

IDAHO AND THE AMERICAN WEST

A CURRICULUM GUIDE

FOR ELEMENTARY AND SECONDARY
TEACHERS



IDAHO
Humanities
COUNCIL

IDAHO AND THE AMERICAN WEST: A CURRICULUM GUIDE FOR INTERMEDIATE AND SECONDARY TEACHERS

A project of the Idaho Humanities Council

with financial assistance from



the National Endowment for the Humanities

and



The Whittenberger Foundation

In cooperation with
the Idaho State Department of Education
the Idaho State Historical Society
and the Idaho Association of Museums

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INTRODUCTION

Idaho and the American West: A Curriculum Guide is a publication of the Idaho Humanities Council, made possible in part by an Exemplary Award grant from the National Endowment for the Humanities and additional funding from the Whittenberger Foundation for the printing and distribution to school districts statewide. This guide is part of a multi-faceted Idaho history project. Through a statewide series of nine traveling museum exhibits, a two-week summer teacher institute, regional teacher workshops, public lectures by Idaho history scholars, a tabloid of scholarly essays, and this publication, IHC hopes to promote greater public awareness, appreciation, and understanding of state and local history.

The traveling exhibits—exploring prehistory, early Native American and European contact, migration and settlement, mining, logging, agriculture, family cultures, statehood, and Idaho history in literature and art—correlate with the topics of these lesson plans in this publication.

In order to examine more fully the critical issues of Idaho history, IHC organized a two-week teacher institute in June of 1993, involving forty elementary and secondary history teachers from throughout Idaho. Mornings were devoted to lectures by Idaho history scholars, and afternoons were devoted to curriculum development by teachers. The following lesson plans are a product of the curriculum development sessions at the institute. The lesson/activities are focused at intermediate (elementary) and secondary (junior high/middle school and high school) levels. Names of the teachers who developed each lesson are listed on the lesson plans. Direction of curriculum development during the teacher institute and teacher's guide preparation was provided by Ms. Patty Gettle and Mr. Steve Tyree. IHC acknowledges the editorial assistance for publication of this curriculum guide provided by Ms. Gettle, Mr. Tyree, and Ms. Sherry Britton.

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For additional copies of the *Idaho and the American West: A Curriculum Guide*, the *Idaho and the American West* tabloid or the *Idaho and the American West* exhibit schedule, contact the Idaho Humanities Council at 217 W. State Street, Boise, Idaho 83702, or call (208) 345-5346.

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PRE-HISTORY

CULTURAL CONFLICTS: PRESERVATION vs. PROGRESS

by Marsha Roush, Jaci Guilford, Carolyn Miller, Barbara Nielson

This activity is designed to enable students to “connect” with the past to further develop communication skills and cultural awareness.

In order that students may be empowered to better understand cultural and social issues, this lesson places them in active learning roles by role playing the conflict inherent between matters concerning “Preservation vs. Progress.”

The positive outcomes of making Idaho history “real” to students are: to have students who are excited about learning; to appreciate their heritage; to be informed regarding issues that determine Idaho’s future.

STUDENT GOALS :

1. The students will be able to identify pictographs as a form of communication.
2. Students will create their own story using pictograph symbols.
3. Students will experience, through role playing, the conflict inherent between preservation vs. progress.
4. Students will gain a better understanding of the preservation ethic.

MATERIALS :

1. Pictograph, story for modeling, (handout, overhead transparency, or chart).*
2. Picture of real pictograph to show students.*
3. Brown paper, markers, Q-Tips, bleach or cooking oil, or rocks (depending on what art activity you choose).
4. Teacher prepared task cards.

(*Denotes materials included in this lesson design)

TEACHING FORMAT :

ACTIVITY ONE:

Teacher will have sample pictograph symbols written on the board or a chart and will tell a story to the class: (see sample story on page 6).

VOCABULARY:

PICTOGRAPHS: painted pictures or markings

PETROGLYPHS: carved pictures or markings

- A. **DISCUSS** that this was a common way to communicate in the past. It is our only link to some of our cultures, and it was a form of communication.
- B. **SHOW** an overhead of Indian rock markings to the class. Discuss. Find out how many of the students have ever been exposed to pictographs.
- C. **DISPLAY** abstract drawing to the class and discuss the meanings of the symbols.* (See handout provided.)
- D. **BRAINSTORM** as a class, various symbols for a class language. Symbols will be drawn and labeled on a large chart/butcher paper to display on the board.

ACTIVITY TWO:

Each student will write a personal narrative using the class symbols and then recreate their pictograph narrative on brown construction paper by using a Q-Tip dipped in a weak bleach solution (1 to 3).

Other art options:

- 1) Markers used on a crumpled, brown paper, and then rub the finished product with cooking oil.
- 2) Use marking pens on rocks that the students gather.

Students will then share their pictographs and display. Teacher emphasis is on pride and instilling ownership in each individual's work.

ACTIVITY THREE:

Teacher will role play "Barry Greede", a prominent land developer who is going to develop an exclusive community on an anthropologically rich site. Teacher will enter the room and randomly remove several of the pictographs that are on display, while telling the students that these will be the ones to be destroyed by the development.

Elicit an emotional response and ask "What is fair?"

ACTIVITY FOUR:

Cooperative Activity:

Break into cooperative groups. Students will have assigned roles while discussing the following issues:

TASK CARDS

1. Land developer: Justify your right to develop the land.
2. Voices from the past: Talk about your feelings in having the land destroyed.
3. Preservationist: Explain why you feel the land should be preserved.
4. Neutral party: Based on everything you've heard, what conclusions would you come to? What should happen to the pictographs?

ACTIVITY GUIDELINES:

Students sit in groups of four. Group leader randomly distributes task cards. Discuss from perspective of assigned role. Exchange task cards. Repeat process.

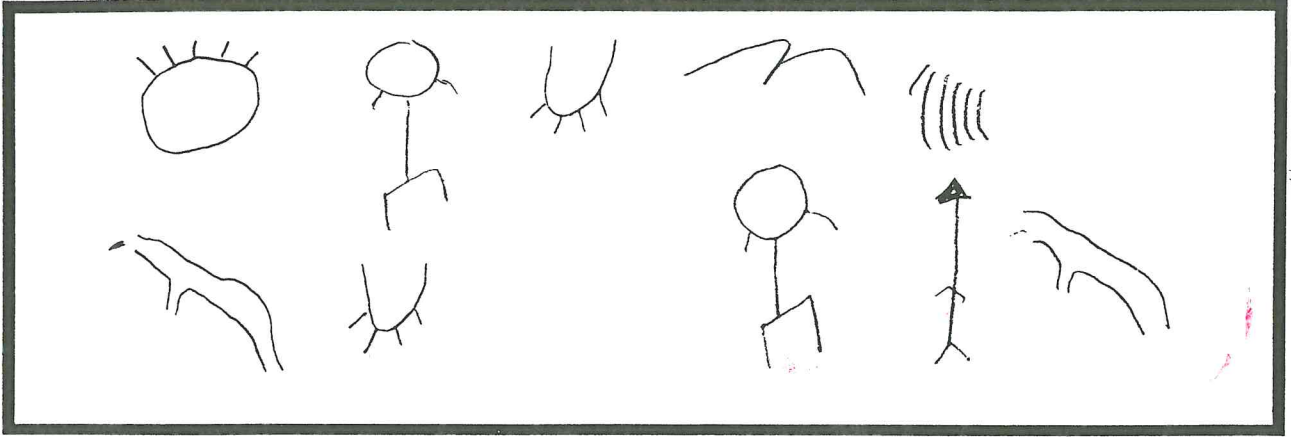
Closure:

Teacher-directed questions for whole group discussion.

1. Is it acceptable for people to use the land? If so, when does it become a problem?
2. Is it fair that contemporary cultures have the right to destroy cultural evidence of the past?
3. When cultural conflict arises, who decides what happens? The people in the largest group or those who were there first?
4. What is your responsibility to help preserve the past?

SAMPLE PICTOGRAPH STORY

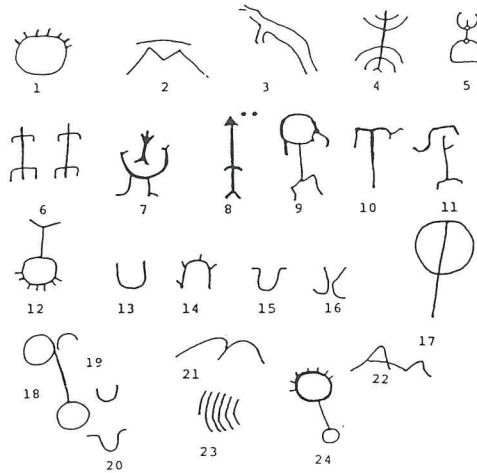
One morning at sunrise an Indian man was taking his four horses down the mountain to drink at the river. A coyote attacked the four horses. The Indian man killed the coyote.



Picturing Indian Cultures

Helen G. Wilson, 1978, p. 51

The following drawings are of rock markings left by Bannock Indians along the Blackfoot River. These markings were interpreted by Mr. John E. Rees. His Indian trading post on the Lemhi Reservation was operated from 1892 to 1907. Later he was a history and science teacher at Salmon High School. He died in 1928.



KEY TO PICTOGRAPHS SHOWN

1. The rising sun, shown by the rays shooting from it.
2. The sun going down behind the mountains, meaning evening.
3. Coyote, the spiritual ancestor of the Shoshonis.
4. Two different forms of the dragonfly. The dragonfly was the "totem" or guardian spirit of the Bannock tribe. The Bannocks thought of themselves as brave and strong like the dragonfly.
5. A dragonfly shown with warriors shows them to be Bannock warriors.
6. Warriors. Two marks mean two warriors.
7. War bonnet with a Blackfoot warrior above it.
8. Arrow. This arrow is a challenge to some enemies, shown here by two dots.
9. Indian man. The two legs show him to be a man.
10. Indian woman. The one leg shows her to be a woman. Wearing a skirt, she appears as having only one leg.
11. Another Indian man.
All three people are shown as Shoshonis, because they each wear their hair in the Shoshoni "queue" (KYOO). [9, 10, 11]
12. The lower part is the sun; the upper part is the mountains. Together they mean dawn or early morning. The sun is upside down, meaning "warning" or "take notice."
13. Horse tracks showing the direction of travel. (Forward toward the bottom of the page.)
14. Four horses, shown by a horse track with four tic marks.
15. Sign for stealing.
16. Sign for "much" or "many."
17. Summer tipi.
18. Horse pens or corrals.
19. Horse track which show the corrals to be horse corrals.
20. Sign for stealing, showing that the horses were stolen from the corrals.
21. Mountains
22. Mountains
23. Stream of water coming down from the mountains.
24. Sun rising in the gap between the mountains. The small circle attached to the sun is a star showing that the time is just before sunrise when the stars are still shining.



PRE-HISTORY

ART, COMMUNICATION, GRAFFITI?

By Penny Andrew, Gail Bray, Jeanette Jackson, Susan Petty

Men and women have always had the desire to communicate with others and to express their thoughts whether it was in the form of Stone Age cave drawings or a 20th century computer disk. People native to Idaho expressed their desire to communicate in the form of petroglyphs, symbols and drawings etched into the surface of rocks, and pictographs, symbols or drawings actually painted onto the rock. Examples of these two forms of expression are common in Idaho. The trouble lies in the interpretation of these writings. Are these "writings" the artistic expression of a particular person? Are they the product of an idle, wayward individual? Or are they the record or story of a people's culture?

In this lesson students are introduced to the study of early native Idaho culture through the use of petroglyphs and pictographs. They are presented with the challenge of interpreting examples of each and then are given the opportunity to experience this form of writing by creating their own.

LEARNING STATEMENTS :

The students will:

1. Understand the difference between a petroglyph and a pictograph.
2. Learn about early native culture through the interpretation of examples of each form of expression.
3. Create their own petroglyph or pictograph and write an accompanying explanation or story.
4. Analyze and interpret the "rock art" of other students.

MATERIALS :

1. Idaho Reference Series #250, "Petroglyphs and Pictographs"*
2. *Backtracking: Ancient Art of Southern Idaho* by Max Pavesic and William Studebaker (Pocatello, Idaho: Idaho Museum of Natural History, 1993)
3. Examples of petroglyphs and pictographs.*
4. "An Indian Invitation to a Party"*
5. Art supplies:
 - dry pigment paints (mix with water or cooking oil)
 - tanned hides
 - homemade clay or play dough
 - rocks for chiseling on, chiseling with, and painting on
 - variety of painting tools, fingers, horsehair brushes, sagebrush brushes, charcoal, sticks etc...
 - (if you use real rock for petroglyphs use safety equipment such as eye gear)

(*Denotes materials included in this lesson design)

LESSON PROCEDURE :

1. Hand out "An Indian Invitation to a Party (see p. 11)." Students read caption, look at picture, then open discussion of the petroglyphs, asking for student interpretation of figures.
2. Read and discuss background essays:
Reference Series No. 250 Idaho Historical Society (reading level all) and/or
Backtracking: Ancient Art of Southern Idaho (reading level senior high)
3. Define terms: pictograph, petroglyph, and discuss what is art, what is communication, and what is graffiti (differences/similarities).
4. Hand out examples of pictographs and petroglyphs. Ask students to decide if they are examples of art, communication, or graffiti, and what they might mean. Discuss their answers.
5. Each student will make two pictographs or petroglyphs or one of each using listed materials. One of these will depict Idaho's ancient times and the other will depict present times. They may make them in any order.
6. On the due date, students will display creations to the class for them to interpret. The author will then share their own interpretation to see if it was interpreted accurately. (This may be done in small groups if there is a time constraint.) This will lead to comments and a discussion of differences in interpretation by individuals.

ENRICHMENT ACTIVITIES :

1. Field Trip (Refer to map in **Indian Rock Writing in Idaho**, by Richard P. Erwin, Idaho State Historical Society, 1930.
2. Find examples of "modern petroglyphs and pictographs" in your community, e.g. handprints in concrete, painted water boxes or fire hydrants, cemetery headstones, murals, white-washed school letters on hillside etc...
3. Use plastic wrap to trace existing petroglyphs and pictographs to copy and study in class.
4. Initiate a class discussion on the importance of preservation of these types of historical artifacts and make it a class project to help preserve a historical artifact in your area.
5. For class project, have class members design and create a petroglyph or pictograph on a large boulder.

WORKS CITED :

The Pictographs of Ashley and Dry Fork Valleys in Northeastern Utah by Albert B. Reagan. Reprinted from *Transactions, Kansas Academy of Science* V. 34, 1931. p. 170.

Indian Rock Writing In Idaho by Richard P. Erwin, Idaho State Historical Society, 1930.

John Rees Collection MS21 Idaho Historical Society Library and Archives (Vertical File: "Indians in North America - Petroglyphs & Pictographs").

Petroglyphs and Pictographs

Petroglyphs and pictographs are two kinds of aboriginal rock art found in Idaho. Petroglyphs are cut into a rock surface by hammering and pecking, by chiseling, or rubbing. Pictographs are paintings made on rock surfaces with colors obtained from rock minerals and vegetable dyes mixed with grease and water. Both forms of rock art are sometimes incorrectly referred to as "rock writing." The designs embodied in petroglyphs and pictographs are not standardized and cannot be translated. They do not have a limited unit of sound and meaning attached to a unit of drawing or carving. In every case, the meanings attached to the paintings, or to the rock carvings, were individual and so broad in scope that they could be translated only by the person who put them there. Therefore, the aboriginal rock art of Idaho cannot be compared to an alphabetic writing.

This rock art, most of which is prehistoric, is often associated with natural features of the landscape. Rock carvings or rock paintings are found along game trails, near fishing grounds, and in areas where collecting of wild plant foods was an important activity of prehistoric peoples. This suggests that the purpose of some of the paintings were magical. In this case, the painter hoped, by painting the animal he wished to hunt, to increase his chances of success. Sometimes, the rock art seems to be representational, depicting scenes of successful hunts, or of battles between groups of people. Sometimes, the purpose of these art forms cannot be determined, and one may guess that they are occasionally ceremonial, having perhaps a religious meaning, and sometimes they may have been done simply for fun.

In Idaho, petroglyphs are found primarily along the Snake River, and to the south and west of the river. Pictographs are found primarily north of the Snake River, but there are some notable exceptions where petroglyphs occur north and pictographs south of the Snake River. At least two localities are known where pictographs and petroglyphs occur together. The age of this work can only rarely be determined with any accuracy. Where paintings or carvings occur on top of one another, it is possible to work out a relative sequence of changing art forms. Occasionally, a carving or a painting is found in a geological or archaeological deposit that can be dated by the radiocarbon method. (As yet, no Idaho pictograph or petroglyph has been dated in this way.) More unusual still is the occasional find of a painting which represents an extinct animal. In other areas it has sometimes been possible to associate art style found on cliff faces with sculpture or paintings found in nearby archaeological sites. While a great many localities are known in Idaho, only a few have been studied in any detail, and this is one of the important areas of research which remains to be examined by competent scholars.

Reference Series No. 250. Idaho Historical Society, December 1964.

Prepared by Dr. Earl H. Swanson



An Indian Invitation to a Party

The petroglyphs pictured on the rock above announce a hunting and fishing party to be held in the Snake River basin, and a council in connection with it, for the purpose of settling disputes regarding the territorial rights of the tribes as to hunting and fishing. It refers to the watershed of the Teton country and says that all people living on both sides of the big divide are invited to the party.

John Rees Collection MS21 Idaho Historical Society Library and Archives (Vertical File: "Indians in North America - Petroglyphs & Pictographs").



IDAHO NATIVE AMERICAN EXPERIENCE

THERE'S NO PLACE LIKE HOME: NATIVE AMERICANS

by Janet Allen, Tim Archibald, Peggy Hurd, Bonnie Krafchuk

Native Americans constructed their shelters from materials readily available in the environment. As tribes migrated during warm months to hunt and forage for food, their dwellings had to be small and light enough to be easily moved. Dog days refers to the time before horses when dwellings were pulled on travois by dogs. After horses were introduced shelters could be somewhat larger and heavier. The following lessons address how environment, season, and means of transportation influenced Native American shelter design. In two sessions, students working in cooperative groups will build a model of an Indian shelter. They will share their work and findings during the third session.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Work in cooperative groups to design and build a model of a Native American shelter using materials found in nature.
2. Understand that dwelling design was dictated by availability of materials, season, and means of transportation.
3. Orally share learned knowledge about a specific shelter.
4. Gain understanding of the various Native American shelters used throughout Idaho.

MATERIALS:

1. One dwelling information card for each group*
 2. Paper and pencil for each student
 3. Building material supplied by the students
- (*Denotes materials included in this lesson design)

LESSON PROCEDURE:

Day 1

1. Discuss the concept that environment played a major role in the materials used to make a dwelling.
2. Distribute one of the six information cards to each cooperative learning group. Instruct students to use the information cards to design a model of their assigned dwelling. All materials with which to create a model must be collected and brought to school on the following day. Stress that they are to share the jobs of labor, materials, skills and encouragement. Remind them that Native Americans

used materials found in nature and that their design should be as authentic as possible.

Day 2

1. Students are to work in their cooperative groups to construct models of their assigned dwelling.

Day 3

1. Have representatives from each group share their model, explaining what they know about the dwelling and how they constructed their model.
2. Summarize model building with a discussion comparing designs and materials from different areas of the state.

EXTENSION:

1. Teacher places an 8-foot paper circle on the floor explaining that this is the approximate size of an early movable teepee. Invite groups of four to sit on the paper. After all students have had the opportunity to try out sitting "in" the teepee, they are asked to decide what necessities they would have for a family of four in this space. Groups should brainstorm as a pretend family, deciding who will portray each family member. List the various items and share with the class. Remind them of the time period involved and that they do not have running water or electricity.
2. If possible, put up a teepee on the school grounds or inside the classroom. Then explain some teepee etiquette as described below and taken from Reginald and Gladys Laubin's *The Indian Teepee*. Discuss appropriate teepee behavior and ask students to role play a family coming home to dinner.

The floor represented the earth, the walls were the sky and the altar poles were trails to the spirit world. The fireplace was under the top opening and behind it was the family altar. The altar was a square shape from which all sod and roots had been removed. The earth was brushed clean and on the square cedar, sweet grass or sage was burned as incense. Incense carried prayers to the Great Spirit above. No one ever stepped over the altar or the fire.

When the teepee door was open, friends could enter. If the door was closed, they had to shake the door covering or call out and wait to be invited inside. Should no company be desired, two sticks were crossed over the door and if the owners were gone, the smoke flaps were lapped over each other and the door tied securely closed. Men tended to sit on the north side of the teepee and women on the south, the owner sat against the rear south backrest. Guests sat to the owner's left or heart side. Entering, a man moved to the right to his seat and a woman to the left. One always walked behind those previously seated. If one had to pass between a person and the fire, pardon was requested.

Women did not sit cross-legged like the men, but sat on their knees or with their legs folded to one side.

Children stayed near the door and could run and play wherever they chose, but not inside the teepee.

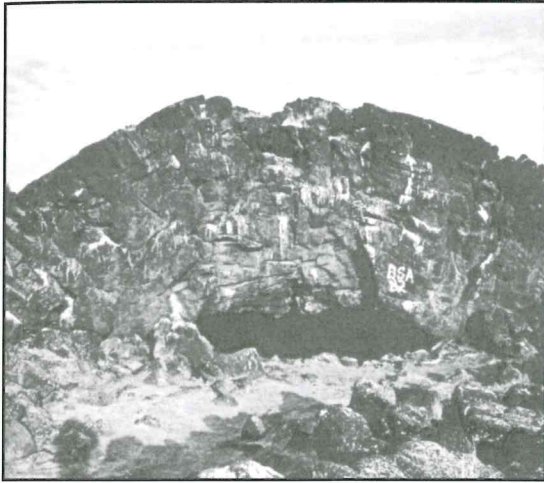
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Nabokov, Peter and Easton, Robert. *Native American Architecture*. Oxford University Press, New York, 1989.

Drawing Reference:

Ronald Fisher. *Beyond the Rockies*. Alpha Omega, New York, 1989.



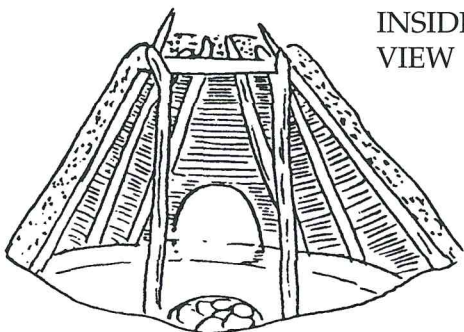
Cave Dwelling

Early Native Americans sought available land structures to use as shelter. Caves provided cover from the elements. Idaho's abundant lava tubes and rocky land formations gave many Shoshoni, Bannock and Paiute Indians a place to dwell.



Rock Shelter

In areas where basalt and other cliff formations are found Native Americans were known to construct their homes from rocks using the backwalls of the cliff as protection. Shoshoni, Bannock and Paiute Indians of southern Idaho may have lived in these homes.



