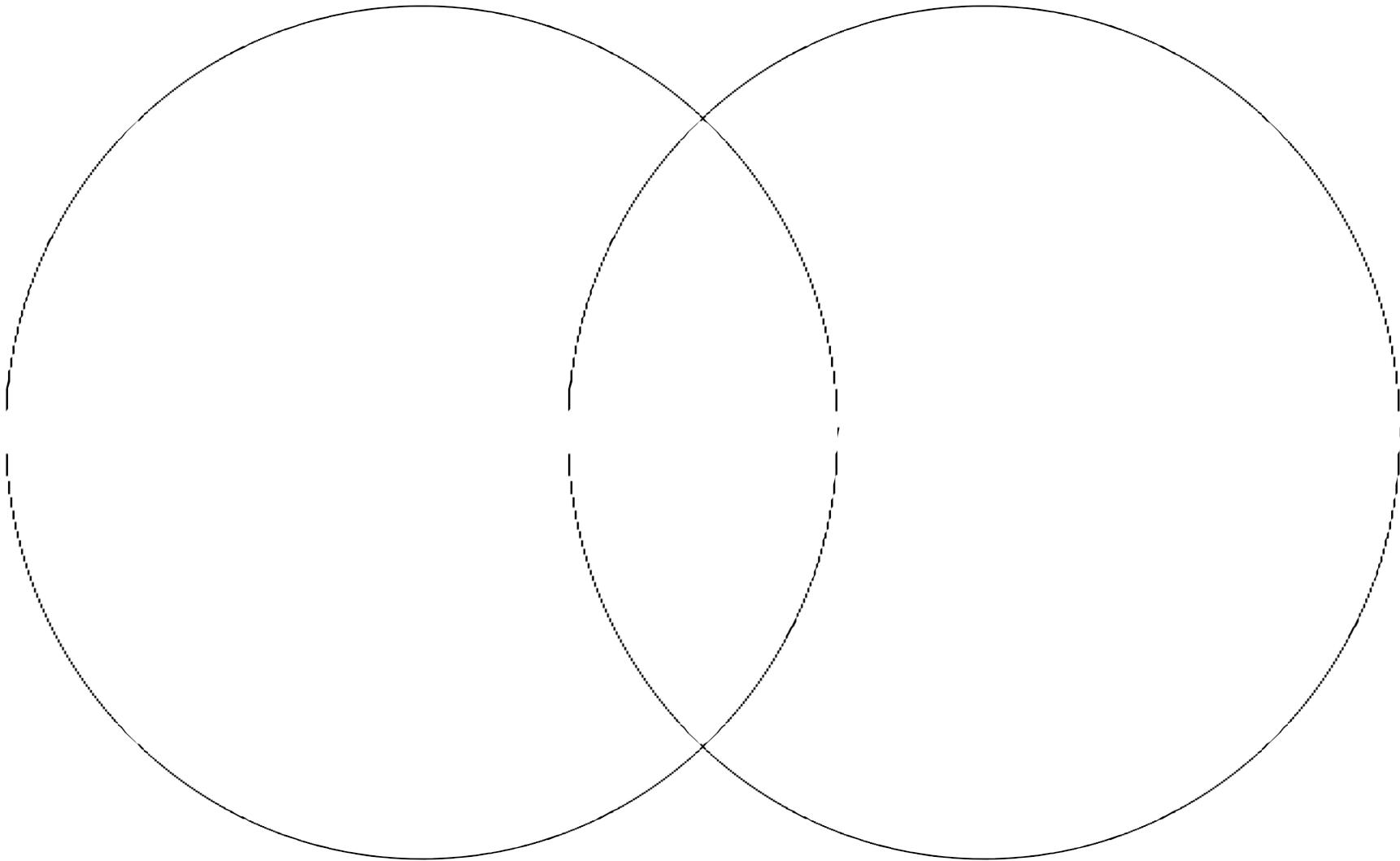
# COMPARE AND CONTRAST FORMS OF GOVERNMENT

NAME \_\_\_\_\_

Think about the forms of government for the Takelma tribe and the state of Oregon. How are they different? How are they the same? Fill in the Venn Diagram.

TAKELMA

STATE OF OREGON



## REVIEW AND SUMMARIZE

1. List the responsibilities of each branch of Oregon's government.

Branch

Responsibilities

Executive

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Legislative

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Judicial

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2. How is the Takelma form of government like the Oregon government?

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3. Imagine that you could decide whether to be a citizen of Oregon or a member of the Takelma tribe. Which would you prefer and why?

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Name \_\_\_\_\_

# Oregon's Changing Agriculture and Industry

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	Lewis & Clark Era	Oregon Trail and Gold Rush Eras	Present Day
<b>INDUSTRY:</b> Creating and selling products.			
<b>AGRICULTURE:</b> Producing crops and raising livestock.			

Name \_\_\_\_\_

# Oregon's Changing Agriculture and Industry

**Agriculture** is the art of producing crops and raising livestock.

**Industry** is the creating and selling of products.

In your own words, describe how Oregon's agriculture and industry have changed over time.

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# Oregon's Sustainability

Name \_\_\_\_\_

Date \_\_\_\_\_

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Dams				
Wind Turbines				

Which form of energy, dams or wind turbines, do you think is best for Oregon, and why?

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