INSIDE
VIEW

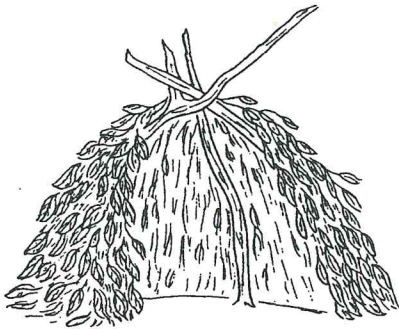
Pit Houses

The Nez Perce and Coeur d'Alene Indians of the northern parts of Idaho would dig a pit in which to build their homes. Poles would be added to support the roof of mats, grasses and mud.



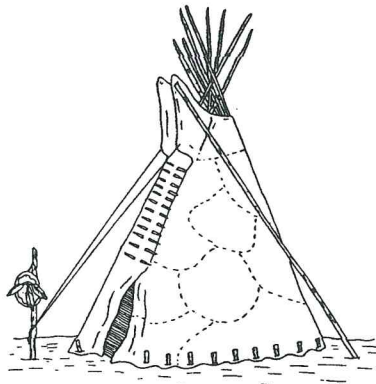
Long House

The Kootenai and the Coeur d'Alene Indians were known to build a type of home that could best be described as a double lean-to. A one inch pit was dug into the earth and poles were leaned together to create a frame. Mats were constructed of hemp and were overlapped onto the frame.



Wickiup

The Bannock and Shoshoni Indians often built temporary shelters of poles leaned together in a cone shape. Brush, branches, cattails and other available coverings were attached to create the outer walls. Since these Indian groups travelled with their food source, they would abandon their homes when they moved on.



Tipi

The tipi was used by nearly all Native Americans of Idaho. The tipi allowed them to take their home with them wherever they went. The early ones could be moved with the help of dogs. After the Indians obtained horses they built much larger tipis and used horses to move them from place to place. The tipi was originally covered in animal skins but canvas was used in more modern times.



IDAHO NATIVE AMERICAN EXPERIENCE

CURIOSITY AND CULTURE:

Discovering Idaho's Indian Tribes and Defining Culture

By Marjie Atkins, Carol Sue Hauntz, Lisa Kutzman, Dan Prinzing

Curiosity and Culture provides the opportunity for student investigation and discovery as a method for defining culture. If culture is the sum total of a way of life, then the contributing parts must be identified and examined. Using the Idaho Indian tribes to illustrate the parts, the students will identify the existence of pre-European cultures, the earliest of Idaho's peoples, and the ethnocentrism relative to the death of subjugated cultures.

Additionally, the locating of information represents a cooperative learning experience as students collectively develop an assigned tribe. The research skills presented are the foundation for subsequent independent research projects. Research skills include, but are not limited to, time management, multi-source acquisition and usage, notetaking interpretation of information, development of presentation (oral, written, and visual), and bibliography of sources.

LEARNING STATEMENTS:

The student will:

1. Develop research skills: locating, interpreting and drawing from a variety of sources.
2. Cooperate with a group for the purposes of assignment completion.
3. Interpret and depict sub-topic appropriate for display and transference of information.
4. Present assignment orally to share information with the class.
5. Define and relate culture and ethnocentrism to the lifestyles and subsequent extermination of the Idaho Indians.

MATERIALS:

1. Overview of Idaho Indian Tribes.*
2. Teacher-directed model fact sheet on the Nez Perce tribe.*
3. Handout #1: note taking on the Nez Perce tribe.*
4. Handout #2: map, Idaho's Native Tribes.*

(* Denotes materials included in this lesson design)

LESSON PROCEDURE:

1. Define culture. (Sum total of the ways of living and institutions of a society.)
2. Discussion: What parts would add up to the "sum total" of a way of life?
3. Using the Nez Perce Indians as a teacher-directed model, visually and orally define culture by examining the Idaho tribe in each of its "arts." (Refer to the included sketch on the Nez Perce for information.)
4. Instruct the students to fill-in the designated information on Handout #1.
5. Assign groups of six or seven members to research and present one of the following Idaho Indian tribes: Coeur d'Alene, Kootenai, Bannock or Shoshoni, Shoshone-Paiute (Refer to Handout #2, Idaho's Native Tribes)

Each student should be assigned a particular element or part to research and present. Each part should be depicted visually (models, posters, and/or pictures) and on notecard detailing the part and the sources used to gather the information. Instruct each group to place all project parts in a symbolically decorated box, trunk display, (paper carton size with lid). Encourage presentation extensions: slide shows, sample foods, map exercises, writing activities, illustration of tribal legends, recitations and memorization of tribal tales, etc.

6. Introduce each group presentation by reading the brief history overview of each Idaho tribe.
7. As each group orally presents its tribe from the prepared trunk display, the class will take notes using the Handout #1 form as an organizer for the material.
8. Each individual can be graded as to his or her personal area of responsibility presented. Final unit evaluation could include a presentation-derived test highlighting elements characteristic of each tribe, geographic placement of each tribe, and discussion of culture and ethnocentrism.

NEZ PERCE INDIAN CULTURE

Culture is defined as the sum total of the ways of living and the institutions of a society. The Nez Perce illustrate that definition through their

A. housing:

B. clothing:

C. modes of transportation:

D. ceremony, tradition, legend:

E. art and religion:

F. leadership:

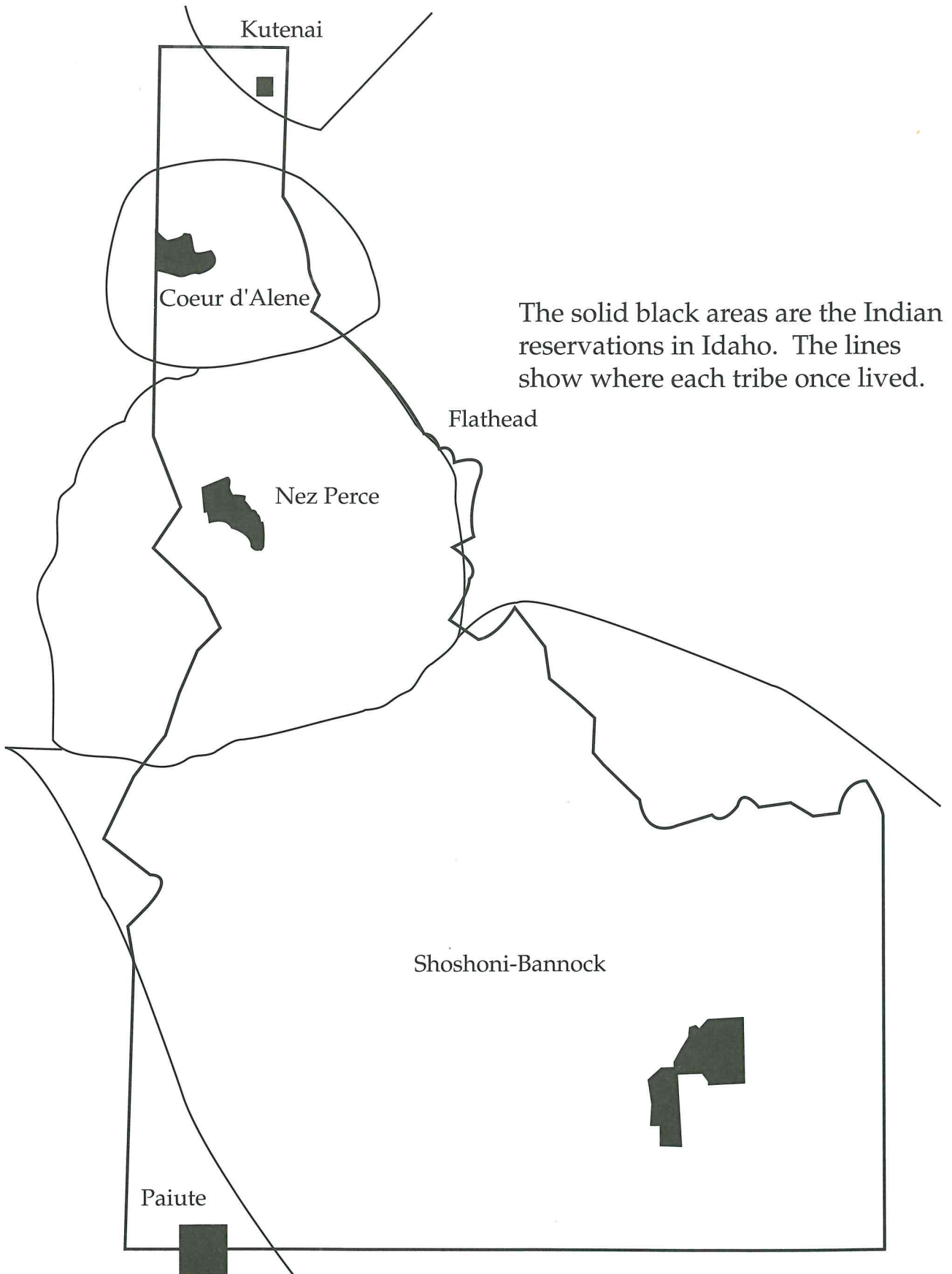
G. utilized resources / food:

H. Nez Perce geographical location:

I. contact with the white man, treaties:

HANDOUT # 2

MAP: IDAHO'S NATIVE TRIBES
NEZ PERCE FACT SHEET



NEZ PERCE FACT SHEET

The Following information is from Nez Perce County, Official National Park Handbook, U.S. Department of Interior, Washington, D. C.

Housing: Between 2,500 and 4,500 years ago, they began living in winter villages with semisubterranean pit houses, often along river banks. Gradually, above-ground dwellings appeared, such as reed mat-covered shelters or mat-covered longhouses up to 100 feet long. Hide teepees were obtained, probably from the Crows to the East. With the introduction of the horse into the area about 1730, teepees became larger because of easier methods of transport.

Clothing: By the 18th century, garments were being fashioned from the dressed hides and furs of many animals, particularly mountain sheep, deer, and elk, but also antelope, mountain goat, bison, wolf, bear, coyote, and smaller creatures. When game was scarce, shredded bark and grasses were used. What was worn depended on the season, the occasion, and the availability of materials. Clothing included breechcloths, double aprons, leggings, poncho shirts, belts for men and belted dresses for women. Women also wore fez-shaped hats of twined grasses and hemp cordage, and both sexes wore fur strips in their braided hair. Young children wore little or no clothing in warm weather, and babies were carried in wooden cradleboards to which were usually attached charms and a small bag containing the infant's umbilical cord, the destruction of which, it was believed, would bring bad luck.

Daily dress was mostly unornamented, but for special occasions people donned clothes decorated with polished elk's teeth, beads and discs of stone, bone, or shell (the last was traded inland by coastal Indians), dyed or natural color porcupine quills, feathers, beaver teeth, paint, or other materials. In addition, sashes, bracelets, neckpieces, and other decorative accessories were made from ermine and otter skins, bear, eagle, and badger claws, pieces of fur, animal teeth, shells, bones and other objects.

As is made clear in a study of Nez Perce dress by anthropologist Stephen Shawley, the Nez Perce appreciated beauty and cleanliness and took great care with every detail of dress. Ornamentation usually was meant to please both the wearer and observer and be an expression of one's identity, special status, or rank. 'Medicine' objects provided protection to the wearer or symbolized a personal story or the spiritual source of one's power. Headmen, shamans, and warriors often added extra details to denote their status.

Modes of Transportation: horse (after 1730), travois

Legend: The Nez Perce Indians, as well as other tribes, used myths and legends to pass the time during the long winter months' confinement. Their legends were meant to express, enhance and enforce morals and social norms, within the tribe.

Coyote is the main character in many Native American stories. Legend tells of the creation of the Nez Perce people:

A huge monster lived in the Kamiah area of the Clearwater Valley. This monster ate up all the animals, angering Coyote. He decided to kill the monster and cut up his body into small pieces. These pieces came to represent the many different tribes. Fox reminded Coyote that he had forgotten the land he was standing on was without Indian people. A few drops of the monster's blood remained on Coyote's fingers, from which he made the last and noblest tribe: the Nez Perce. The monster's heart is still visible today near Kamiah, a huge earth mound.

Traditional Celebrations: Traditions are central to daily lives and during pow-wows throughout the year. The E-Peh-Tes Championship War Dances take place during March or April in Lapwai. The Mat' Alyma Root Feast and Pow-Wow occurs in May at Kamiah. The Chief Joseph and Warriors Memorial Pow-Wow takes place in June at Lapwai. The Lookingglass Celebration occurs in August at Kamiah. The Four Nations Pow-Wow in October ends the year at Lapwai. Individual artisans still do beadwork and traditional cornhusk weaving. The Nez Perce have not lost sight of their proud past.

Leadership: Unlike tribes portrayed in Hollywood movies, most Indian tribes did not have one main chief. The actual band leaders were men of wealth and influence in their community. These leaders were chosen to deal with hunting, warfare, and the white man. The leaders were chosen by the tribal council, which was made up of men only.

Each village had a council with a headman. Several villages in an area could form a band and several bands could form a confederacy or composite band. Each level of organization had a council and a headman. The headman was usually a hereditary position but could be changed by the council. The council and headman made agreements on village or group activities, but individuals in the group were free to disagree and go their own way.

Some well known Nez Perce leaders were Old Chief Joseph, his famous son Chief Joseph (who led his people over the Bitterroot Mountains rather than to the white man's reservation), AlloKot (Joseph's brother), White Bird, Toolhoolhoolzote, and the warrior Looking Glass.

Resources / Food: Much of the year was spent moving from place to place in search of food . . . Fishing was done along lower elevation rivers in the Spring, moving to higher elevation streams in the Summer. Steelhead, chinook salmon, eels, blueback salmon, sturgeon, and trout were caught and eaten, or dried and stored. Fall fishing brought sockeye, silver, and dog salmon to be dried and stored for the winter. At times fish supplied about 50 percent of their diet.

Location: North-central Idaho. They were nomadic hunters and gatherers who often took shelter beneath rock overhangs, such as Weis rockshelter, near Cottonwood, Idaho.

Treaties: Reservations were originally lands given up by Indians in large portions through treaties "reserving" the land for their (Indian) own use. Typically the Indians were left with a small portion of land where they were expected to live. Sometimes they were not allowed to leave the land even to hunt. This "forced" the Indians either to become "American" or fight back.

A treaty in 1855 reserved most of their traditional homeland as their exclusive domain. They did allow a few settlers to move onto their reservation and, when gold was discovered in the early 1860's, miners and settlers poured onto the reservation. Nez Perce appeals for enforcement of the 1855 Treaty conflicted with white demands for the land and led to the Treaty Council of 1863 . . .to adjust the boundaries of the reservation. This treaty reduced the reservation by seven million acres, leaving the Nez Perce with 757,000 acres. Not all of the Nez Perce signed the 1863 Treaty. Those who declined became known as the 'Non-Treaty Nez Perce.'

In 1887, the Dawes General Allotment Act or 'Severalty Act' was passed by the U.S. Congress. Under the act, each Nez Perce was given a small parcel of land. In 1893 the Nez Perce were pressured into signing an agreement whereby all unallotted land (with the exception of 34,000 reserved acres) was declared 'surplus' and sold to the government for homesteading. On November 18, 1895 the unallotted lands were opened to settlement. The 'Severalty Act' reduced the Nez Perce land to about 86,500 acres, less than twelve percent of the 1863 Treaty lands.

IDAHO TRIBES OVERVIEW

Kutenai (or Kootenai) lived in the northern panhandle of Idaho, as well as British Columbia and northwestern Montana. This tribe depended on the rivers, lakes, prairies and forests for food, salmon, sturgeon, deer, elk, roots, berries, etc. The Kutenai traveled by canoe and by horse. They first met with white fur traders during the 1830's.

Coeur d'Alene called themselves Shitsu'Umish, but were given the name Coeur d'Alene by French fur traders. This tribe lived in northern Idaho near present day Coeur d'Alene Lake. Both the band chief and war leader were elected by a council of both men and women and each were elected for life.

Nez Perce comprised the largest tribe in Idaho, living between the Clearwater and Weiser Rivers. The Nez Perce crossed the Bitterroot Mountains into Montana in search of buffalo, as well as gathering the camas bulb on the Idaho prairie. This tribe befriended the explorers Lewis and Clark with warm hospitality and cooperation.

Bannock were closely related to the Shoshoni Indians of southeastern Idaho. Horses helped this tribe hunt bison and deer. They built wind and sun shelters from small poles and sagebrush. Life on the desert was difficult.

Shoshoni lived in southern Idaho. Food gathering and hunting were full-time jobs due to desert conditions. Camas bulbs were an indispensable food, as were salmon. These Native Americans were expert basket makers, using sagebrush or bark. Sagebrush was also used as building materials for shelters.

Additional Reference Material:

Idaho Historical Society Reference Series #3, "The Indians of Idaho." Idaho State Historical Society, 610 Julia Davis Dr., Boise, Idaho 83702.

Idaho Indian Tribal Histories. Idaho Centennial Commission (currently available from Idaho State University Museum of Natural History).

Idaho Notebook. Dennis Tonius, (1050 Trotter Drive, Twin Falls, Idaho 83301).



MIGRATION & SETTLEMENT

HISTORY IN YOUR OWN BACKYARD: A LOCAL HISTORY PROJECT

By Warren Baab, Carol Ozuna, Sandy Owings, Debbi Juola

For many, a discussion of migration and settlement of the Idaho Territory consists of an examination of the influences of the Oregon Trail. In reality the Oregon Trail was simply a means of traveling through the territory en route to other locations. The following activity allows students an opportunity to explore the events leading to the settlement of their community as well as the diversity of their backgrounds.

LEARNING STATEMENTS:

The student will:

1. Use research skills, (i.e., interviews, outlining, paraphrasing) to obtain information.
2. Create an outline sheet.
3. Use data collected to produce a written report.
4. Produce an additional project such as a video, travel brochure, or book.
5. Share projects through oral presentations.

VOCABULARY LIST:

occupations
topography
settlement

natural resources
incorporation
quality of life

climate
development

LESSON PROCEDURE:

1. Gather resource materials from various sources; collecting it yourself will shorten student research time.
2. Make bulletin board chart for recording information (See attached sheet A).
3. Review vocabulary, outlining and interviewing skills with students.
4. Divide students into cooperative groups. Each group will be assigned a topic to research. Suggested topics include:
 - A. How did your town get its name? Were there other names for your town before this one? When did it become a town? When was it incorporated?
 - B. Why was your town built where it is? Consider such factors as: availability of occupations, natural resources, climate, transportation, topography, etc.
 - C. Who were the first people to settle in your town?
 - D. Did a railroad contribute to the settlement of your town? Do they contribute to the development today? If so, in what way(s)?

- E. Why would people wish to move to your town today? Examine such things as industries, recreation, quality of life, etc.
 - F. What was the organization of the first local government and how has it changed and developed?
 - G. Describe at least one important event in the history of your town. Explain the event and include the dates. (Each group will be responsible for one event.)
 - H. Additional interesting facts about your community (optional—add to chart as they are found).
5. Each group member may be assigned a group task such as secretary, map maker, illustrator, timeline maker, bibliographer, or editor. Students assigned to the same task from different groups may sometimes meet together to share information they have found.
 6. Secretaries will record their assigned information on the bulletin board. (This is an ongoing activity.)
 7. Each group will produce a report and another project (video, book, etc.) using the data the group has accumulated.
 8. Each group will prepare an oral presentation about its project. (It is not necessary to have students share the written reports because they should be very similar.)
 9. Offer to share your class reports and projects with your local historical society or museum.

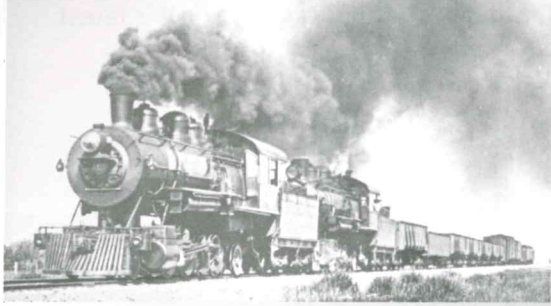
R E S O U R C E S :

1. Local historical society and historical museum.
2. Public Library
3. Cemetery
4. County records office
5. Chamber of Commerce
6. Community and family members
7. Idaho map
8. Videos:
 - “Visions of Idaho #9,” “The World Comes to Idaho”
9. Books:
 - Boone Lalia, *Idaho Place Names: A Geographical Dictionary* (Moscow, Idaho: University of Idaho Press 1988).
 - Conley, Cort, *Idaho for the Curious*(Cambridge, Idaho: Backeddy Books, 1982).
 - Loftus, Bill, *Idaho Handbook* (Lewiston, Idaho, 1992).

A.

Highlighted boxes show which topics each group is to research

	TOWN NAME	LOCATION	SETTLERS	RAILROAD	CURRENT SETTLEMENT	CITY GOVERNMENT	HISTORIC EVENT
GROUP 1							
GROUP 2							
GROUP 3							
GROUP 4							
GROUP 5							
GROUP 6							



MIGRATION & SETTLEMENT

IDAHO'S IRON HORSE

By Penny Andrew, Gail Bray, Jeanette Jackson, Susan Petty

The railroad transformed Idaho, increasing population dramatically in the 1880's and 1890's. The railways first came from the South to the North via the Union Pacific Railroad and the Utah and Northern Railroad. The Oregon Short Line traversed Idaho from West to East, initiated for the purpose of supplying materials and provisions to the mines of Montana. By 1890, Idaho's ten largest centers of population were located along the railroads. They brought people and prosperity to Idaho, making viable products and resources that would not have been profitable or marketable without access to railway transportation. The face of Idaho changed with the "scars of the tracks," and students need to understand the historical role of the "iron horse" in creating the Idaho we know today. It enabled our state to become a valuable contributor to the development of industry, to the winning of the Civil War, and to the growth of the nation. Factors that contributed to the siting of the railways, not the least of which was politics, are still factors in the relationship that Idaho has with the rest of the world.

CONTENT THEME :

STUDENTS WILL:

1. identify and locate on an Idaho map the geographical influences on the siting of the railroads
2. list and support reasons that Idaho needed railroads in the 1890's
3. identify and locate on an Idaho map resources that required transportation to market
4. list reasons that individuals outside of Idaho would have benefitted from the expansion of the railroad to and through Idaho
5. analyze the importance of the railroad to the life and death of Idaho settlement
6. justify the placement of railroads in "their region" in a presentation before the "Railroad Board"
7. analyze the influence of politics on the siting of Idaho railroads

MATERIALS :

1. The teacher should prepare a project guide for the students. This guide should contain:
 - a) the goal of the project.
 - b) the process to be followed including:
 - 1) information and materials
 - 2) due dates and responsibilities
 - 3) division of responsibilities
2. Map of Idaho's five regions as depicted in Map A.*
3. Map of major Idaho railroad lines, circa 1915, as depicted in Map B.*

4. Map of Idaho economy and natural regions.
 5. List of executive agencies and departments for local resources as listed in the *Idaho Blue Book's* latest edition. Ask for a copy from your local librarian or write to request one from:

Office of the Secretary of State
Statehouse
Boise, ID 83720
 6. The teacher will need to arrange for a neutral individual to play the role of the "Railroad Board" (a principal, parent, local community leader, etc.)
 7. If any further resources are desired, contact any local 4th grade teacher who will have a wealth of Idaho information.
- (*Denotes materials included in this lesson design)

LESSON PROCEDURE :

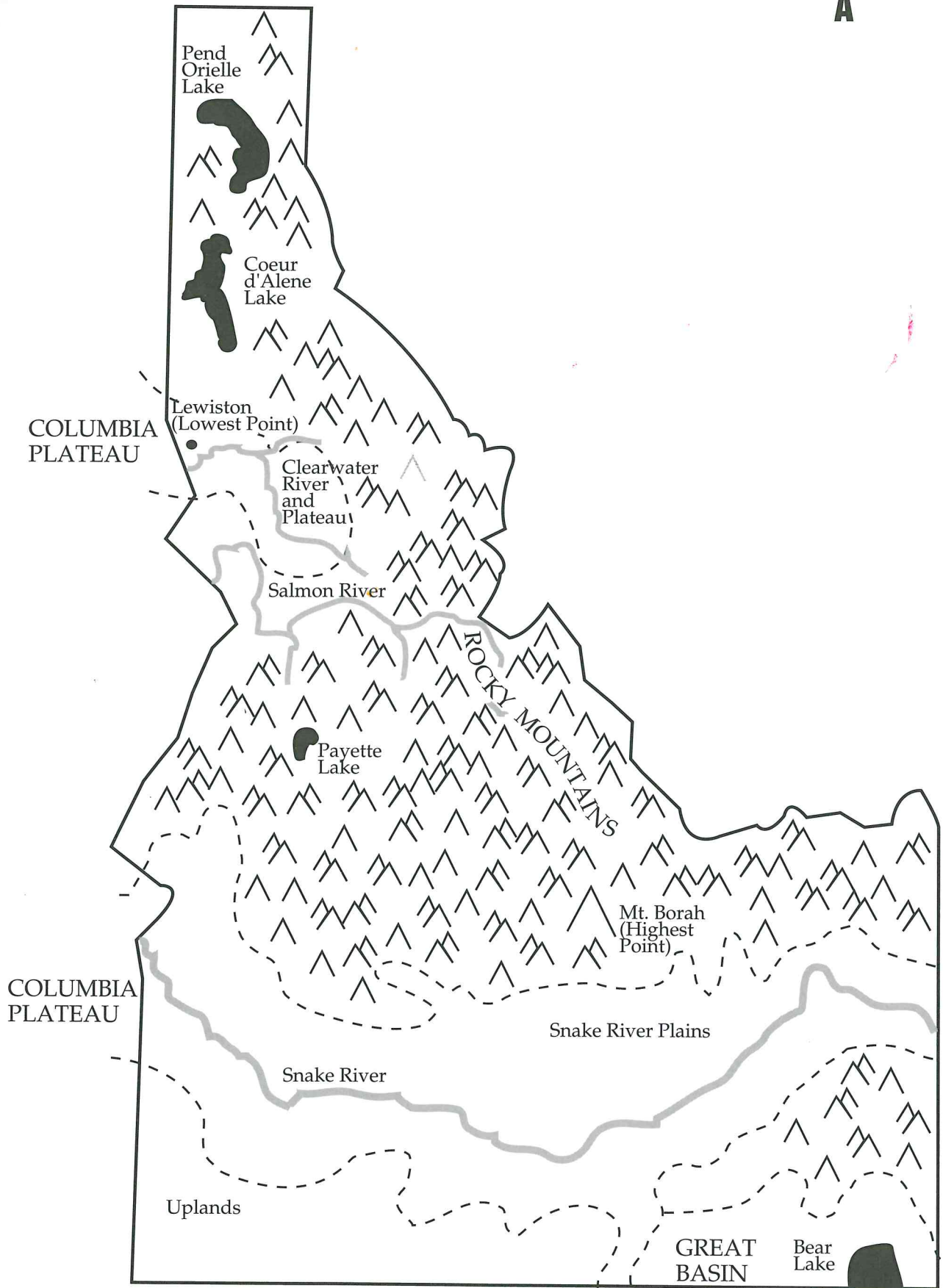
1. Anticipatory Set:

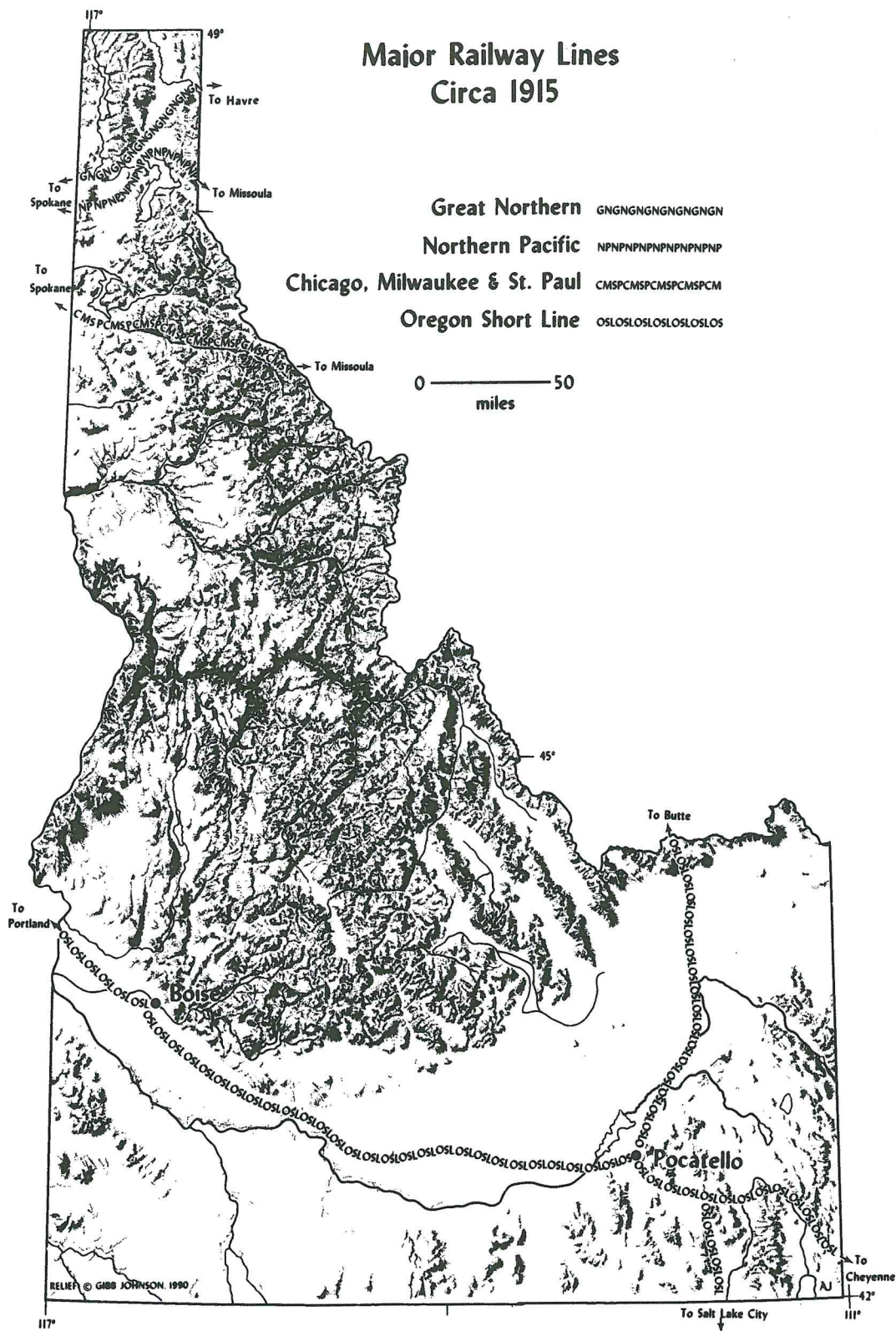
Choose from any of the following or create your own.

 - a. Have playing "I've been working on the Railroad."
 - b. Have a train set running.
 - c. Be pulling a train around the room.
 - d. Have photos of trains & memorabilia around the room.
 - e. Be wearing a conductor's hat.
2. Hand out project guide and discuss.
3. Brainstorm the reasons Idaho needed the railroad in the 1890's and list them on the board.
4. Divide the students into five (5) regional groups based on Map research responsibility. These are some of the areas of research that may have come from the brainstorming such as: agriculture, geography, mining, timber, cattle/sheep, tourism, etc.
5. Each regional group will research what is important to their specific region based on the list. The teacher should ask the following question to initiate research:

"What was going on in your region in the 1890's that would make access to railways important to Idaho?"
6. Students will spend three to five days researching, mapping and preparing for their regions presentation to the Railroad Board.
7. Students will present their case to the Railroad Board as to why the railroad should come to their particular region and identify which towns or areas within their region should be accessed first and why.
8. The decision of the "Railroad Board" will be presented to the class the next day, depicted on a map with reasoning and the class will discuss the decision.
9. Hand out Map B and discuss the politics behind the actual location of Idaho's railroads.

MAP A







MINING

PROSPECTORS: ANYONE CAN GET RICH QUICK

By Barbara Agnew, Theda Torgerson, Marilyn Sweeney, Kris Udy

Beginning in 1860, a gold rush brought many new people into Idaho. Idaho's first gold was discovered in the Clearwater country at Pierce. Gold miners invaded Nez Perce land. The gold rush brought many people from many different places. After arriving at the mining camps and working as miners, some came to realize they could make more money in taking on new occupations, for example, store merchants, saloon keepers. Florence was a very rich gold strike in the Salmon River country. There was enough gold in Boise Basin to last for many years. Most gold rush mining was placer mining. Placer mining took gold only from the soil and gravel near the top of the ground. They used a double pointed pick and shovel. Rocker mining was a cradle-type gold-washing machine. Earth was thrown into the pan, water turned on it, and a long strainer was set to rocking. Sluice mining was where a sloping trough was used to catch gold from the dirt and gravel washing through it. A claim jumper might follow the veins of gold when someone would make a strike and go to file that claim before the owner would have a chance. Very few families came to the mining camps. Many Chinese miners worked in Idaho's gold mines. Three million dollars worth of gold was mined in Idaho between 1860 and 1880.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Acquire an understanding of when, how, and why gold was the main catalyst which settled parts of Idaho.
2. Role play various occupational and cultural backgrounds that the gold seekers brought to Idaho.

MATERIALS:

1. Cloth scraps or felt for mining poke or pouch.
2. Drawstring (yarn or string) for pouch.
3. Small pebbles (lots!)
4. Gold spray paint
5. Straight pins for attaching occupation cards

MATERIALS INCLUDED:

1. Pattern for pouch
2. Game cards
3. Role Identification Cards

LESSON PROCEDURE:

1. Introduce the lesson by giving the students a background of mining in Idaho.
2. Make a pouch with drawstring out of felt or cloth material.
3. Make gold nugget out of small pebbles sprayed with gold paint. Make enough for twenty for each student, plus a large number for "Bank" and rewards. Students can earn gold nuggets as rewards in days previous to the game.
4. Discuss the idea that people with many different backgrounds and occupations came to Idaho during the gold rush. Many of them took on new jobs after they arrived here. Tell students the game will be played as people with their new "boom" town occupation.
5. Students take on roles and play out game.

Closure: Teacher leads discussion of results of game: "Who is holding all the money? Did the miners, the Chinese, or the merchants get rich?" Class could write a group story with themselves as characters, summarizing where they came from and their new life in the mining camps. Conclude by summarizing how their personal journeys affected Idaho.

"GET RICH QUICK!" GAME

Post somewhere in room:

Time: Spring, 1860 Place: Tributary of Clearwater River

DIRECTIONS:

1. Pass out twenty gold nuggets to each student to put in pouch. (They may already have some if they have been earning them.)
2. Students draw a New Occupation Card. There is only one Elias D. Pierce. Other occupations (particularly miners) will have two or three students to form a group.
3. Students sit with their occupations group. Each student should have his own pouch. In addition, a group "pot" should be established with each person contributing equal numbers of nuggets (perhaps two to begin with, but it can be a group decision). If pot runs out during the game, each will again need to equally contribute.
4. Teacher emphasizes that at times the students will act as individuals and at times they will act as a group. Game cards will give specific directions.
5. Teacher is the banker and manages all remaining nuggets. A loan can be given when a student loses all his/her gold nuggets. The loan will be repaid at the end of the game.
6. Teacher sets a specific time limit for game (45 min.-1 hr. suggested).
7. Game begins as the teacher announces that Elias Pierce has discovered gold on the Clearwater River!
8. Begin with Pierce drawing a Game Card and go systematically around the room having one student from a group draw a game card; read it aloud; all follow the directions.
9. Continue playing until time is up. (Game Cards can be shuffled and reused if necessary.)
10. When it is time to end, the banker collects all loans (Anyone unable to repay their loan might "owe" the teacher a favor over the next few days).
11. Groups total their group nuggets and their individual nuggets to see who GOT RICH QUICK!

EXTENSIONS, VARIATIONS, SUGGESTIONS:

- Write more game cards keeping in mind how they will affect the end result.
- Write cards to intertwine old and new professions.
- Play with individuals in roles, running two or three games at a time.
- Watch for high emotions. Sometimes it might not feel "fair" to some students (and it wasn't in a gold camp).
- Nuggets could be used to "buy" other rewards if you choose.

GET RICH QUICK - OCCUPATIONS

TEACHER: MAKE 3 COPIES.

FORMER OCCUPATION	NEW OCCUPATION
Civil War Soldier	E. D. Pierce, Prospector
Chinese Railroad Worker	Chinese Miner
School Teacher	Merchant
Blacksmith	Freighter
Lawyer	Saloon Keeper
Sawmill Worker	Sluice Miner
Farmer	Placer Miner
Preacher	Rocker Miner
Doctor	Claim Jumper
Dentist	Judge

<p>Elias D. Pierce becomes friends with the Nez Perce and trades with them. Pierce pays 2 gold nuggets to Bank.</p>	<p>Chinese miners work hard, sometimes day and night, often taking more gold from mines that other miners worked before them. Each Chinese miner receives 10 nuggets from the bank.</p>
<p>Elias D. Pierce builds 8 log cabins to become part of Pierce City, Idaho's first mining camp. Pierce pays 8 gold nuggets to bank for construction of cabins. Elias D. Pierce collects 2 gold nuggets from each of the sluice, placer and rocker miners.</p>	<p>Placer miners work hard for 30 straight days. Gravel yields many nuggets. Placer miners' group gets 10 nuggets from the bank.</p>
<p>Chinese miners are taxed extra because they are Chinese. Each Chinese miner pays 1 nugget to bank.</p>	<p>Sluice miners catch many gold nuggets in sluice boxes. Sluice miners' group gets 6 nuggets from bank. They reward Chinese miners for hard work. Sluice miners' group give 1 nugget to each Chinese miner.</p>
<p>Chinese number more than 500 in the Pierce and Orofino mines in March 1865. By December 1865, nearly all of the 120 miners left are Chinese. They pay from \$100 - \$500 for old mines. Each Chinese miner pays 3 nuggets to the Bank.</p>	<p>Saloon keeper hires a lazy worker who gives bad service to customers. Saloon keepers' group pays 1 nugget to all players.</p>
<p>Merchants charge high prices for food, clothes, boots, kettles, tobacco and tools. Each miner pays 1 nugget to Merchants' pot.</p>	<p>Merchants cheat Chinese miners. Judge fines them and orders merchants' group to pay 2 nuggets to each Chinese miner.</p>
<p>Claim jumper gets caught when rocker miners return to find him working their claim. Claim jumpers' group pays fine of 5 nuggets to judges groups' pot.</p>	<p>Creek floods, bridge breaks and merchants' new supplies are lost. Merchants' group pays 5 nuggets to the bank.</p>

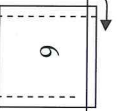
<p>Merchants charge \$1.00 a dozen for green onions and \$2.00 a dozen for fresh ears of corn because fruit and vegetables are scarce. Each Player pays 1 nugget to Merchants' pot.</p>	<p>Camp Court was decided by election among miners. Claim jumpers are captured, found guilty and fined. Each Claim Jumper pays a fine of 3 nuggets to Judges groups' pot.</p>
<p>Merchants sell flour, bacon, beans, lard and salt as the main food of miners because they don't spoil. Each player pays 2 nuggets to Merchants' pot.</p>	<p>Camp Court collects fees for each claim recorded. Each miner pays 1 nugget to Judges groups' pot.</p>
<p>Freighters charge \$1.50 to send letter home. Each player pays 1 nugget to freighter jobs.</p>	<p>One of the richest placer gold strikes ever made in the U.S. was on a tributary of the Salmon River. Each placer miner pays recording fee of 1 nugget to the judges groups' pot.</p>
<p>Freighters charge large fees for transporting goods. Freighter group takes 5 nuggets from Merchant groups' pot.</p>	<p>Each placer miner collects 10 gold nuggets from the Bank as a reward for the richest placer gold strike on a tributary of the Salmon River.</p>
<p>Freighters pay Indian Chief Ruben and Wm. Craig to use the ferryboats built to cross the Snake and Clearwater rivers. These ferries make more than most miners. Freighters' group pays 10 nuggets to bank.</p>	<p>Sluice miners move exceptional large amounts of gravel. Each sluice miner pays 2 nuggets to the Bank.</p>
<p>Claim jumper steals placer miner's picks and shovels. Judge fines claim jumper. Claim jumpers' group pays 1 nugget to each placer miner.</p>	<p>Sluice miner George Grimes is killed by Indians while mining on Shoshoni land. Sluice miners' group loses 5 nuggets from their pot to the Bank.</p>

<p>Sluice miners go into camp for groceries. There is only one sack of flour, a 100 lb. sack; so they buy it for \$150. Sluice miners' group pays 3 nuggets to Merchants groups' pot.</p>	<p>Placer miners hear about gold strike in Canada and leave that night. Placer miners' group pays 5 nuggets to freighters groups' pot to get down the mountain with their supplies</p>
<p>Saloon keeper has a huge crowd on the 4th of July, 1861. Each player pays 1 nugget to each saloon keeper.</p>	<p>Rocker miners sharpen their picks. It's a sunny week and their riverbed yields many nuggets. Each rocker miner gets 5 nuggets from the bank.</p>
<p>Rocker miners gamble and lose much of their gold. Rocker miners' group pays 5 nuggets to Saloon keepers groups' pot</p>	<p>Rocker miners get discouraged and homesick for their families. They are too sad to work. Each rocker miner pays 2 nuggets to bank.</p>
<p>Saloon keeper feels good about recent gold strikes and spends lots of gold on fine furnishings. His group pays 4 nuggets to Freighters groups' and 4 nuggets to Merchants groups' pot.</p>	<p>The hill where rocker miners are working collapses, leaving 2 injured. Rocker miners' group pays 5 nuggets to bank.</p>
<p>Saloon keeper has a good night. Each player pays 1 nugget to saloon keepers' pot. But the saloon keeper gambles and loses. The saloon keeper keeps pay 1/2 of their whole pot to bank.</p>	<p>Claim jumper slides into town and works for merchants for a few days. Merchants' group pays each claim jumper 3 nuggets</p>
<p>Placer miner works for 25 straight days. Gravel yields many nuggets. Each placer miner get 6 nuggets from the bank.</p>	<p>Claim jumper works mine while sluice miners are in town. He has a good two days. Claim jumpers' group sneaks 2 nuggets from bank.</p>

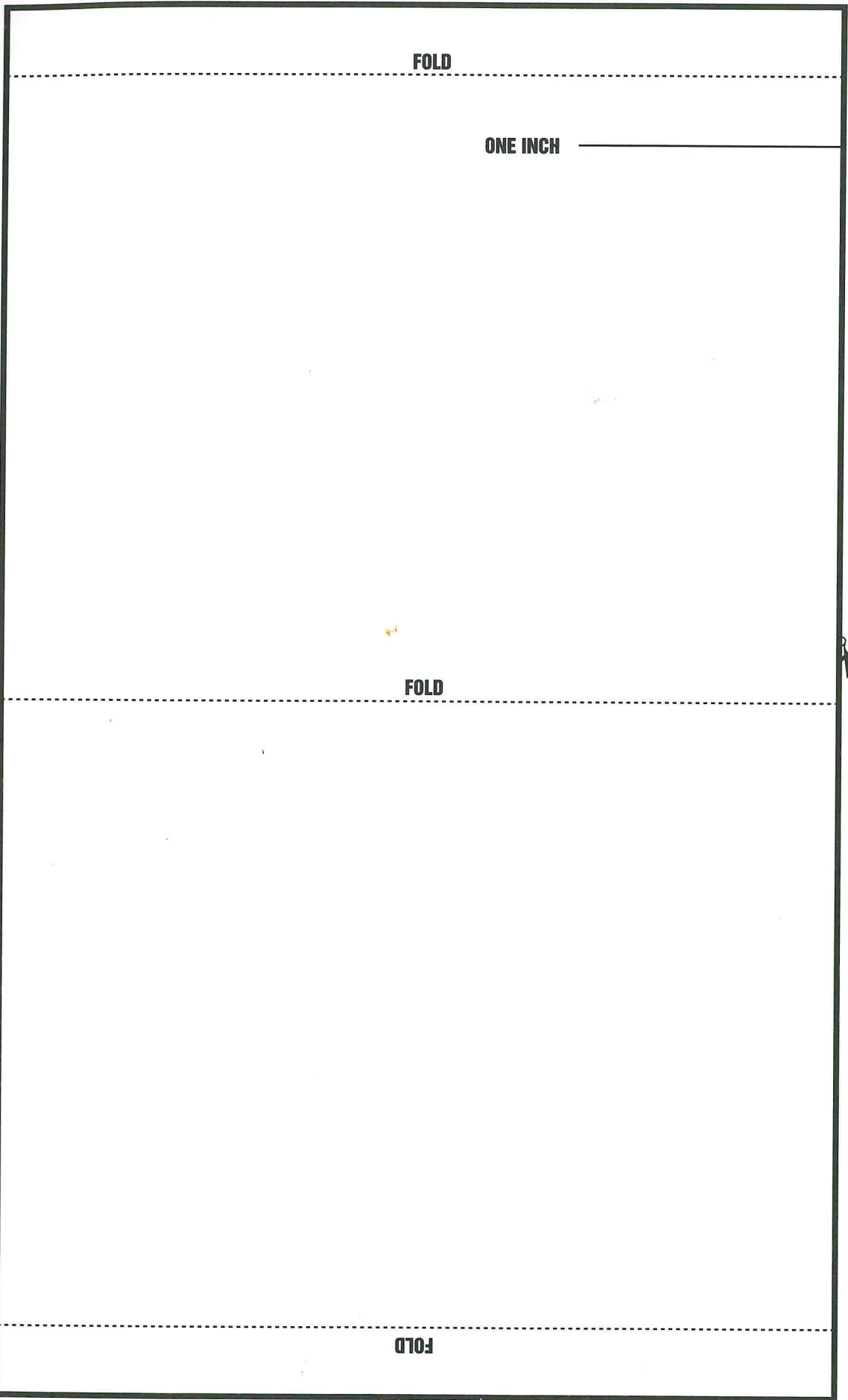
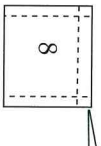
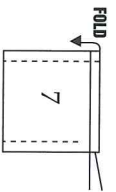
4 & 5

DIRECTIONS:

1. Cut on solid line for pattern
2. Cut shape out of cloth or felt
3. Fold on center fold line
4. Sew left side up completely
5. Sew right side up to one inch mark
6. Lay cord or string on top fold line



7. Fold on top fold line, knot drawstring
8. Sew all the way around, being careful not to stitch drawstring down





MINING

WHO'S MINDING THE MINES ?

By Marjie Atkins, Carol Sue Hautz, Lise Kutzman, Dan Prinzing

Who's Minding the Mines? creates a role-playing analysis of the economic interdependence of town, corporation and livelihood. For most of its history, Idaho has supplied raw materials to distant markets. Those markets in turn have controlled the state's economic health. From territorial years to the present, Idaho's economy has been marked by boom or bust instability. In some cases this instability has sparked problems or even violence in areas threatened or uncertain of their economic future. Certainly this cautious link has been ever-present in Idaho's mining towns.

The boom or bust of a mining town depended largely upon the mine. If the mine boomed, so did the town. The impact of an impending closure, or bust, effected the town and people in various ways. Depending, of course, on the actions of the company toward its employees, a thriving community could be crippled to economic stagnation. Compounded by environmental concerns, industrial watchdogs, and world markets, our question in this lesson is just who is minding the mines?

LEARNING STATEMENTS :

THE STUDENT WILL LEARN:

1. Actual issues, conflicts, and concerns in Idaho's mining history.
2. Gain awareness of the variety of perspectives and complexity of issues associated with economic bust.
3. Express ideas orally to form an argument or build a collective case in a role played scenario.
4. Prepare predicted outcome based upon the group's dynamics and the roles outlined.

MATERIALS :

1. Overview map of Idaho's mining history
 2. Mining situation scenario *
 3. Role playing character parts *
 4. Character sketch handouts *
 5. Vignettes on mines and mining issues, conflicts, concerns *
- (* Denotes materials included in this lesson design)

LESSON PROCEDURE :

1. Arrange the room to facilitate a Town Hall meeting.
2. As the students enter the room, the teacher (acting as Mayor) randomly hands out parts to students who are instructed to sit in the semi-circle of chairs for the town meeting.
3. With all roles assigned and seated, the remaining students will fill in as audience participants assigned to complete the character sketch handout.
4. Instruct the audience students to fill-in the designated information on the character sketch by listening for key information as presented by the role playing participants.

5. The Mayor calls the town meeting to order and reads the situation scenario to the townspeople.
6. Calling for comment, the Mayor recognizes individual role responses to express their view toward the possible mine closure.
7. The teacher will share the vignettes from Idaho's mining history and draw attention to locale by highlighting key locations on the map of Idaho's Mining History.

MINING IN IDAHO: WHO'S MINDING THE MINES ?

Environment:

As early as 1899 in the Coeur d'Alene mining district, farmers complained that metals and tailings were destroying crops and lands downstream from mining operations. After considerable legal battling, the land owners were awarded one dollar for damages. However, in response mine owners built dams and ponds to contain tailings, made financial offers to shut-up farmers, and bought large tract easements surrounding the mine and smelter operation.

Bunker Hill mine "cut a deal" with the Federal Government concerning surrounding timber lands to preclude lawsuit or claim of environmental damages resulting from mining.

In 1918, after mine and smelter workers complained of health problems, the federal government issued that workers "may become leaded" and that lead was poisonous. Bunker Hill management responded that workers needed to control the fumes and dust and be responsible for personal hygiene. In 1924 Kellogg residents began seeking damages.

By 1971 air pollution was cited as the number one concern in Shoshone County.

Corresponding with a 1973 baghouse fire (the baghouse was a crude mechanization of collecting smelter fumes and dust particulants containing lead) in which higher levels of lead particulants were entering the atmosphere, over 98% of the children living in the area were tested as containing lead in excess of the danger level. Filing suit against the corporate owner of Bunker Hill, YOSS ET, AL, vs Gulf Resources drew attention to the dangers incurred from living in Kellogg at the time of the fire. The suit was settled out of court.

In 1981 the Bunker Hill mine and smelter were closed due to the pressure of EPA standards for lead emission and corresponding lawsuits.

Preservation:

Simply stated, in Idaho's mining history, mining took preference preceding agriculture. Evidence of land and soil erosion and water contamination were viewed as acceptable by-products to preserve the economy.

WHO'S MINDING THE MINE? ROLE PLAY SCENARIO AND CHARACTERS

The Gem Mining Corporation, a company with 1,500 shareholders, operates a large silver mine in Aurora, Idaho. This silver mine is just one of many locations the Gem Corporation operates. In fact, this silver mine sits next to a Gem silver smelter. Aurora, Idaho, is a small town, and just about everyone seems to be connected to Gem in one way or another--either they work at the mine or smelter or they own businesses whose revenues depend on the income of Gem employees and their families.

Gem has 550 people working at the mine--80 salaried workers and 470 hourly workers. Some of the employees have parents who worked in and retired from this silver mine. There has been a union at the mine ever since it opened in the 1880's. The union employees' wages at Gem's Aurora silver mine are higher than average because they are based on the higher wages of the smelter next door.

Aurora is situated in the northernmost part of Idaho and is just across the Canadian border. The next largest manufacturing town is 300 miles south, and Gem's closest competition is located even farther south.

A typical customer of Aurora's silver mine is a small silversmith located perhaps 100 miles away which depends heavily on Aurora for its inventory. Their next closest supplier is located much farther away than Aurora's mine, and that supplier's silver is lower quality and higher-priced and the transportation costs are greater.

For the last six years, Aurora's silver mine has not been profitable, despite the best efforts of their CEO Chris. The rest of the company has been carrying the mine's expenses. Dwindling markets are the major reason the mine is losing money as the population growth has shifted from the industrial north to the Sun Belt. Transportation costs for getting silver into the now distant marketplace have further decreased Gem's competitiveness. In addition, the mine's profits are damaged by the higher labor costs associated with the union workers, who earn about \$5 more than they would for similar jobs with other companies.

In the last three years, the handwriting on the wall has become clear -- it is unlikely that market conditions will change enough to restore demand. There is little that can be done about the transportation situation, and despite the capital investments made through the years to modernize the mine, it is still technologically outdated. Although there have been many talks with employees regarding the mine's perilous situation, the union has not given any indication that they would consider taking the necessary wage cutbacks to make the mine's labor force more competitive.

Another element of the current business climate involves a group of environmentalists who recently published a guest editorial in the Aurora Tribune. The group has plans to launch a massive drive to have Idaho's Silver Valley declared a wilderness area, which would prevent mining and logging. Gem depends heavily on this valley for its raw materials at the mine and smelter.

To make matters more complicated, the U.S. Environmental Protection Agency has recently passed tough new laws requiring expensive pollution-control devices to be installed at Gem's mine and smelter. In public hearings, Gem officials stated that it would be financially impossible to install the required devices at both Aurora locations. It is possible for the government to grant a waiver on the devices if warranted by the circumstances.

Based on this information, should the mine be closed even though the closure will have a dramatic impact on Gem's shareholders, employees, customers, and the Aurora Mining Company.

CAST OF CHARACTERS - AURORA MINING SITUATION

COMPANY REPRESENTATIVE - CHRIS WALSH, CEO OF GEM MINING COMPANY

AGE: 45

Chris has been with Gem Mining Company since its opening 20 years ago. At that point in time, the market for silver was large and profitable, as well as close to the Aurora mining facilities. In the last six years, Aurora's close markets have dwindled, the silver market declined, and transportation costs increased. Gem cannot afford to carry Aurora's mine and smelter operating costs and employee benefits. Although he is concerned about the well-being of Aurora's mine and smelter workers, Walsh has no choice in this case but to close them down.

AURORA MINE REPRESENTATIVE - TOM FLAGGERTY, MINE MANAGER

AGE: 47

Tom is a native of Aurora, Idaho. He was born and raised in Aurora where he attended school until the 8th grade. At that point in time, he went to work in the Aurora silver mine. He began as a miner, and worked his way up to mine manager. He has worked for Gem since he was 16, and has invested his time and energy into the company and mine. Tom is very protective of his employees, who are like a family to him. If the mine closes, the lives of 550 employees and their families will be impacted by unemployment, displacement, and loss of benefits.

AURORA SMELTER REPRESENTATIVE - DAVID ADAMS, SMELTER MANAGER

AGE: 46

David has worked for both the mine and smelter in Aurora since moving to the area 20 years ago. He is single, but attached to the town and its people. If the mine closes, it is inevitable that the smelter will close as well. That means he and 278 others will be out of work. While he is single and may easily relocate, he feels responsible for the fate of his employees and their families.

SHAREHOLDERS OF THE GEM MINING COMPANY

Various ages 28 and up, and genders.

*The number of shareholders you use will depend on the size of the class, and the number of students who are not assigned roles. Try to have an even number of students who are shareholders for the mine and smelter.

The shareholders do not want the mine to close. They have invested their life savings into the mine/smelter which will be lost if the mine/smelter closes. Although they realize the problems associated with the mine, they would rather continue to push for change than close the mine.

DANNY O'LEARY, UNION REPRESENTATIVE, AURORA SILVER MINE

AGE: 35

The union miners do not want the mine to close, or take a cut in pay. These workers joined the union in the first place to ensure their jobs and rights. They are highly skilled, and have fought to earn the respect these skills deserve. Closing the mine does not mean Gem will save money. They will have to pay unemployment benefits and pensions. The union members feel Gem could keep the mine open and not cut pay if they cut unnecessary company expenses.

JOHN FLEMMING, UNION REPRESENTATIVE, AURORA SILVER SMELTER

AGE: 36

The members of the smelter union feel the same as the union members in the mine. The mine may have some high expenses attached to it, but don't most businesses? If Gem closes the mine, the smelter will also close cutting a huge amount of income for the corporation. The corporation will also have to provide unemployment and retirement benefits for all the employees of the smelter.

STEVE JOHNSON, ENVIRONMENTAL PROTECTION AGENCY REPRESENTATIVE

AGE: 47

Mr. Johnson recommends the closing of the Aurora silver mine due to the high lead content found in the water and soil, as well as the health danger of the chemical waste dumps north of the mine and smelter. Furthermore, the company has not installed the required pollution control devices on the mine and smelter. Until they do, the mine and smelter will not, by federal law, be allowed to operate.

MARY ANDREW, MOTHER OF 4 SCHOOL AGE CHILDREN

AGE: 42

Mrs. Andrew expresses great concern over the health of her children. She has noticed an increase in respiratory illnesses, and complaints of dizziness. In addition to their health problems, Mrs. Andrew feels her children's scholastic progress has suffered since moving to Aurora 6 years ago.

CONRAD MILLER, WIDOWER, FATHER OF 3 SMALL CHILDREN

AGE: 36

Mr. Miller has worked for the Aurora silver mine for the past 5 years. He never finished high school, and his only skills were gained through working at the mine. If the mine closes, Mr. Miller will not be able to support his family.

MISS SANDY OWINGS, 4TH GRADE TEACHER

AGE : 33

Miss Owings feels that the pollution from the mine and smelter has increased, and the grades of her students have declined. Certain chemical compounds released from the mine and smelter are known to cause brain damage and learning disabilities. For proof, she presents her student's I.T.B.S. (Iowa Test of Basic Skills) scores over the past 11 years, and shows the gradual decline of scores in all areas.

KENT PETERSON, SCHOOL BOARD CHAIRMAN

AGE: 56

Kent Peterson has lived in Aurora all his life. He is married with 2 children. Mr. Peterson feels the closure of the mine and smelter would seriously hinder the Aurora school system. The mine and smelter provide a strong tax base for the schools, and closure of these companies would result in a loss of jobs, people, and tax dollars.

MIKE HARRIS, ROGER SILVER COMPANY, NEW MEXICO

AGE: 51

Not only has the quality of silver Mike has purchased from the Aurora mine over the past years deteriorated, but the transportation costs for that silver have increased. His company has recently purchased their silver from the mines in Southern Nevada, and feels their loyalties would lie with these higher quality, less expensive mines.

STEWART AILOR, FORD INTERNATIONAL SILVER COMPANY

AGE: 42

Mr. Ailor is a buyer for a retail silver company whose main supplier is the Gem mine in Aurora. Transporting the silver less than 200 miles has cut down on costs, making the final product very competitive with other silver companies. If they lose their main source of supply, the branch will close, and 40 employees will have to transfer or be unemployed.

JOHN HAUNTZ, FORMER AURORA MINER

AGE: 58

John has given his adult working life to hard rock mining. He has been given a disability retirement by the Gem Mining Corporation due to his health problems. He has emphysema, hearing loss from blasting, and internal bleeding. If the mine closes, he loses free health care, medical insurance, and prescriptions. In addition, his retirement will be reduced or lost. He is typical of many other employees of the Aurora mine and smelter.

BARRY PEARSON, LUMBERMAN, ST. JOE TIMBER COMPANY

AGE: 31

Barry is the sawyer for the St. Joe lumber company which supplies the mine timbers for Gem. This is the sole contract for the company. If the mine closes, it will impact the jobs of 80 employees, 60 wives, and 150 children. Fifty of these families are permanent residents of Aurora.

MARIE WOLFE, EMPLOYEE OF AURORA SMELTER

AGE: 34

Marie is a widow with 4 children ages 6-14. Her husband was killed 5 years ago in a mine disaster in the Aurora Mine. This is the only job she could get that would be close to a man's wage, provide health benefits, and keep her family together. If the mine closes, the smelter will also close. As a woman, it will be hard to compete with so many unemployed men for work.

DR. HOWARD JOHNSON, M.D.

AGE: 53

Dr. Johnson is employed at the Aurora Clinic, funded by the Gem Mining Corporation. Dr. Johnson has operated the clinic for 25 years. During that time, he has served two generations of miners and their families. He is the only source of medical care these families receive. A closure would mean the end of the people's medical insurance, and the closing of the clinic as the company would no longer have an economic interest in the town.

KEN CARSON, AURORA GROCERY STORE OWNER

AGE: 47

Mr. Carson is the third generation owner of the grocery store in Aurora. Eighty percent of his customers are made up of Gem mining and smelter families. He employs 40 locals: 10 men and 30 women. The loss of mining customers will mean a closure of his business. The next closest grocery is 70 miles away.

LARA HOPKINS, OWNER OF THE AURORA OUTFITTER

AGE: 35

Lara is a single mother raising 2 small children. Her store specializes in logging and mining clothing. She purchased and moved to the building 2 years ago. In order to make this purchase, she acquired a bank loan for \$100,000. Closing the mine would be a disaster for her.

JOYCE AND THANE BERGER, OWNERS OF AURORA'S FINE FURNITURE

AGES: 30 AND 33 RESPECTIVELY.

The Bergers are the owners of Aurora's furniture store. They are leaders in the community who contribute to the schools and support worthy causes. Their business carries top quality yet moderately priced furniture. If there is wide spread unemployment and the economy slumps, they could not hold on to their business.

ARNOLD SALES, OWNER OF SALES LUMBER COMPANY

AGE: 55

Mr. Sales is for the closing of the Aurora mine and smelter. Due to the smelter smoke, little grows in the area--lawns, trees, flowers, etc. He needs a source of timber to carry out plans for the future of the company. At this time he employs 100 people. The closure of the mine and smelter would allow trees to again grow on the hillside, which would greatly improve his business.

HOTEL OWNER, KEN POLLWORTH, AURORA GRAND HOTEL

AGE: 46

The closing of the mine would benefit the hotel. Most of Mr. Pollworth's business comes from tourists passing through Aurora. The noise from the smelter and mine is so bad patrons have a hard time sleeping. Furthermore, the smelter smoke and ash irritate many people's sinuses. The once beautiful rose garden and atrium of the hotel have been damaged by the fumes released from the smelter. As a result, many tourists don't pay the hotel a second--if they even finish their first--visit.

CONNIE CAMPBELL, DEVELOPER

AGE: 28

Miss Campbell is a native of Aurora. She has returned in order to try and help the slumping economy. The company she represents would like to develop a hotel, restaurant, and recreational facilities on nearby Silver Lake. The lake is a natural lake, long and wide with many natural harbors. If the area is developed, there will be new jobs, and income to the community through tourism. The lake and neighboring hillsides have been damaged due to the heavy pollution from the mine and smelter. This damage, however, could be reversed, and the facilities developed if Gem were to close the mine and smelter.

IDAHO MINING SITUATIONS

I. COEUR D'ALENE MINING WARS

Unions did not begin in the Coeur d'Alene mining district until the early 1890's. At that time, miners began to organize in order to secure higher wages for their skills, safer working conditions, better hours, control over health benefits, and hiring practices. Unions and their members were not very well liked by mining companies as they forced the managers to improve conditions, pay, health care, etc. Many mine managers formed their own organizations in order to keep up with the local union activity of the miners. All of this organization and competition for power led to conflict in the mines and mine towns, and often times the result was violence and death.

Problems arose in the district in 1892. At this time, the price of silver dropped, and railroads raised their rates on freight shipments. Rather than pay the higher shipping costs, the mine companies closed their mines. The idea was to deny the railroads their shipping income, thus forcing the railroads to drop their rates. When the mines reopened, wages were cut. Unhappy with this change, the union members went on strike. Instead of bringing change, union members were fired, nonunion, scab labor imported, and wages remained the same.

In July of 1892, the situation became violent. Because they had feared the worst, the company hired guards to protect their buildings. The presence of the guards, scabs, and unemployment brought tensions to the surface. On July 11, union members and guards exchanged gun shots. The shooting went on for hours. In the midst of the battle, dynamiters launched a bundle of explosives into a water pipe at the Frisco ore processing mill. The valley was rocked by the explosion, and the mill was demolished by the blast. The guards and scabs immediately surrendered, and the union celebrated a short lived victory.

Due to the violence in the district, Governor Norman Wiley declared martial law, bull pens were created in the district, striking miners were arrested, and imprisoned in the pens. At a later trial, 13 were found guilty. While in jail, these men formed a new, more powerful union--the Western Federation of Miners (WFM).

II. THE SECOND BATTLE OF BUNKER HILL

In 1893, Idaho was in the middle of a depression. Between the years 1894-1898, the economy improved, and new political officials were elected. In the wake of these changes, union members decided to once again push for reform in the mines. On more than one occasion the miners went on strike and demanded change. Some of these were higher wages--\$3.50/day for all miners--regardless of their position, only union workers in the mines, and the right of unions to have a say in hiring procedures for the mines.

The mines held steady and refused to give in to the pressure of the union. The result was increased union activity and animosity, as well as anti-union sentiments among the managers and some townspeople--especially as violence became unavoidable. In order to defeat the unions, the companies then organized a group called the American Protective Association. This group was nationalist, and anti-Catholic (most of the miners in this region were Irish-Catholic immigrants). They went to the governor, asked for a militia, and weapons to be sent to the region. The governor granted their wish, and the company was now in total control of the town.

In 1898, the union (WFM) went on strike in order to prove their strength to the people and companies in the district. This demonstration soon became out of control. Several union members hijacked a Burlington Northern train, and demanded it go to Wardener, the location of the Bunker Hill and Sullivan Mining Company headquarters. Shortly after their arrival, shots were exchanged, there was a dynamite explosion, and several company buildings were destroyed.

At this point it became apparent the situation was out of control, and Governor Steunenberg declared martial law in the region. Troops were sent in, bull pens once again set up, and many people imprisoned. As the situation began to come under control, the company resumed hiring for the mine. In an attempt to prevent future unions in the mines, companies came up with a new hiring procedure. In order to secure a job with Bunker Hill, you had to take an oath in which you stated you never were, or will be a part of a union. The company was now in control of the mine and town. Many realized Bunker Hill and Sullivan had won, and left the district for other mining areas.

To bring a violent end to the story, in 1905, Frank Steunenberg, Idaho's governor during the events at Bunker Hill, died in an explosion at his Caldwell home. The Western Federation of Miners was blamed, and key people were investigated. Years later, several WFM leaders were tried, and found not guilty. (Scenario courtesy of Karen Gowland, Boise Cascade)

MINING INFLUENCE IN IDAHO NAMES

The discovery of gold in Lemhi, Boise, Clearwater, Latah, Owyhee, and Idaho counties between 1861 and 1863 drew thousands of prospectors, miners, and investors. Mining camps quickly gave way to mining towns, some of which last to this day. Streams where gold was found took the names of gold discoverers or of some characteristic of the discovery. Names originating in mining activities during this period include *Centerville*, *Bogus Basin*, *Eldorado Gulch*, *Idaho City*, *Mores Creek*, *Pioneerville*, and *Placerville* in Boise County; *Orofino Creek*, *Pierce*, and *Orogrande*, in Clearwater County; *Warren*, *Buffalo Hump*, *Florence*, *Elk City*, and *Burgdorf* in Idaho County; *Silver City* and *Ruby City* in Owyhee County. Almost every mining camp had its *Slaughterhouse* and *Garden* creeks, for miners had to be fed. Supply bases sprung into being. Lewiston was the earliest and the most important, since it could be reached by steamboat from the Pacific coast, with supplies then trailpacked to the Clearwater and Idaho gold fields. Mount Idaho and Emmett also served as supply bases.

New gold, silver, and lead fields opened up. Each led to new names drawn from those of miners and mines and given to the streams and gulches where claims were located. *Allan*, *Basinger*, *Carver*, *Cary*, *Chamberlain*, and *Chaney* creeks honor miners. *Ajax Peak*, *Baby Grand Mountain*, *Blackhawk Bar*, *Bluejacket Creek*, and *Big Gulch* are named for mines. Prospectors in the 1860s and later dubbed streams and nearby features for the minerals found there. Thus, there is a proliferation of gold, silver, iron, lead, and copper features, but only occasionally stibnite, coal, cobalt, cyanide, or salt. Gold, for example, occurs where only a small amount of the precious substance was found or where it was sought, as well as where it might have produced great wealth. Though one can hardly tell by the number of gold features alone where the richest gold fields were, there is no difficulty in locating the areas where gold was actively sought and often found.

EXAMPLES:

BUNKER HILL (JEFFERSON). Presumably named for the American Revolutionary War battle.

LEADORE (LEMHI). Named for the lead-silver ore in the area that brought the mining town into being.

STIBNITE (VALLEY). A profitable mining town that produced ore from 1932 to 1952.

ELK CITY (IDAHO). The oldest mining town in the county. Founded 6 August 1861, within three weeks it had a population of nearly 1,000 and 25 buildings. By 1866 the Elk City gold production reached \$3,600,000. In 1888 there were 400 Chinese in the town.

The name comes from the creek on which it is situated; both the creek and the valley had previously been named for the elk that grazed in the valley and drank from the stream.

Source IDAHO PLACE NAMES; Lalia Boone, The University of Idaho Press, Moscow, Idaho. 1988.

**CHARACTER SKETCH
WHO'S PLAYING WHO?**

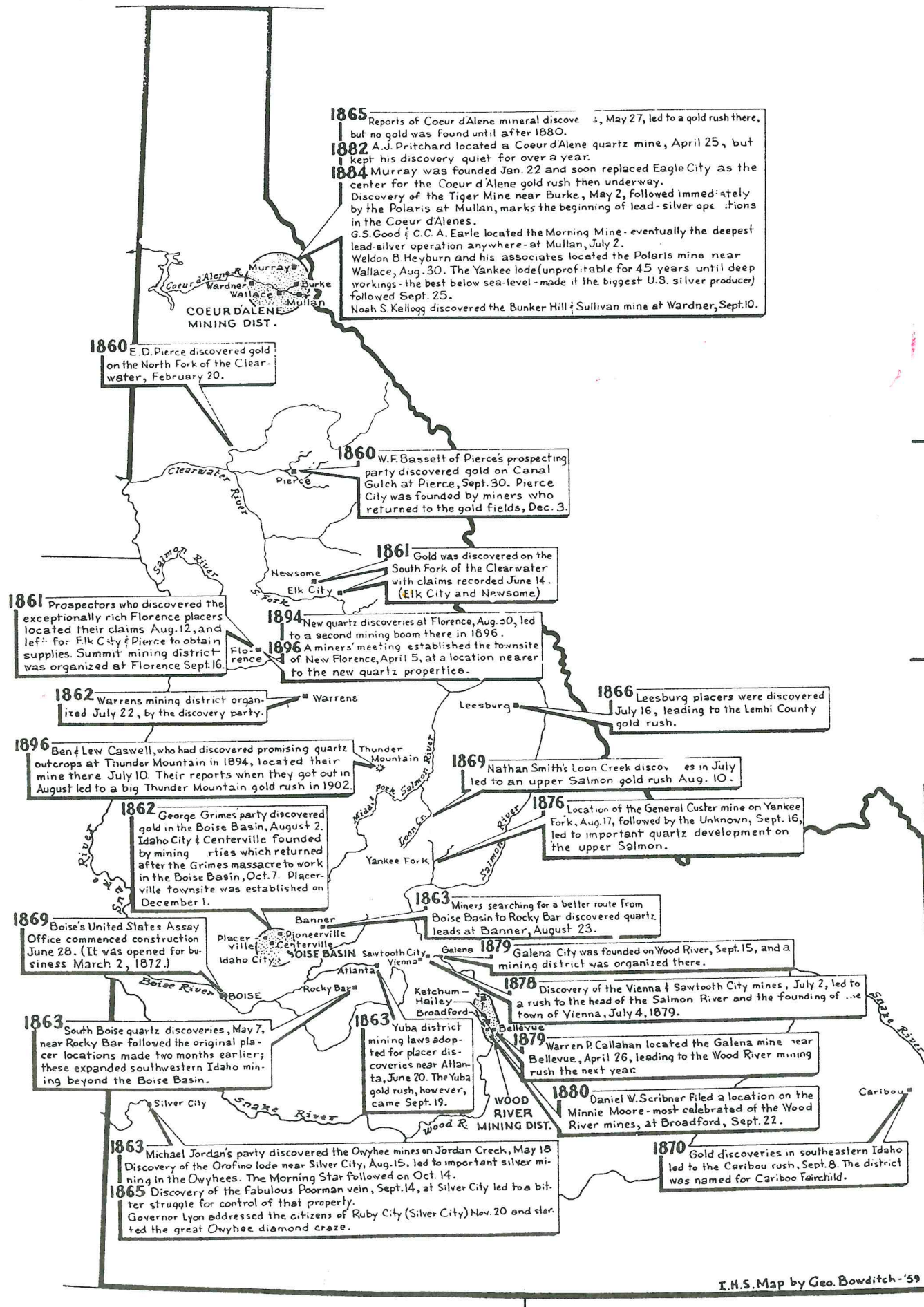
Identify each character as portrayed in the townhall presentation.

1. Identify the character by name or occupation.

2. Identify his or her position concerning the mine closure.

3. What is the basis for his or her argument ?

Idaho's Mining History



I.H.S. Map by Geo. Bowditch '59

TERRITORIAL GOVERNMENT AND STATEHOOD



GO AHEAD: STATE MY TERRITORY!

By Janet Allen, Tim Archibald, Peggy Hurd, Bonnie Krafchuk

Idaho's shape changed many times before it came to have its present-day boundaries. First it was part of the Oregon Country. Then it was contained in the Oregon Territory, the Washington Territory, and finally the Idaho Territory. The final shape was decided upon at the time of statehood in 1890. In this activity, the students will work in cooperative groups to decide how to split a territory into 5 states and draw the boundaries. They will use a disguised map of the northwest and take into consideration population, landforms, and natural resources.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. use natural resources, landforms, and population to determine boundaries for five states within a territory
2. work in cooperative groups using decision-making skills
3. justify placement of boundaries
4. compare results with the current boundaries of the 5 northwestern states

MATERIALS:

1. map of Haak Territory* for each student
2. overhead of Haak Territory with an overlay of 5 states*
3. one transparency of Haak Territory for each group
4. transparency markers (a different color for each group)

(*Denotes materials included in this lesson design)

LESSON PROCEDURE:

1. Teacher divides class into cooperative groups and gives each group a map of Haak Territory without revealing its true identity.
2. Explain to class that it is the job of each group to divide the territory into 5 states taking into consideration natural resources, landforms and population, and any other factors they feel apply.
3. Each member of the group should agree on the boundaries and be able to defend the reasons for his/her divisions.
4. Each group will choose one spokesperson, and one cartographer. The cartographer from each group will transfer the group's final borders onto the transparency. Then they will come to the overhead and place their group's transparency over the teacher's map of Haak Territory and the spokesperson will justify the choices made.

5. The teacher may wish to stack the transparencies to compare borders of all groups. Also the teacher might choose to have the class debate the borders in new cooperative groups (one from each of the original groups) and come to a consensus.
6. The teacher then displays the real borders of Washington, Oregon, Idaho, Montana and Wyoming using a transparency overlay.
7. Discussion proceeds, noting differences and similarities between the actual boundaries and the students' and why the actual boundaries became the way they did.

EXTENSIONS :

1. The students name their states and gives reasons for their names. (This should be done before revealing the actual states)
2. The students continue the lesson by working in their original cooperative group to make up a set of laws for one of their states. Then the teacher gives them some "what if" situations to test their laws such as, "What if I live between you and the river, can you dig ditches through my property to water your crops?" After each group has revised their laws as necessary, they elect a member to become a delegate to a delegate assembly. In that assembly, the members work towards consensus for a set of uniform laws. Meanwhile the other group members could design a state flag.
3. Groups make a state flag for one of the states.
4. Four groups make use of the geographic information to select capitals.

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H A A K T E R R I T O R Y

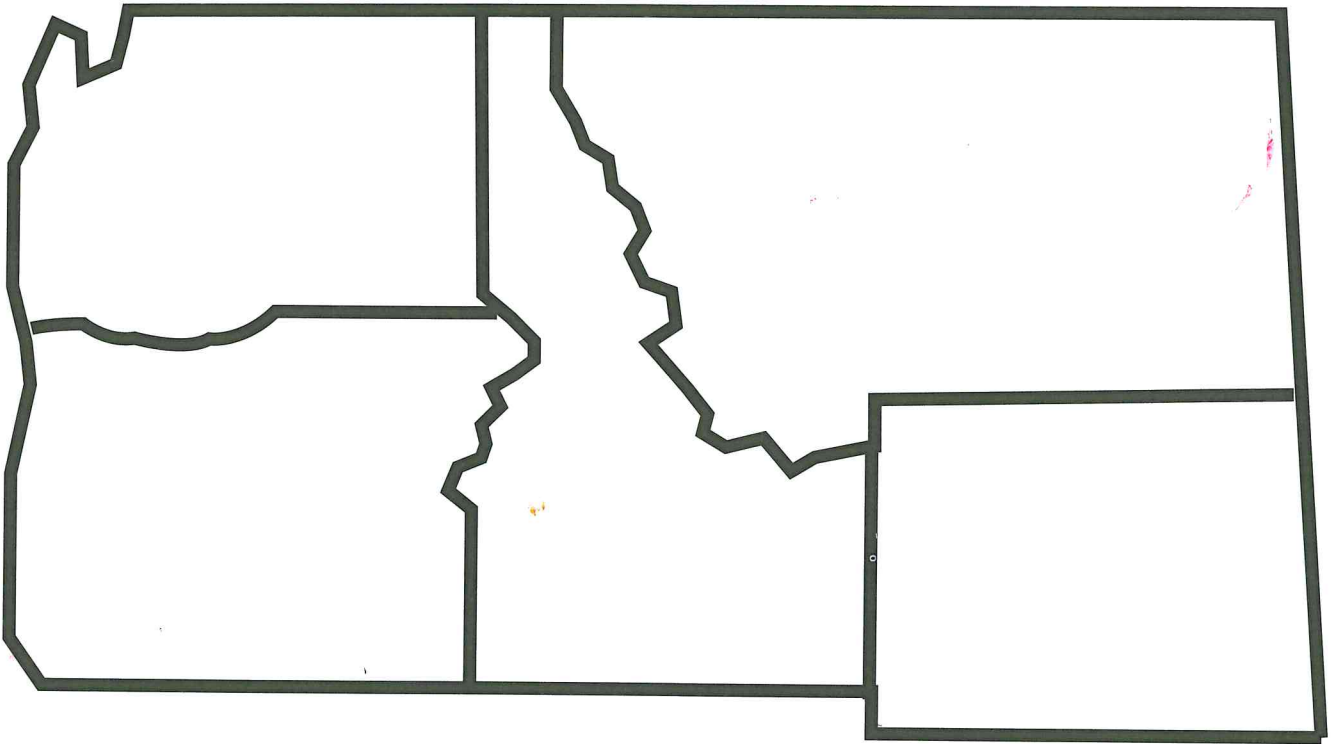
GROUP MEMBERS' NAMES _____



- HEAVILY POPULATED AREAS
- ✕ MINING
- ⚡ MOUNTAINS
- ~ RIVERS
- LAKES

*TEACHER: MAKE ONE COPY OF THIS WORK SHEET FOR EACH STUDENT, ONE OVERHEAD FOR EACH COOPERATIVE GROUP, AND ONE OVERHEAD FOR YOUR INSTRUCTION FROM THIS MASTER.

H A A K T E R R I T O R Y



*TEACHER: MAKE ONE OVERHEAD COPY OF THIS MASTER TO OVERLAY ON TOP OF THE HAAK TERRITORY MAP



TERRITORIAL GOVERNMENT AND STATEHOOD

"AMPUTATION, FRAGMENTATION, SHOTGUN MARRIAGE"

By Penny Andrew, Gail Bray, Jeanette Jackson, Susan Petty

"Idaho was created by amputation, almost died of fragmentation, and was saved by a shotgun marriage," according to Idaho Constitutional historian Dennis Colson. The State of Idaho's origin was haphazard, for the most part, because of circumstances outside of Idaho's control. It was the dividing and re-dividing of the original Oregon Territory which ultimately resulted in the modern boundaries of the State of Idaho. Idaho's territorial period was dotted with conflicts resulting from regionalism. These conflicts at times threatened to divide the territory and continue to create challenges for Idaho even today. In order to achieve statehood Idaho had to overcome and heal these conflicts.

In this lesson the students will research and discover Idaho's territorial progression to statehood, the conflicts, and the constitutional and governmental solutions of these conflicts.

LEARNING STATEMENTS :

THE STUDENTS WILL:

1. Learn basic historical facts concerning the territorial government and subsequent statehood of Idaho.

MATERIALS :

1. Map of Idaho 1890*
 2. Suggested Resource Materials list*
 3. Idaho Map Game Board and Questions*
 4. Tokens for Map Game
- (*Denotes materials included in this lesson design)

LESSON PROCEDURE :

1. Hand out 1890 Idaho Map and Question Sheet
2. Explain assignment
 - A. The assignment is a competition for the quickest and most accurate responses.
 - B. Each student must complete and answer all questions by no later than the assigned due date.
 - C. Describe conditions/rules of the competition and reward system. (Examples: Lesson can be done in groups or individually; students must cite where each answer was found; extra credit opportunities)
 - D. Have students complete research in class or as outside of class research.
3. Once all maps are completed and turned in, put students into four groups, explain and play Map Game.

DIRECTIONS FOR IDAHO MAP GAME:

1. After students have been divided into four groups, give each group a token.
2. Place the tokens at Lewiston.
3. Ask the groups the questions. The first group to correctly answer each question gets to move its token to the next county along the route through Idaho.
4. The first group to reach Boise wins.

Enrichment Activities:

1. From their research, students will identify and create questions of their own for additional credit.
2. Create biographical sketches of important historical figures from Idaho's government.

SUGGESTED RESOURCE MATERIALS:

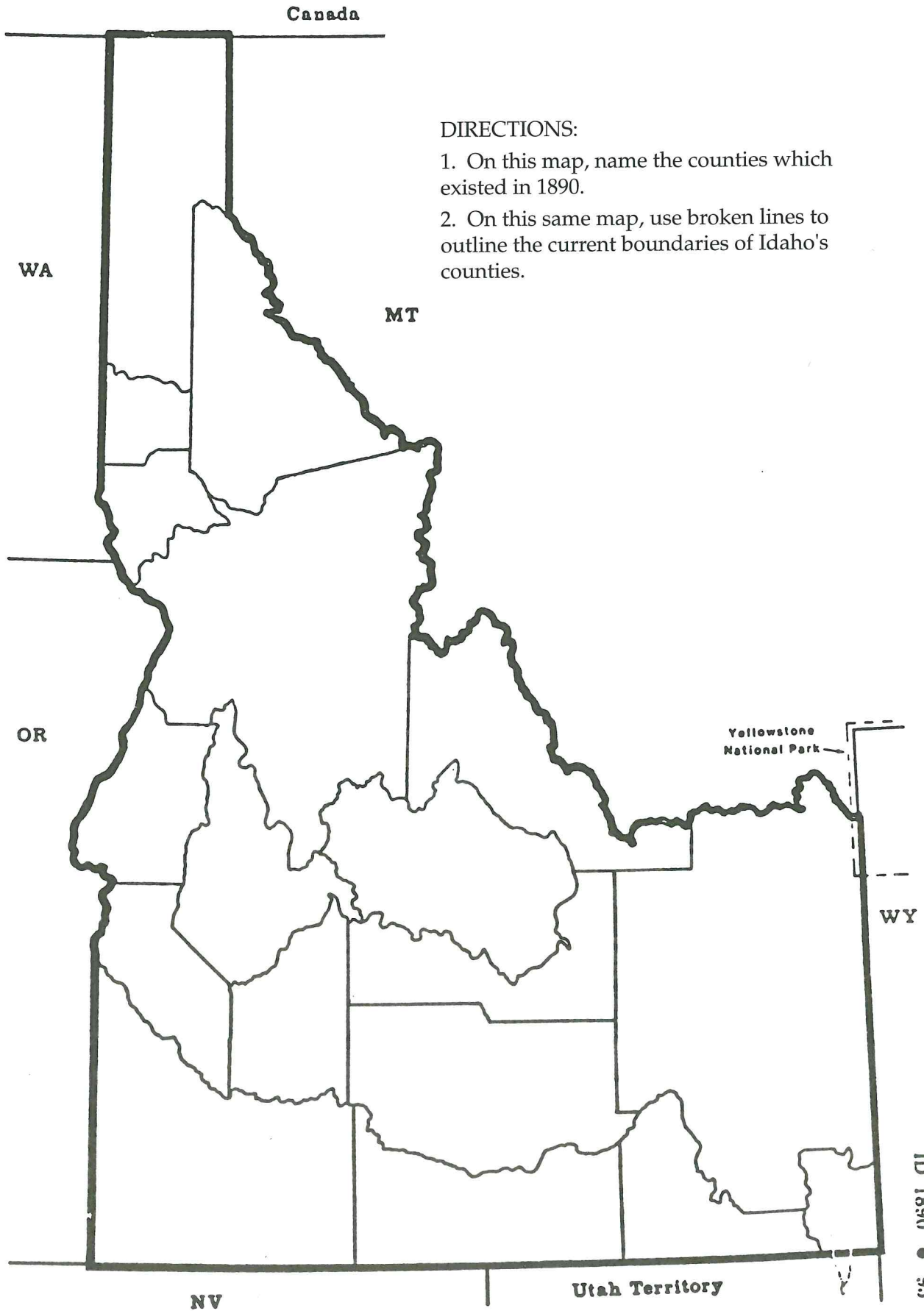
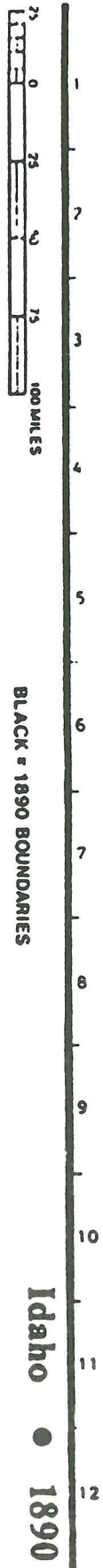
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Thorndale, William and William Dollarhide. *Map Guide to the U.S. Federal Censuses, 1790-1920*. 1987.



DIRECTIONS:
1. On this map, name the counties which existed in 1890.
2. On this same map, use broken lines to outline the current boundaries of Idaho's counties.

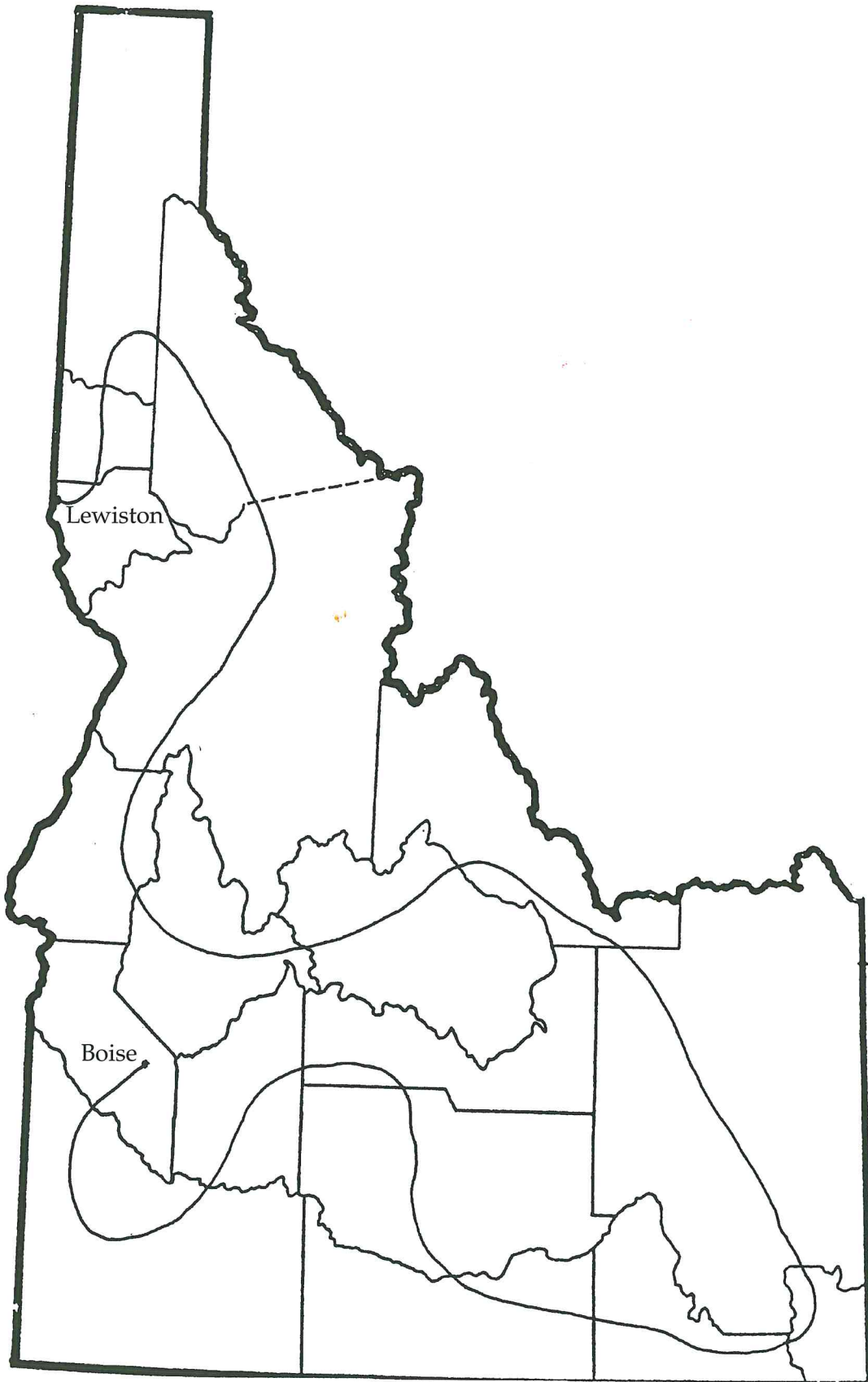
IDAHO MAP GAME QUESTIONS WITH ANSWERS (Teacher Key)

- On what date was Idaho admitted to the Union? (July 3, 1890)
- Who was the president of the U.S. when Idaho became a State? (Benjamin Harrison)
- Name the five Indian reservations set up in Idaho in the 1870's. (Lemhi, Duck Valley, Coeur D'Alene, Fort Hall, Nez Perce)
- What and when was the first county to be established in Idaho? (Owhyee County, December 31, 1864)
- Which county was the last to be established and when? (Caribou, February 11, 1919)
- How many territorial governors did Idaho have? (16)
- What institution was located in northern Idaho in order to make peace between the northern and the southern sections of the State when the capital was moved to Boise? (University of Idaho)
- Moses Alexander was the 1st ? governor chosen in all the U.S. (Jewish)
- Idaho's first town was founded by 13 colonists in 1860 and was called ? . (Franklin)
- Who signed the bill into law which created the Idaho territory on March 4, 1863. (Abraham Lincoln)
- What became one of Idaho's 1st U.S. Senators, running on the strong anti- ? sentiment of the time. (Fred T. DuBois - Mormon)
- All counties except ? approved the constitutional amendment to allow women the right to vote? (Custer)
- What was discovered on the Nez Perce Reservations that reduced the reservation by 90% in 1863? (gold)
- Where did the Idaho Constitutional Convention take place? (Boise City)
- Which legislator, representing Nez Perce County, was one of the convention orators and chaired the Democratic Caucus? (J.W. Reid)
- What prominent city of Alturas County nearly burned to the ground two days before the convention? (Hailey)
- Which Idaho city was the site of the first capital? (Lewiston)
- Name the town in Idaho territory that once was the largest in the Northwest. (Idaho City)
- Name the first governor of the new State of Idaho. (George L. Shoup)
- What was the original name of Idaho Falls? (Eagle Rock)
- At which group of citizens was the 1885 Test Oath aimed, which was passed by the Territorial Legislature? (Mormons)
- Idaho Territory was made up of what three modern States? (Idaho, Montana, Wyoming)
- Northern Idaho was almost annexed twice to what two States? (Washington, Montana)
- What U.S. President pocket-vetoed the bill that was to have annexed northern Idaho to its neighbor? (Cleveland)
- The settlers of Bear Lake County believed they were part of what state until 1873? (Utah)
- A coalition of the ? and the Democrats gave the political power to the Democrats in Idaho during the 1880's. (Mormons)
- Which state attempted to annex southern Idaho in the 1880's to increase their declining population. (Nevada)
- Who was the President of Idaho's Constitutional Convention? (William Claggett)
- The only time that Idaho was divided along the ? river was in 1853 when Washington territory was created. (Salmon)
- Idaho was invited to become a state by the Federal Government to strengthen what political party's control in Congress. (Republican)
- A total of ? delegates were invited from ? counties to the Idaho Constitutional Convention. (72, 18)

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IDAHO MAP GAME





AGRICULTURE AND RANCHING

DIAMONDFIELD JACK TRIAL

by Kimberley Kidd, Barb Fitzsimmons, Marie Jessup, and Caryl Humphries

The land in Idaho was peaceful and open. A hundred years ago you could often find livestock roaming freely. The valleys were full of green grass that was full of nutrition for livestock. Although the land was beautiful, there was an ugly battle taking place. Cattlemen and sheepherders could not agree upon the use of the ground. For years they had threatened one another about who should use the fertile land. Although threats were made for years, they usually were not carried out. However, in 1896 two sheepherders were shot to death south of Twin Falls. Jackson Davis, better known as Diamondfield Jack, was put on trial in one of the most famous court cases over the use of land. When all was said and done, no one was ever found truly guilty. Still today we have a battle between cattlemen and sheepherders. Both provide a prosperous industry for our state, but who deserves the right to the grazing lands?

The following play was written to entertain students as well as inform them about the conflict between sheepherders and cattlemen. It is about an infamous character in Idaho History named Diamondfield Jack.

LEARNING STATEMENTS:

THE STUDENTS WILL BE ABLE TO:

1. identify cultural differences that created conflicts between sheepherders and cattlemen;
2. understand that the conflict still exists;
3. understand that there are two sides to a story.

VOCABULARY:

trial
prosecution
cattlemen

sheepherders
defense
heifer

caliber
pardon
client

THE DIAMONDFIELD JACK TRIAL

Cast of Characters:

Narrator	Lamb Chop
William Borah	Edgar Severe
James H. Hawley	Seymour Heifers
Judge Stockslager	Bill Tolman
Sheriff	Diamondfield Jack
Harvey Bull	Iamn Expert

- Narrator: Welcome to the trial of Diamondfield Jack. He is a cattleman who has been accused of killing two shepherders. Listen carefully as each side presents its case.
- Mr. Borah: Ladies and gentlemen of the jury, would you trust this gunslinger? Look at that thick dark hair flopping over his eyes, his thick lips, and black mustache? For months, he has been threatening shepherders in this area. He has been a big bully. Just because he is only 5 foot 7 inches tall doesn't mean he can't pack a heavy pistol. For years, as you all know, problems between the shepherders and the cattlemen have been going on. But Diamondfield Jack has taken it too far. During this trial, we will prove that this man shot two innocent shepherders and left them to die.
- Narrator: The lawyer for Diamondfield Jack, Mr. Hawley, is getting up to make his opening statement.
- Mr. Hawley: Now, now. My client may be known as a famous gunslinger, but he was only hired to protect the lands of Mr. John Sparks. Through the years, shepherders have been bringing their sheep to graze on the cattlemen's land. These sheep have damaged the grasslands. Diamondfield only acted in this way to protect Mr. Spark's land. I will prove to you that my client was framed! He was not even in the area at the time of this crime.
- Mr. Heifer: (shouting from the crowd) One day I was at the Oakley Mercantile. I heard a bunch of shepherders talking about what they had planned to do to the cattlemen, especially Old Diamondfield. They were plumb angry.
- Mr. Tolman: (shouting from the crowd) Angry? Heck, Diamondfield Jack shot me! And over a simple argument about land. That was months before he shot that horse and those shepherders!
- Judge: Order, order in this court! We will handle this case in an orderly fashion. Mr. Borah, will you please call your first witness.
- Mr. Borah: I call Joseph Wilson.
- Narrator: Mr. Wilson, a shepherder in the area, is coming forward.
- Mr. Borah: Mr. Wilson, please tell us about the night of February 1, 1896.
- Mr. Wilson: We were sitting in our camp. We heard shots in the dark, so we grabbed our rifles and shot back. Diamondfield Jack and Gleason started blasting away at us. The next thing we knew, one of our horses went down.

Diamondfield: (Shouts outloud) Not bad for shooting in the dark!

Judge: Order!

Mr. Borah: Thank you Mr. Wilson. Next, I would like to call Edgar Severe.

Narrator: Mr. Wilson is taking his seat while Mr. Severe, another sheepherder, is coming forward.

Mr. Borah: Mr. Severe, will you please tell me what you found on February 16, 1896?

Mr. Severe: Well, I was out there in the hills, near Shoshone Creek. I saw a bunch of sheep scattered around. Now you know that sheepherders don't let their sheep wander, so I decided to check it out. I'll be danged at what a sight I saw. There were two dogs tied to the wagon. They were nearly starved to death! I went over to check out the wagon and found Cummings and Wilson. There wasn't a breath of life left in them.

Mr. Borah: Thank you Mr. Severe. You may have a seat. I would like to call the sheriff to explain what he found.

Sheriff: I found a .44 caliber bullet shell with a mark off to one side. We all know that in a fix, Diamondfield will fire a .44 out of his .45. That would cause a mark like that.

Mr. Hawley: Objection!

Judge: Objection overruled. Please continue, Sheriff.

Sheriff: I also found a corncob pipe. We have all seen Diamondfield smoke a corncob pipe once in a while. The sheepherders were Mormon, and we all know that Mormons don't smoke. Also, Diamondfield took off like a scared rabbit right after the shooting.

Mr. Borah: Thank you. I would like to call Mr. Lamb Chop. Now, Mr. Chop, we all know that Diamondfield Jack claims to have been on the Brown Ranch the night of the murders. Is it possible that Diamondfield could have killed those men and then ridden to the ranch that evening?

Mr. Chop: Those Sparks Ranch horses are some of the finest in the area. They can cover the desert in a flash. Everyone knows how fast they are. There was plenty of time for Diamondfield to kill Cummings and Wilson and get back to the Brown's Ranch.

Mr. Borah: Thank you very much, Mr. Chop. Your Honor, I rest my case.

Judge: Mr. Hawley, please call your first witness.

Mr. Hawley: I would like to call Harvey Bull. Mr. Bull, please tell us about the problem the cattlemen have with sheepherders.

Mr. Bull: Them dern nabbit shepherders were always pushing them flea bitten....

Mr. Hawley: (interrupting) Just the facts, Mr. Bull.

Mr. Bull: We have a law called the two-mile limit. Them shepherders are supposed to be two miles away from our ranch, not two feet. They keep pushing and pushing. Sparks hired Diamondfield Jack to roam the land and make sure those shepherders stayed away. Them shepherders are sneaky fellows.

Mr. Hawley: Could you please tell us what happened on the evening of November 15, 1895?

Mr. Bull: Bill Tolman brought them sheep on the Spark's land. When Diamondfield caught Tolman, he pointed a rifle at Jack. Jack whipped out a rifle and shot Tolman in the shoulder. Guys gotta do what a guys gotta do. It was self defense. Could have killed that shepherder, but instead called his buddies to come tend to him.

Mr. Hawley: Thank you, Mr. Bull. My next witness is Iamn Expert. Mr. Expert, please tell us about what sheep can do to grazing land.

Mr. Expert: Sheep are peculiar mammals. They are constantly grazing the grass right down to the ground. They slowly strip the grass from the land. It takes a long time for the grass to grow back. Until it does, that land is useless.

Mr. Hawley: Thank you, Mr. Expert. My last witness is Mr. Jackson Lee Davis, also known as Diamondfield Jack. Diamondfield, please tell us your story.

Diamondfield:I been framed! I know I been framed. There are lots in these parts who shoot .44 shells out of .45 pistols. A pistol's a pistol as long as it works. And as far as the corncob pipe goes, every real cowboy smokes in these parts.

Mr. Hawley: Why did you leave for Arizona so suddenly?

Diamondfield:I was having supper at Brown's ranch and decided I needed a to take a trip to Arizona. I wasn't running away like they says I was.

Mr. Hawley: Thank you, Mr. Davis. Your Honor, I do not have any more witnesses. I think this proves beyond a shadow of a doubt that my client is innocent.

Narrator: After a long time, Diamondfield Jack was found guilty by the jury. Judge C.O. Stockslager sentenced Jackson Lee Davis to be hung on October 21, 1898. The hanging date was put off. After five more years, two ranch hands confessed to killing the shepherders in self-defense. Diamondfield Jack received a pardon, and was set free. The problems between the shepherders and the cattlemen went on for a long time, and still continue.

The End

EXTENSION ACTIVITIES:

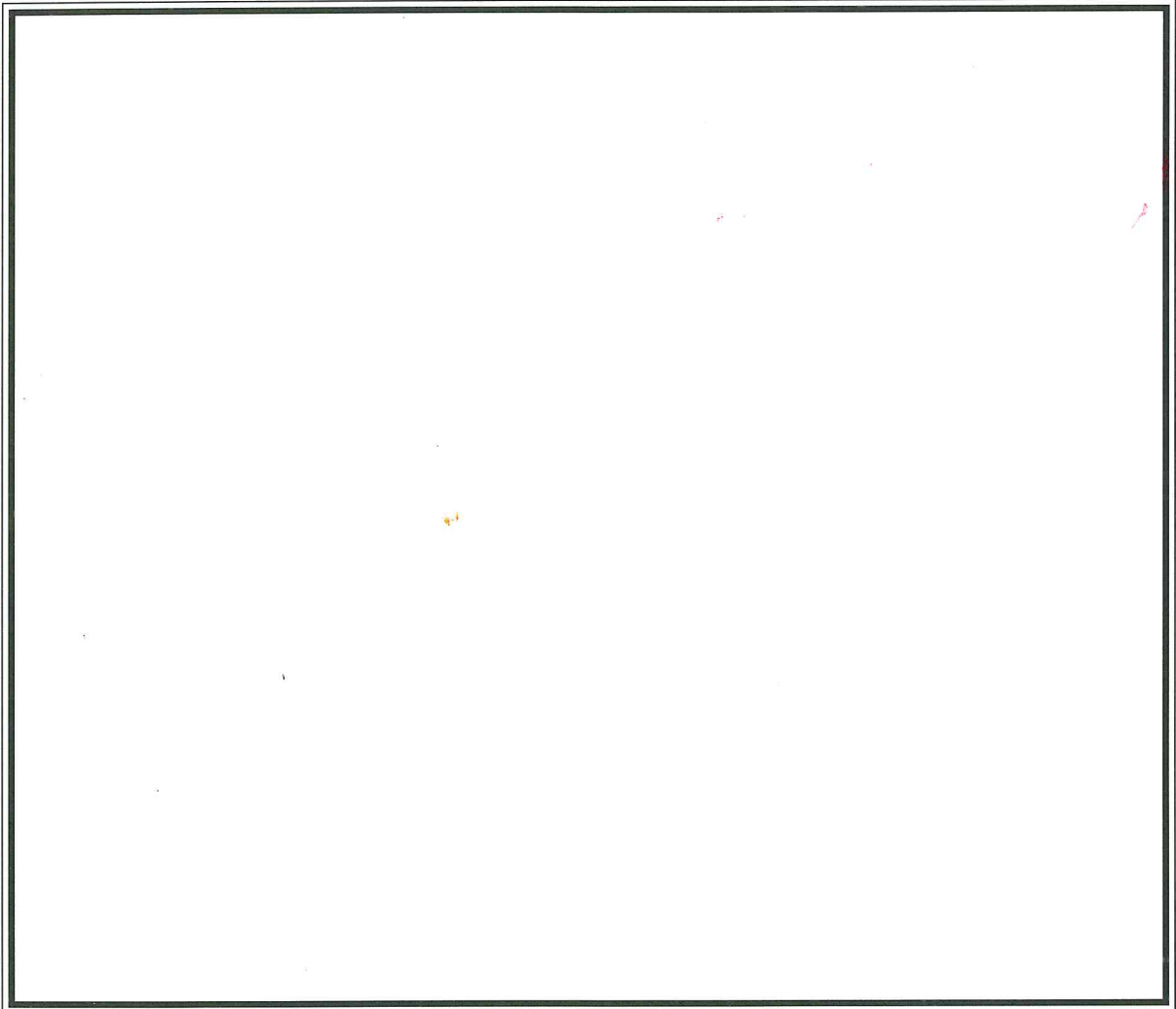
1. Have the students create a wanted poster for Diamondfield Jack.
2. Students can present the play for another class. They can design posters to advertise the play.
3. Divide the students into groups of four. Two of the students can be shepherders and the other two can be cattlemen. Have the students discuss or debate the problems between the shepherders and the cattlemen.
4. Have students create a timeline to show the order of the events that happened in the trial.

ADDITIONAL RESOURCES:

Beckoning the Bold by Rafe Gibbs. (Moscow: University Press of Idaho, 1976)

A Sagebrush Lawyer by John F. MacLane. (Pandick Press, 1953)

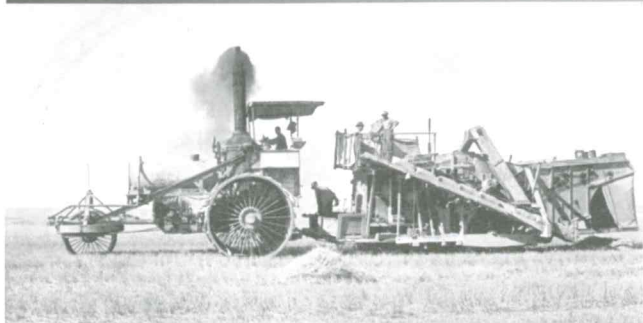
Wanted



Wanted: _____

Reward: _____

Reason: _____



AGRICULTURE AND RANCHING

IDAHO AGRICULTURE: A WOMAN'S PERSPECTIVE

by Gloria Hoopes, Al Harrington, Ken Mecham

Working, taming, and living off the land of Idaho was an extremely challenging endeavor. Especially important was the role of women in developing and maintaining a family farm. A woman nearly always had primary responsibility in caring for farmyard animals, vegetable gardens, orchards and flowers. This was in addition to her numerous household duties and family obligations. There is evidence that women also filed on and "proved up" their own 160-acre homesteads as well.

The purpose of this lesson is to acquaint students with the significance of women in Idaho's agricultural development.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Research the lives of women living on farms and ranches during the time period assigned to them by:
 - a) reading material from the bibliography;
 - b) interviewing relatives, neighbors, or friends who lived during the time period;
 - c) using library references (catalogs, magazines, newspapers, etc.) to find material published during that time period.

MATERIALS:

1. Bibliography of women in Idaho
2. List of topics for each group to consider in their investigations
3. Books covering costumes of the appropriate time periods
4. Photos of early agriculture
5. Charts relating to agriculture production

LESSON PROCEDURE:

1. Introduce section by discussing pictures of early farming practices and examining charts that detail farm production. (Can be obtained from "Farming in Idaho, picture series #2," Idaho State Historical Society.)
2. Divide the class into three groups.
3. Assign each group to research one of the following time periods of Idaho State history:
 - a) Pre-railroad (19th Century)
 - b) Hard Times (1910-1940)
 - c) Post World War II (1945-1990)

4. Assign each group to collect the following information about their time period:
 - a) the type of work women did each day and how they did it
 - b) the type of communication they had with friends, neighbors and the outside world
 - c) the type of clothing they wore; how they obtained and took care of it
 - d) the methods used to prepare and preserve food
 - e) the type of transportation that was used
 - f) the kinds of entertainment and social activities that they attended
 - g) the kinds of work they performed that contributed to the operation of the farm or ranch
 - h) the kinds of medical help that was available
5. Create a presentation in which members dress in the costume of the period and play the roles of the people living during that time.
6. Present the skits or reading to other members of the class.

EXTENDED ACTIVITIES:

1. Invite older people in the community who have personal knowledge of these periods to speak to the class.
2. Invite those who practice crafts that were used during the historic age to show and explain how the crafts are done.
3. Have students do comparative essays about the three periods.
4. Encourage students to make a video tape of the oral history interviews and accompany them with pictures and music from the age being documented.

LIST OF BOOKS AND AUTHORS DEALING WITH WOMEN IN IDAHO

- Brown, Dee *The Gentle Tamers*
- Cox, Crone B. *A River Went Out of Eden*
- Greenwood, Annie Pike *We Sagebrush Folks*
- Idaho State Historical Society *Farming In Idaho, Pictures Series #2*
- Jordon, Grace *Home Below Hells Canyon*
- Lockley, Fred *Conversations With Pioneer Women*
- Riley, Glenda *The Female Frontier*
- Schlissel, Lillian *Western Women: Their Lane, Their Lives*
- Ward, Betty Penson. *Idaho Women in History*

IDAHO'S RANK IN THE NATION'S AGRICULTURE - 1991

Commodity	Rank Among States	Production	Unit	% of U.S.
CROPS				
Potatoes	1	122,175,00	Cwt.	29.2
Sugarbeets	2	5,070,000	Ton	18.1
Barley	3	59,250,00	Bu.	12.8
Hops	3	5,431,000	Lb.	7.9
All Mint	3	1,375,000	Cwt.	14.6
Onions (Summer Storage) . . .	3	4,880,000	Ton	16.9
Prunes & Plums (Fresh) 1/ . . .	4	3,000	Bu.	12.0
Other Spring Wheat	6	32,660,00	Cwt.	6.5
Dry Edible Beans	6	2,932,00	Ton	8.9
Sweet Corn for Processing . .	6	180,790	Ton	5.3
Sweet Cherries	8	400	Ton	.3
Alfalfa Hay	8	3,914,000	Ton	4.7
All Wheat	8	81,660,000	Bu.	4.1
Apples	10	120,000,000	Lb.	1.2
All Hay	15	4,294,000	Ton	2.8
LIVESTOCK & LIVESTOCK PRODUCTS				
American Cheese	4	127,865,000	Lb.	4.6
Honey	11	6,440,000	Lb.	2.9
Wool	11	2,666,000	Lb.	3.1
Milk Production	11	2,919	MilLb	2.0
All Sheep & Lambs 2/	13	273,000	Head	2.5
Milk Cows 3/	16	178,000	Head	1.8
All Cattle & Calves	20	1,760,000	Head	1.8

1/ Includes only Idaho, Washington, Michigan and Oregon--fresh basis.

2/ January 1, 1992 inventory.

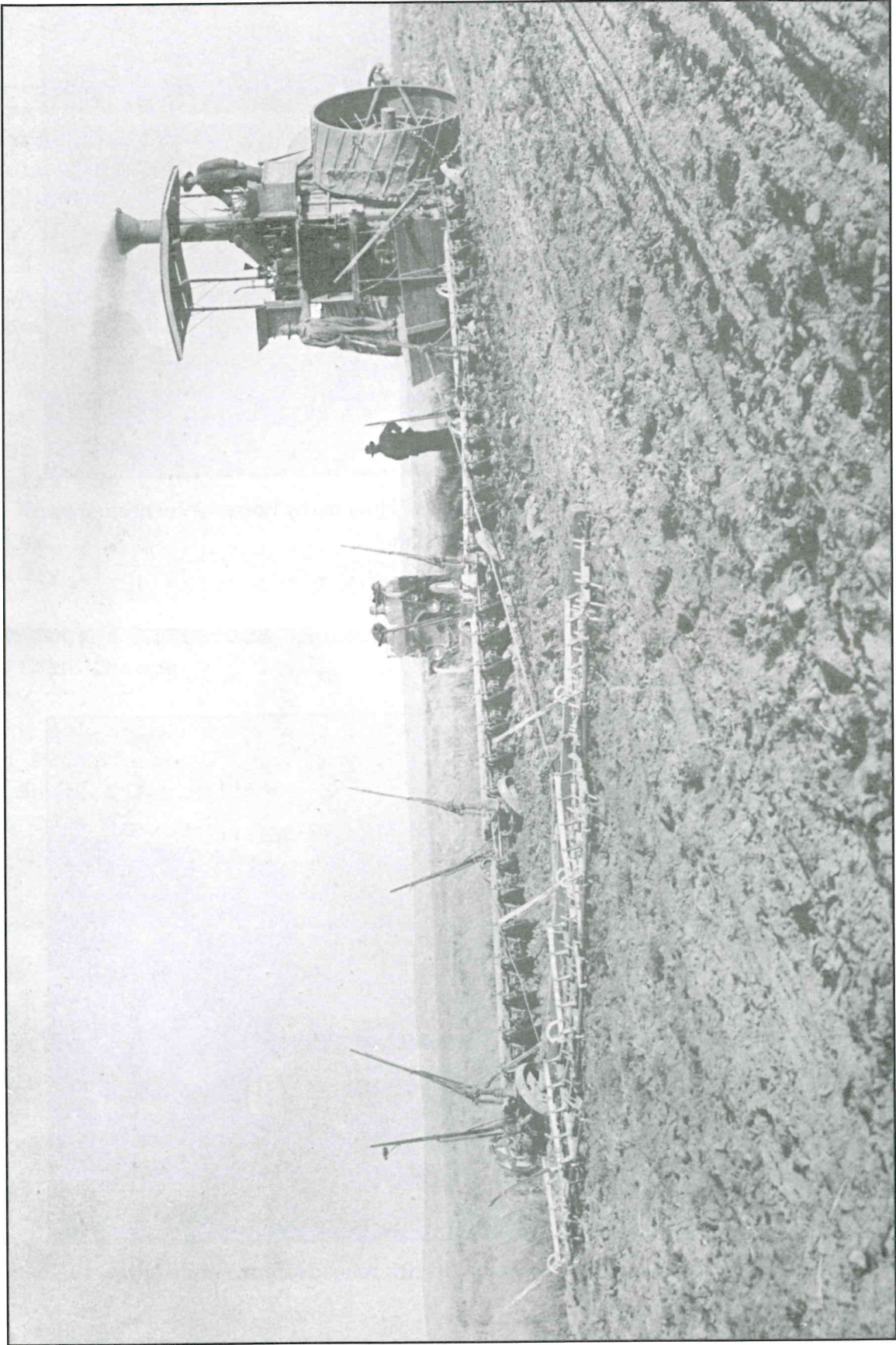
3/ Average number during year; excluding hailers not yet fresh.



Combines replaced binders and threshing machines. How many horses were needed to pull this combine in the Palouse country of north Idaho?



Derricks came in many kinds. Here a Mormon derrick unloads from a mule - drawn hayrack.



Not even the biggest teams of horses could equal a steam tractor engine pulling gangs of discs and harrows over flat dry - land farms.



LOGGING AND TIMBER

TIMBERRRR!

By Janet Allen, Tim Archibald, Peggy Hurd, Bonnie Krafchuk

The logging industry during the first two decades of the Twentieth Century in North and Central Idaho was a difficult and dangerous occupation. The process of felling trees and getting them to a mill took hardy men willing to spend much of their life in the woods and on the rivers. The different jobs and kinds of tools used in these early days of logging are particular to the occupation. This lesson is a game designed as a culmination activity for a unit on logging history. It is meant to review the vocabulary of early logging and check the student's knowledge of the sequence in the process of getting timber from the forest to the mill.

LEARNING STATEMENTS

THE STUDENT WILL:

1. Review the vocabulary of the logging industry in the early days of log drives.
2. Know the sequence of logging jobs from the forest to the mill.
3. Demonstrate the relationship between timber occupations and accompanying tools.

MATERIALS :

1. Set of 24 cards for the game, one set for each 4 students.*
2. Teacher picture and definition sheet* (also see photos of tools in secondary lesson plans for logging and timber)

(*Denotes materials included in this lesson design)

LESSON PROCEDURE :

1. Divide students into cooperative groups of four, giving each group a set of cards. Instruct the groups to practice matching each job with its appropriate tool. The group should be sure each member can make the matches.
2. One student from each group will shuffle the set of cards, and deal out six cards to each of their teammates including themselves, one card at a time.
3. Each student should arrange his cards with any match of job and tool.
4. At a signal from the teacher, the students each pass a card from their hand to the person on their right.
5. If the card they get is one they can use, they will retain that card and pass a different card the second time. Passing continues.

6. Once a player gets three correct matches of a job and tool, they may say PASS and be excluded from the card passing.
7. The passes continue until all members have made their matches. Then the group lays down their matches face down.
8. When all groups have finished, the teacher then times them to see which groups can turn over their matches and put them in sequence in 30 seconds (time can vary with class conditions).
9. The first group to yell "Timberrr!" is the winner, but other groups continue till done.
10. After team answers are checked, the teacher awards "A Hay Burner Award" to the winner, "River Pig Awards" to those other teams who completed the sequence correctly within the time limit but after the winner and "Grease Monkey Team Awards" to those teams who completed the sequence correctly even though it took them longer than the time allotted.

E X T E N S I O N S :

1. Cards could be used in different types of games using Old Maid rules, Concentration, Rummy rules, or Go Fish rules for vocabulary practice.
2. Cards could be used in a class game to review both components of the lesson. Pass the entire deck out one to each person. If there are more cards than students, continue giving cards out until all the cards are used up. The person with the faller begins by saying, "I have the faller card, who has my tool?" The person holding that card would say, "I have the crosscut saw, who has the next job?" The third person would say, "I have the cutter card, who has my tool?" The game continues until the mill pond is reached. The person who gives the name of the tool for that job finishes with, "I have the pike pole so bring some logs!"
3. A third card could be created to match the job with the job description and then with the tool card. Job descriptions could be obtained from the teacher definition sheet. Each of the above games could then be modified to include the trio match.
4. Two videos that might enhance your unit are:

Wilderness: The Last Stand (53 min.)

Note: you might want to preview this and use parts. This video addresses current logging problems and practices.

From Miranda Smith Publications

251 West 30th St. Suite 16W

New York, NY 10001

212-563-2370 1993 \$35

The Man Who Planted Trees (30 min.)

Note: good for 4th grade

From: Direct Cinema Limited

P.O. Box 10003

Santa Monica, CA 90410

(310) 396-4774 1987 \$34.95

TEACHER DEFINITION SHEET

Note: The following terms should be taught prior to using the game cards.

1. **cruiser**: determines which trees in a forest are to be cut and the value of the standing timber
2. **calipers**: sliding tool used to measure the diameter of trees
3. **faller**: one who cuts the trees
4. **fell**: to cut the tree
5. **Two-man cross cut**: a long saw used by two men to fell trees
6. **felling ax**: ax with a knife edge to cut the tree
7. **cutter**: one who trims the limbs off the tree
8. **single bit ax**: used for trimming limbs
9. **scaler**: determine the board feet or amount of cords
10. **log scales**: tool which determined the board feet by measuring diameter and length of the tree
11. **marker**: one who measures the logs for proper length to get most usage
12. **measuring tape**: tool to measure the proper length
13. **bucks**: cuts the felled trees into lengths
14. **bucksaw**: smaller saw that trims the logs into lengths
15. **choke setters**: men who worked together tightly wrapping a steel cable around a log
16. **choker**: noose of wire rope that goes around the log for pulling to the landing
17. **skidder**: person who gets the logs to the landing using horses
18. **grease monkey** (also known as a skid greaser): person who greases the log road on which the skids run
19. **grease and broom**: animal fat and old broom used to grease the skids.
20. **hay burner**: horse
21. **loader**: person who stacked the logs at the landing
22. **cant hook**: five foot pole with hinged toothed hook on the end for moving logs
23. **landing**: area beside the river used for stacking logs
24. **river pigs**: men who drove the logs from the landing to the mill down the river
25. **peavy**: pole with a moveable hook used for rolling logs with a point for prying logs loose from a jam
26. **log jam**: an obstruction of logs in the river
27. **dynamite**: an explosive used for removing log jams
28. **pond monkey**: man who guides the logs to the bullchain
29. **pike pole**: long pole with a metal point and a hook to move logs to the bullchain
30. **bullchain**: conveyor chain that drags the logs up to the mill

MATCHING ANSWER KEY

The following is an answer key for the matching part of the game. Column one is a match to column two. The jobs have been placed in the correct sequence from forest to mill.

COLUMN ONE - JOB

cruiser
faller
scaler
marker
bucker
choke setter
grease monkey
skidder
loader
river pigs
pond monkey

COLUMN TWO - TOOL

calipers and math skills
two-man cross cut saw or felling axcutter single bit
log scales
measuring tape
bucking saw
choker
grease and broom
hay burner
cant hook
peavey pole and dynamite
pike pole and bullchain

BIBLIOGRAPHY:

- Conway, Steve. *Timber Cutting Practies*. New York: Miller Freeman Publications, Inc., 1978.
Holbrook, Stewart H. *Yankee Loggers: A Recollection of Woodsman, Cooks and River Drivers*. New York: International Paper Company, 1961.
Williams, Richard L. *The Loggers*. Time-Life Books, New York, 1976.

Cruiser

Calipers and math skills

Faller

Two man cross cut saw or felling axe

Cutter

Single bit axe

Scaler

Log scales

Marker

Measuring Tape

Bucker

Bucking saw

Choke setter

Choker

Grease monkey

Grease and broom

Skidder

Hayburner

Loader

Cant hook

River pigs

Peavey pole and
Dynamite

Pond monkey

Pike pole and
bullchain



*The Hayburner Award
is hereby awarded to:*



*for their expertise and knowledge
in lumber occupations and their tools*

Signed _____

Date _____



*The River Pig Award
is hereby awarded to:*



*for their skills in organizing
lumber occupations and their tools*

Signed _____

Date _____



*The Grease Monkey Award
is hereby awarded to:*



*for their talents and efforts
in lumber occupations and their tools*

Signed _____

Date _____



LOGGING AND TIMBER

FALLING AX TO CHAIN SAW

By Ron Banks, Buck Fitch, Judithann Hill, David Steele

The rugged individualism that Idahoans are so proud of is symbolized by the logging industry. The logger, pitting himself against nature in all kinds of weather, is a proud tradition in many parts of Idaho. The success and the safety of the logger resulted when a number of individuals performed their jobs skillfully and cooperatively. Although a number of loggers had independent family timber crews, the myriad jobs required many workers to be assigned different tasks. The "Lumberjack Is King" is the theme of the Orofino lumberjack days. What is this industry that is so important to Idaho as well as the nation's economy?

Logging and timber would appear to play a major part in Idaho history and economy; however, the rugged terrain and the inefficient transportation made logging difficult. In spite of these obstacles, the timber industry was responsible for the development of entire communities. In fact, Potlatch was established as a company mill town with amenities to attract reliable family men who would bring their families to live near the work site.

Logging camps were primitive and loggers tended to be itinerant workers. Although logging was not a dependable occupation, a culture evolved that was unique and that generated its own language.

The activity for this lesson on "Logging and Timber" focuses on some of the vocabulary that is unique to the industry. Students will attempt to match terms and phrases to descriptions and in some cases illustrations. Through this critical thinking activity, students will learn about the harvesting of timber. Questions should be generated from this activity for research or interviews. The teacher may wish to extend this activity by looking at the current state of logging--the amount of economic activity that it generates, and the issues of ecology and environment that foment controversy.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Acquire a general knowledge of the impact of the timber industry on the Idaho economy by examining terms and phrases of the logging and timber industry.
2. Analyze the terms in order to match a term to an appropriate definition and illustration.
3. Develop a description of the logging industry based upon an understanding of the terms.
4. Research current issues related to the industry in Idaho.

MATERIALS:

1. Three different colors of 3x5 (or larger) cards on which to place terms/phrases (one color), descriptions/definitions (a second color) and illustrations (a third color).

2. List of terms/phrases with descriptions/definitions. (This is the teacher's master from which to make the copies for the cards.)*
 3. Illustrations of logging equipment to which terms apply. (Teacher's master from which to make copies for the cards.)*
- (*Denotes materials included in this lesson design)

SUGGESTED A-V RESOURCES:

1. 16-mm films: *Last of the Log Drives* and *Potlatch Story* (Idaho State Library)
2. Video: *Proceeding on Through a Beautiful Country* Parts 5 and 9 (Idaho State Library)

LESSON PROCEDURE:

1. The teacher will divide the class into groups and give each group an equal portion of the terms/phrase and description/definition cards. (The teacher should have these cards match.) Any illustrations that would match the cards should also be provided.
2. The students will work as a group to try to match the cards. The teacher can check the progress and ask students questions to stimulate critical thinking on the part of the students to see relationships between terms and descriptions. Students should analyze the term and description in order to make accurate matches.
3. Given this activity, the students should be able to:
 - a. Create a preliminary description of the logging process and industry.
 - b. Develop questions for further clarification and research which can be used toward a written or illustrative project. These questions could also be used for interviewing a logger or timber-related employee or to question a guest speaker from the industry.
4. With this background students as individuals or in groups:
 - a. Explore the impact of the industry on the state's economy by gathering appropriate statistics and data from various corporations and agencies.
 - b. Research current issues related to the industry in Idaho such as clearcutting, selective logging, spotted owls as indicators in the ecological balance, economic feasibility of logging in Idaho.
 - c. Research mill towns that were independent and company towns like Potlatch. A comparison study could result.
5. The result of these research activities students could report to the class in a variety of methods: Panels, dramatizations, visual projects, video tapes, papers.

EXTENDED ACTIVITIES:

1. Students could do further research for terms. The Time-Life series on *The West* and *Holy Old Mackinaw* both have "logger dictionaries."
2. Students could create game cards of terms, definitions and illustrations. From these they could create a board game on the timber industry from logging to the mill.

TEACHER BACKGROUND INFORMATION

Men seeking work as loggers in the West brought their axes, saws and peavies with them. The challenging terrains and trees of unprecedented proportions taxed some of the old tools. New techniques and new equipment had to be developed.

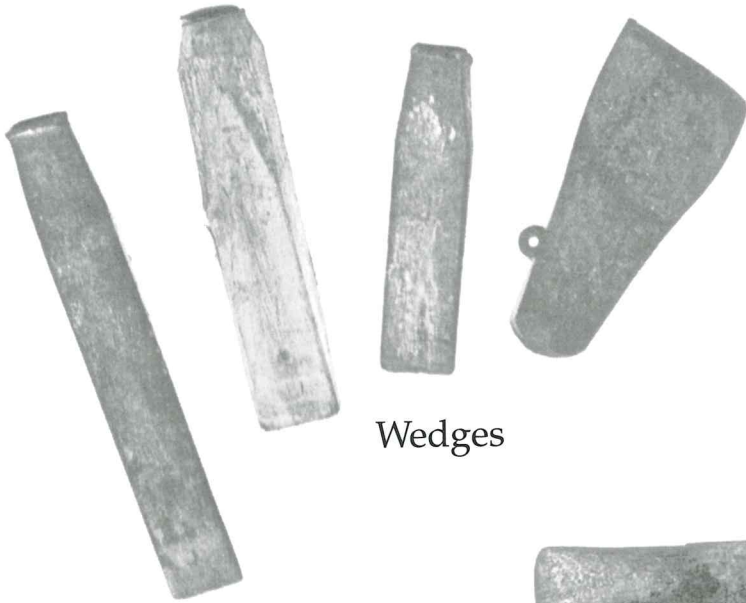
In Idaho, there were few streams or rivers that lent themselves to easily float logs. Consequently, logs had to be brought out by mules or horses on skids or in the snow which provided easier transport. Railroad spurs were also constructed, but this proved to be expensive. These difficulties made Idaho logging unattractive to the profit motivated.

The western forests of red-cedars and Douglas firs often required 10-foot saws. Loggers never before had to make undercuts eight to 10 feet above the ground to get above a tree's base flare. The invention of the springboard solved that problem; the springboard, in turn, required a new kind of ax. To cut a notch in a trunk that was deep and narrow enough to hold the springboard's pointed tip firmly, an axhead was needed narrower and longer than the old 4.5-by-9-inch blade. As a result the Western falling ax was born, with a double-bitted head more than a foot long and 3.5 inches wide.

The sawyer's second most important tool was the container for his saw lubricant, which thinned the pitch that spilled on the blades; although it was called oil, it was usually kerosene. Oil cans were available, but most loggers preferred a quart whiskey bottle; they could then claim that they needed a new one for each quart of oil.

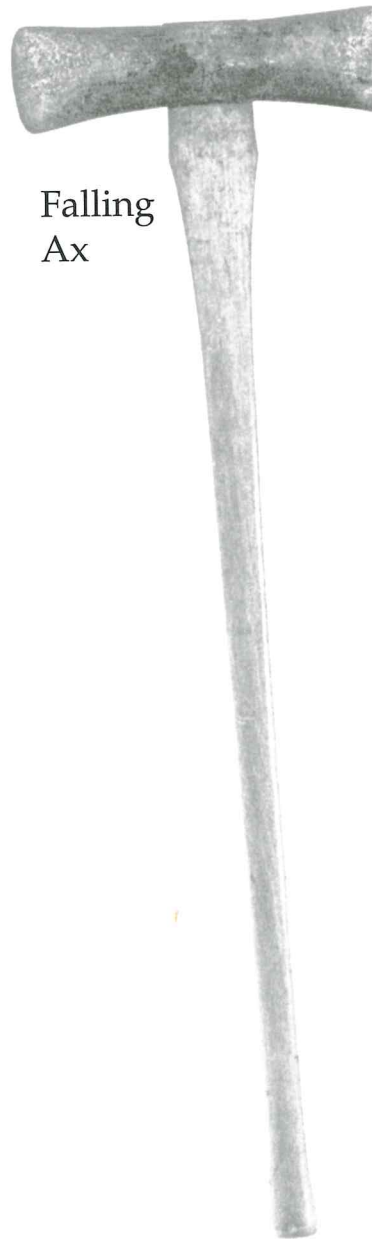
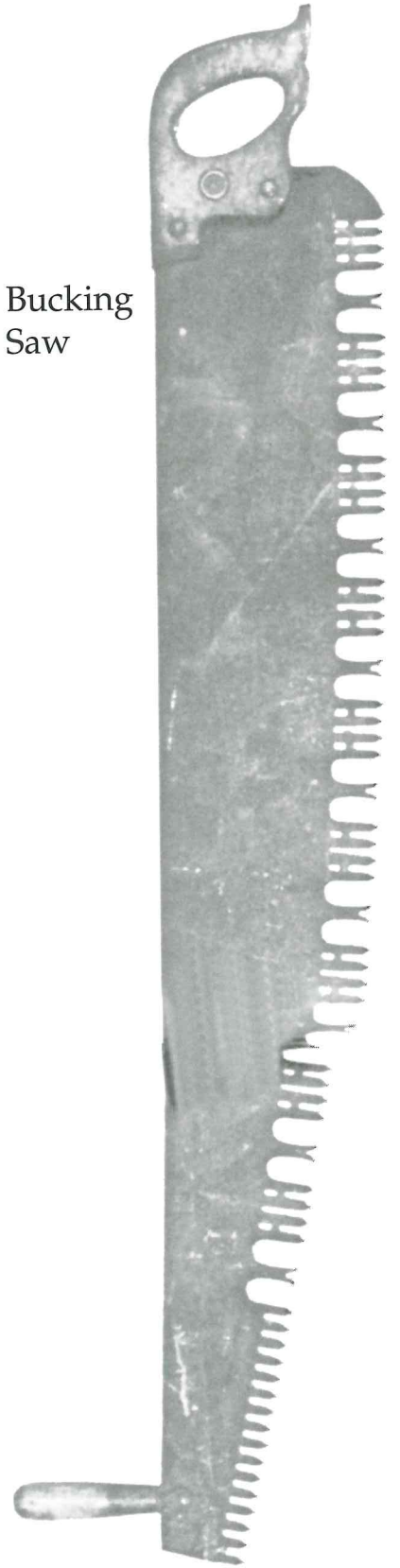
THE LOGGERS' LANGUAGE

- BÖKER** This wood and metaljack, named for its German maker, was employed in the early days to move logs too large to be manhandled. The levers, reversing when their locks slipped, broke many an arm.
- BROADAX** Most useful in the field, where there were no mills, this ax had a chisel-like blade to square logs in trestles and flumes.
- BUCKING SAW** For the crosscut used for cutting up felled trees. This was designed for use by either one or two men.
- CANT HOOK** A five-foot pole with a hinged, toothed hook on the end, this tool was used to roll logs on the ground or on mill landings.
- CLIMBING IRONS** This sharp-spurred device fit under the foot and was strapped to the leg at the ankle and below the knee.
- CORKS** Pointed metal calks, which loggers pronounced "corks," gave security on logs, springboards and rough terrain. They came in various lengths for different jobs.
- FALLING AX** The Western tool, with a longer, narrower blade than Eastern axes, had a longer haft, up to four feet, to reach into the heart of trees eight feet in diameter.
- FALLING SAW** The crosscut was long (for example, 10-footer) and narrow, so it would sink quickly into the tree and let anti-binding wedges be driven into the cut.
- LUBRICANTS** Carried in cans or bottles fitted with hooks so they could be hung on branches. Thin spouts or notched corks emitted the kerosene in drops.
- PEAVEY HEAD** A tool developed in Maine to be used to maneuver logs on land or water, it had at its tip a log-prying spike that was lacking in the cant hook, which it came to replace.
- PICKAROON** This tool's sharply pointed head was driven into a log to "horse" it--i.e. to move it by sheer muscle power.
- SPRINGBOARD** The tip of this faller's perch had a metal V-lip that dug into the upper wood of a notch in the tree trunk and thus wedged this equipment firmly in place.
- UNDERCUTTER** When a log's position made it necessary to saw it from underneath, this tool's chisel-like end was driven into the underside up to the curved detent; the saw (teeth up), rode the grooved wheel.
- WEDGES** Driven into sawcuts to spread them and keep blades free, these tongues, made of steel or wood, were also used to control the direction of a tree's fall.
- WOOD MALLET** With a 36-inch haft and a hardwood head five inches in diameter, this sledge was used to drive wedges into sawcuts and also to help split shingles and shakes.

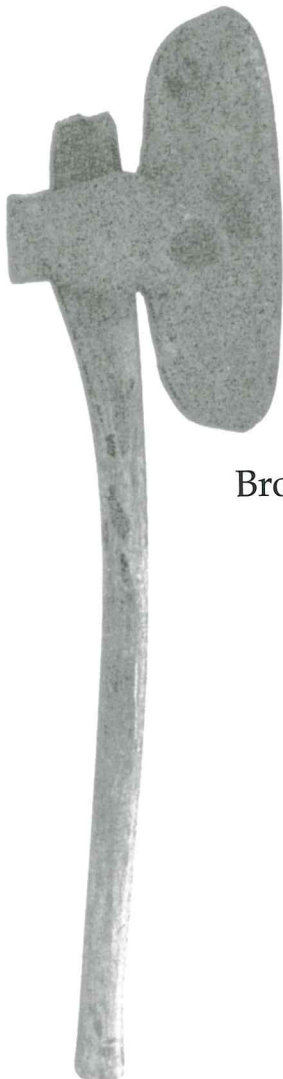


Wedges

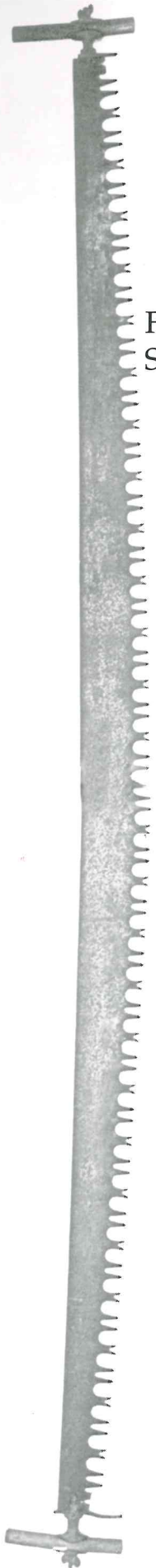
Bucking
Saw



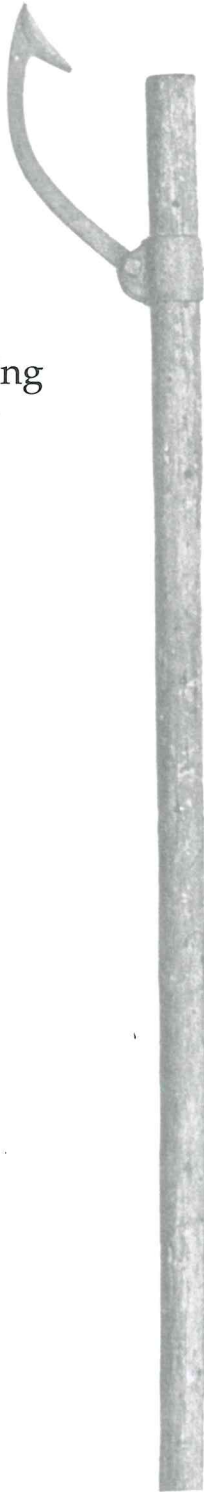
Falling
Ax



Broadax



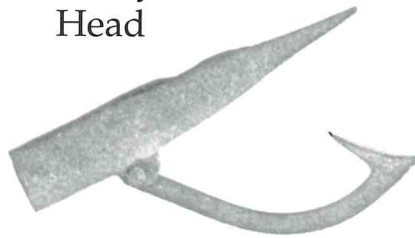
Falling
Saw



Cant
Hook



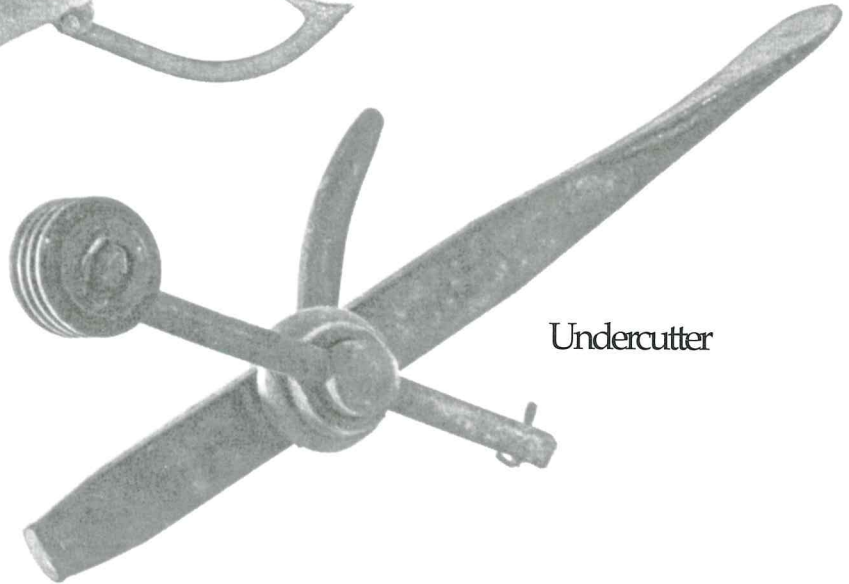
Calked
Boots



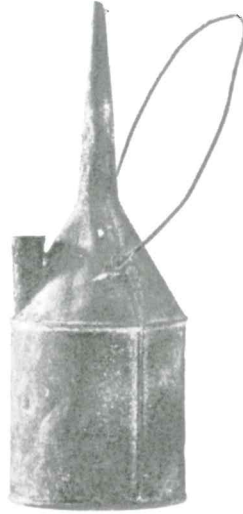
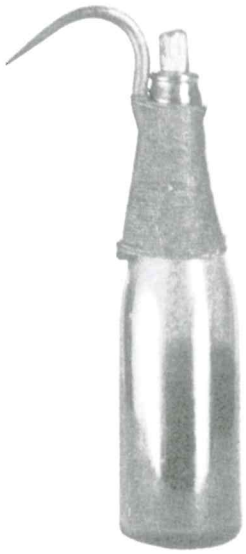
Peavy
Head



Climbing
Irons

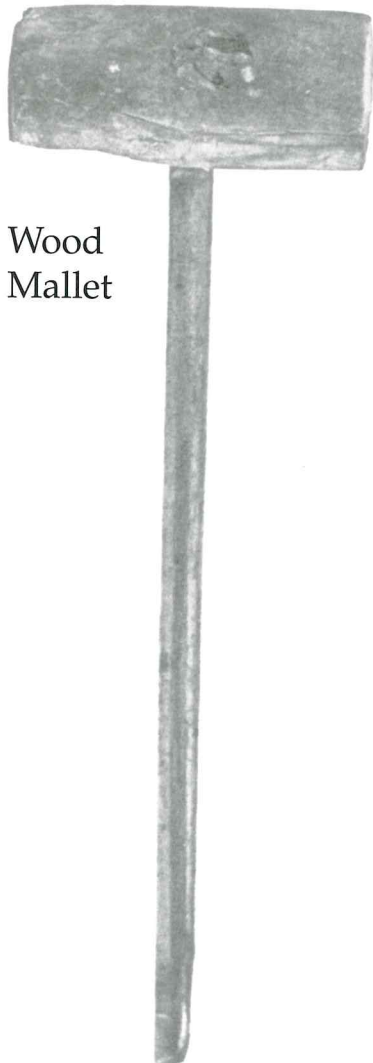


Undercutter

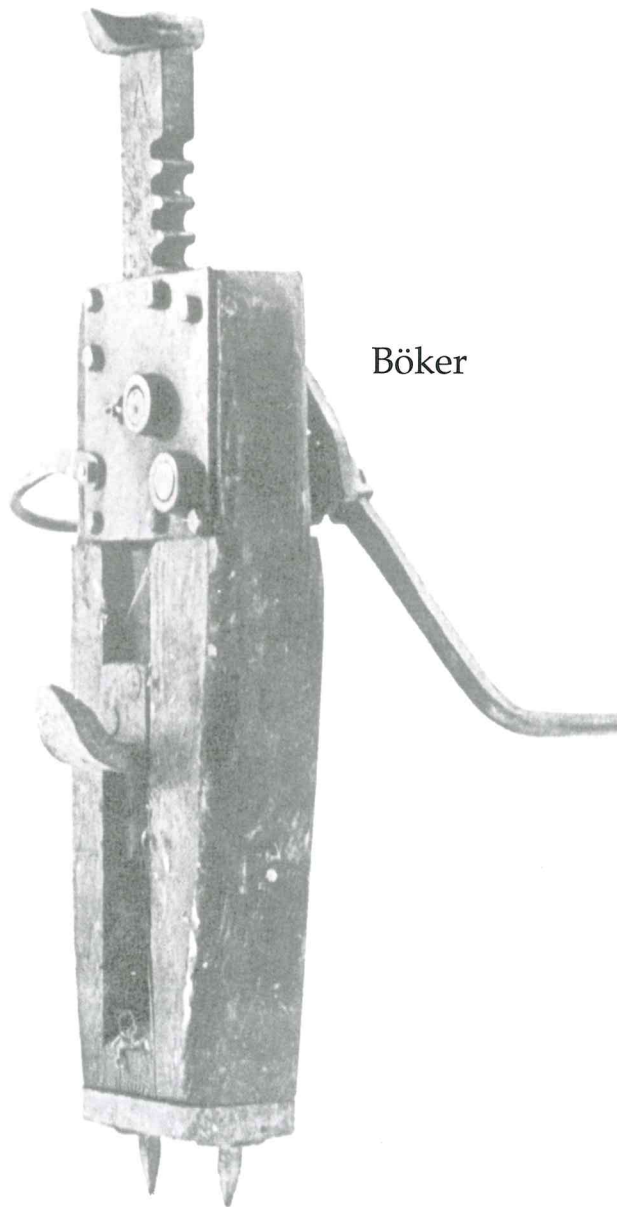


Lubricants

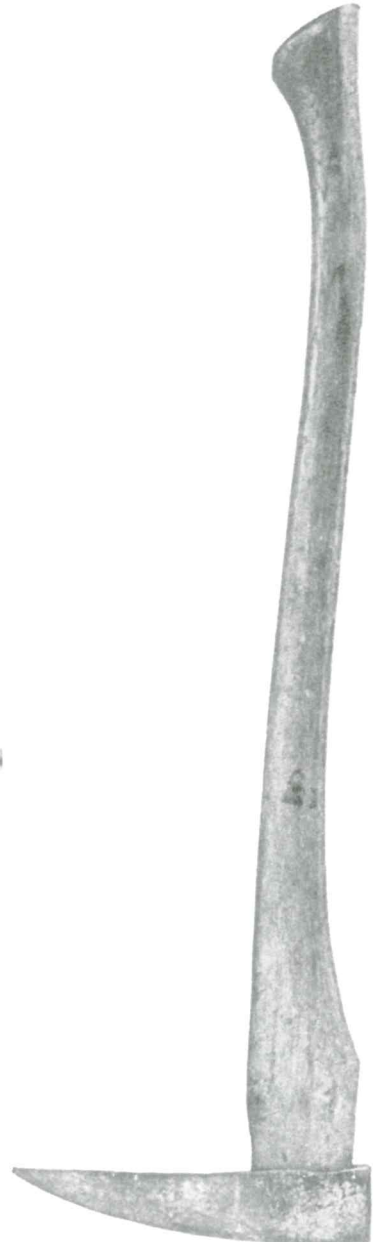
Picaroon



Wood Mallet



Böker





IDAHO ART AND LITERATURE

OUR LENS TO THE PAST

by Marsha Roush, Jaci Guilford, Carolyn Miller, Barbara Nielson

Art and literature serve as a lens to the past as it captures the essence and spirit of Idaho. The intent of this lesson is to challenge the student on both the cognitive and affective levels by becoming actively involved in interpreting art and literature.

This experiential lesson provides a further analysis of skills, which in turn leads to synthesis. As such it is our goal to encourage a multi-faceted angle of vision within a context of the total cultural envelope.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. gain an awareness and appreciation of the influence of art and literature in Idaho history.
2. understand the role that artists, writers, and art media played in shaping the images of Idaho.
3. gain skills in identifying the purpose behind the creative works.
4. develop an understanding of the existence of the "cultural envelope" which may present "romanticized images" of art and literature.

BACKGROUND INFORMATION:

Refer to handouts provided and teachers instructions.

MATERIALS:

1. Various journal selections (sample of some included)
2. Teacher-created worksheet with task cards (See sample provided) #1
3. Overhead transparencies or copies of handouts for students.
4. Teacher-selected works of art depicting various scenes. (See also possible examples: *One Hundred Years of Idaho Art 1850-1900*, Sandy Hawthorn and Kathleen Bettis, Boise: Boise Art Museum, 1990).
5. Slides demonstrating various mediums in visual artworks depicting Idaho history.
6. Art Paper
7. Various art supplies of teacher choice: watercolor, charcoal, pencil, black pen, or colored chalk.

OPTIONAL RESOURCES:

Oregon Trail, Voyage of Discovery, Story Behind the Scenery. Dan Murphy and Gary Ladd. KC. Publication, Inc., 1991. Landmarks Along the Way, Oregon Trail Calendar, 1993 Edition

ACTIVITY ONE

In order to make this simulation activity more realistic to the students, teacher will direct students to imagine that they are going back in time to 1843. Class discussion will be in a direction that will help the students hypothesize that the persuasive appeal will be different in contemporary times vs. being a child in the 1800's. Students will assume the sole responsibility of taking care of their family. They will debate whether or not to sell all their possessions and leave their home to go on the Oregon Trail. They are going to be reading various newspaper excerpts before making the decision.

- A. Teacher will hand task cards to each cooperative group. (Included) Students will be instructed to read each selection aloud, and then to classify their responses indicating support or opposition for making the journey.
- B. Teacher-directed class discussion will take place with emphasis placed on identifying techniques and central themes for the persuasive writing in the excerpts. NOTE: Draw a parallel to contemporary commercials as a guideline to persuasive writing. Look for the following categories: imagery, overall tone, bias, and audience material appeal.
- C. Students will support a decision by coming to a consensus as a group and then write a letter to a family member stating the reason.
- D. Students will evaluate at a mock town meeting by discussing the reasons for their decision. Teacher may want to record pros and cons on the board.
- E. Each student in the group will then illustrate the determining factor or statement within persuasive writing by drawing a picture of the way that they envision the new land to be. (Using the description of what they had read.)
- F. Students will share their picture and have the rest of the class discuss the perception of the artist.

ACTIVITY TWO

- A. Teacher will read journal excerpts to the class. Samples are provided of the journals of John C. Fremont, Lewis and Clark, and others. Note: In the Lewis and Clark excerpt, there is a drawing. Teacher might also compare this to current illustration of the same bird.
- B. Teacher will then provide a handout that has several questions written on it. You may choose to have whole or small group discussions or have individual students fill out form.

SUGGESTED QUESTIONS:

1. How factually accurate was the account?
 2. What was omitted that in your judgement would be important for a full understanding of history at this time?
 3. What motives did the author have as to the reason the piece was written?
 4. Are there any stereotypes that you can depict from reading this excerpt?
 5. In your opinion, why would the author perceive things from the angle that he/she does?
 6. What is the age of the author?
 7. How long after the event did the author write the account?
 8. Is there any bias that affects the writing?
 9. Do you think you would like to read more? Why? Why not?
 10. What "visual" imagery do you see when you read this selection?
- C. Students will write a diary of "Independence Day on the Trail," using the following suggested guidelines:
 1. Choose a point of view that you would like to write from. It can be from a boy, girl, mother, father, or maybe someone such as the Trailmaster. Have them describe themselves, and determine a background (i.e. "I am ten years old, and my mom just died...")

2. Give students dates to start with such as July 3, 1843. Have them write entries that continue on with Independence Day, and then you may want them to continue on through the rest of the year choosing random dates that they are familiar with (i.e. birthday, holidays) and possibly using a minimum of two dates per month.
3. Students will then bind diaries in brown, weathered, paper of your choice.

ACTIVITY THREE

- A. Teacher will introduce the vocabulary: Medium, Perspective
- B. Teacher will show pictures of the same subject using different artists and then discuss differences that occur in the pieces of art. (Slides, actual pictures, or handout)
- C. Teacher input should lead students to explore the differences involving perspective, cultural upbringing, emotions, and also the use of different media. (Photography vs. watercolor, pen and ink, charcoal, the use of light and highlighting, and emotion).
- D. Teacher is to demonstrate the various types of medium used in art: pen and ink, charcoal, or shading, watercolor, pastel chalk or color pencils or stippling (Using small tiny dots, the artist creates the drawing with his tool, and fills in the picture with varying degrees of pressure).
- E. Direct the students to fold art paper into four different sections and choose a scene or item from Idaho History to draw. They will need to reproduce it four times, so it needs to be something they are comfortable with. They are to draw the same picture in each of the four squares, and then choose four different mediums and color or shade in each scene.
- F. Share the pictures noting the mediums that are the most appealing.

ACTIVITY FOUR

- A. Show various travel brochures for your local area and discuss the "artistic appeal" that each one has. Point out the various styles, images, and possibly the slanted perceptions. Try to explore and differentiate between factual representation and a possible "romanticized" interpretation.
- B. Instruct children to explore other types of art that represent their area (Postcards, any brochure of the area, college directories etc.). Have them bring in the items to share.
- C. Students are to create a travelers guide to appeal to someone who is coming to our planet from outer space, and we want them to stay in our town. Display.

ACTIVITY FIVE

- A. Teacher will show various calendars that have scenes from Idaho. Discuss the different styles, and for what audience the art was intended.
- B. Have students create a story from the scene as if they were seeing it for the first time. Display.

CLOSURE

Whole group discussion concerning art and literature in history. Teacher input should emphasize that all pieces of work help us learn more about our heritage and that if we are aware that each piece represents only a part of the whole picture, the more we expose ourselves to this form of history, the more we will understand about those who were before us, about ourselves; but most importantly that through our writing and art, we will also preserve history for those generations to come.

TASK CARDS

This country is expanding too fast. Besides, the Oregon Territory is claimed by the British. If war comes, it will be impossible to defend it. The Liverpool Times stated that getting troops to Oregon would be "... much more difficult than Hannibal's crossing of the Alps.

"The Rocky Mountains can be crossed by wagons and families. There is "... no obstruction the whole route that any person would dare call a mountain," according to the St. Louis Missouri Gazette. Even "delicate" missionary women have crossed the mountains with no ill effects.

No one need starve on the overland journey if they plan carefully. Provisions can be taken to last for months, and game is plentiful. In fact, the health of overlanders should improve in the great outdoors.

The New Orleans Daily Picayune said those bound for Oregon are "...pioneers...like those of Israel that followed Moses through the wilderness..." Going to Oregon is also patriotic. It is our "manifest destiny" to settle the West.

Why go to Oregon to get land? The North American Review suggested that "...an Illinois farm of the finest land in the world..." would be far superior.

The Indians in the West are hostile. The New Orleans Weekly Bulletin predicted that wagon trains would be in "constant jeopardy" from attack.

TASK CARDS

The Indians are hostile, true, but overlanders traveling together in large wagon trains are safe. "In all probability they would not meet with an Indian to interrupt their progress," declared the Missouri Gazette. The army has forts and soldiers to protect travelers and more will be provided.

Families with wagons will never be able to cross the Rocky Mountains. Men should not subject "...wives and children to all degrees of suffering," according to the Daily Missouri Republican.

Most of the overlanders and their animals will die of starvation and exposure in the vast desert areas of the West. The New York Aurora declared that it was "madness and folly" to attempt a trip to Oregon.

In Oregon, there are spacious, fertile valleys where good crops can be grown, and free land is available. Although there is still land to be had back East, prices are rising and economic conditions are poor.

Senseless tragedies are already occurring on the trails. The American Review called the story of the Donner party, "...one of the most terrible in the history of human sorrow."

From the journals of Mary Richardson Walker, who together with her husband, Elkanah, established the Spokane, or Tshimikain Mission, in eastern Washington. *Women of the West*. Luchetti, Cathy, Antelope Island Press, 1982.

Wednesday, April 25, 1838. Cold but not rainy. Rode 21 miles without alighting. Had a long bawl. Husband spoke so cross I could scarcely bare it, but he seemed to pity me a little when he found how bad I felt. Today has been very kind.

Thursday, April 26, 1838. Baked some biscuits. The first cooking I have done since I was married. Mr. Walker remarked that he thought I had done very well (for) one day....Mr. W. impolitely selected the camp grounds.

Friday, April 27, 1838. Some of our horses have strayed. Here we are waiting till the sun is high. Feel anxious. Some of the company feel disposed to murmur against Moses (Gray). Mr. S. takes it hard if he has to be separated from his wife. I feel that danger & perils await; that we ought to realize that every day may be our last.

Saturday, April 28, 1838. Came up with the company about ten & the Captains called & were introduced. They sent us some corn & another gentleman sent us a piece of fresh pork. We expect to go in the morning.... Would be glad not to have our flight on the sabbath. We cook up a little more than usual & I thought Mr. Smith acted hoggish....

Thursday, May 3, 1838. Rise before sunrise. Our company do nothing but jaw all the time. I never saw such a cross company before.

From *Women's Diaries of the Westward Journey*, by Lillian Schlissel, New York: Schocken Books, 1982, p. 54-55.

One of the starkest stories among the overland diaries is that of Elizabeth Smith Geer. She and her husband and their seven children came from Indiana to Oregon Territory in 1847. There had been flute music and fiddling and dancing in the early months of summer, but by summer's end, the wagon party was in trouble. A diary entry dated September 15 signals some of the stress the women felt:

This morning one company moved on except one family. The woman got mad and would not budge, nor let the children go. He had his cattle hitched on for three hours and coaxing her to go, but she would not stir. I told my husband the circumstance, and he and Adam Polk and Mr. Kimball went and took each one a young one and crammed them in the wagon and her husband drove off and left her sitting. She got up, took the back track and traveled out of sight. Cut across, overtook her husband. Meantime he sent his boy back to camp after a horse that he had left and when she came up to her husband, says, "Did you meet John?" "Yes" was the reply, "and I picked up a stone and knocked out his brains." Her husband went back to ascertain the truth, and while he was gone, she set one of his wagons on fire, which was loaded with store goods. The cover burnt off, and some valuable articles. He saw flames and came running and put it out, and then mustered spunk enough to give her a good flogging.

November

It rains and snows. We start this morning around the falls with our wagons....I carry my babe and lead, or rather carry, another through snow, mud and water, almost to my knees. It is the worst road....I went ahead with my children and I was afraid to look behind me for fear of seeing the wagons turn over into the mud....My children gave out with cold and fatigue and could not travel, and the boys had to unhitch the oxen and bring them and carry the children on to camp. I was so cold and numb I could not tell by feeling that I had any feet at all....there was not one dry thread on one of us - not even my babe....I have not told you half we suffered. I am not adequate to the task.

In 1942, John C. Fremont, scientist, soldier, and trail blazer, was sent by the U.S. Government to map the Oregon Trail. He was committed to study the plants, animals, geography, and peoples he encountered. He recorded elevation, latitude, longitude, and temperature daily. His report was submitted to the Secretary of War and the U.S. Congress.

Excerpts from the *Journals of John C. Fremont*, September 27-28, 1843. From *Fremont's First & Second Expeditions*, 1845.

September 27. - It was now no longer possible, as in our previous journey, to travel regularly every day, and find at any moment a convenient place for repose at noon or a camp at night; but the halting places were now generally fixed along the road, by the nature of the country, at places where, with water, there was a little scanty grass. Since leaving the American falls, the road had frequently been very bad; the many short, steep ascents, exhausting the strength of our worn-out animals, requiring always at such places the assistance of the men to get up each cart, one by one; and our progress with twelve or fourteen wheeled carriages, though light and made for the purpose, in such a rocky country, was extremely slow; and I again determined to gain time by a division of the camp. Accordingly, to-day the parties again separated, constituted very much as before - Mr. Fitzpatrick remaining in charge of the heavier baggage.

The morning was calm and clear, with a white frost, and the temperature at sunrise 24° .

To-day the country had a very forbidding appearance; and, after traveling 20 miles over a slightly undulating plain, we encamped at a considerable spring, called Swamp creek, rising in low grounds near the point of a spur from the mountain. Returning with a small party in a starving condition from the westward 12 or 14 years since, Carson had met here three or four buffalo bulls, two of which were killed. They were among the pioneers which had made the experiment of colonizing in the valley of Columbia, and which had failed, as heretofore stated. At sunset the thermometer was at 46° , and the evening was overcast, with a cold wind from the SE., and to-night we had only sage for fire wood. Mingled with the artemisia was a shrubby and thorny chenopodiaceous plant.

September 28. - Thermometer at sunrise 40° . The wind rose early to a gale from the west, with a very cold driving rain; and, after an uncomfortable day's ride of 25 miles, we were glad when at evening we found a sheltered camp, where there was an abundance of wood, at some elevated rocky islands covered with cedar, near the commencement of another long cañon of the river. With the exception of a short detention at a deep little stream called Goose creek, and some occasional rocky places, we had to-day a very good road; but the country has a barren appearance, sandy, and densely covered with the artemisias from the banks of the river to the foot of the mountains. Here I remarked, among the sage bushes, green bunches of what is called the second growth of grass. The river to-day has had a smooth appearance, free from rapids, with a low, sandy hill slope bordering the bottoms, in which there is a little good soil. Thermometer at sunset 45° , blowing a gale, and disagreeably cold.

From the diary of Lucy Henderson Deady as recorded in: *Women's Diaries of the Westward Journey* by Lillian Schlissel. New York: Schocken Books, 1982. p. 49-50.

Mother had brought some medicine along. She hung the bag containing the medicine from a nail on the side-board of the wagon....My little sister, Salita Jane wanted to taste it, but I told her she couldn't have it. She didn't say anything but as soon as we had gone she got the bottle and drank it all. Presently she came to the campfire where Mother was cooking supper and said she felt awfully sleepy. Mother told her to run away and not bother her, so she went to where the beds were spread and lay down. When Mother called her for supper she didn't come. Mother saw she was asleep, so didn't disturb her. When Mother tried to awake her later she couldn't arouse her. Lettie had drunk the whole bottle of laudanum. It was too late to save her life. Before we had started father had made some boards of black walnut that fitted along the side of the wagon. They were so grooved they would fit together and we used them for a table...Father took these walnut boards and made a coffin for Salita and we buried her there by the roadside in the desert...

Three days after my little sister Lettie drank the laudanum and died we stopped for a few hours, and my sister Olivia was born. We were so late that the men of the party decided we could not tarry a day, so we had to press on. The going was terribly rough. We were the first party to take the southern cut-off and there was no road. The men walked beside the wagons and tried to ease the wheels down into the rough places, but in spite of this it was a very rough ride for my mother and her new born babe.

After a great hardship...we finally made our way through...to Oregon it was late in the year and the winter rains had started. We had been eight months on the road instead of five, we were out of food, and our cattle were nearly worn out...My mother's brother came out and met us. We left the wagons and with mother on one horse holding her 6 week old baby in her lap, and with one of the little children sitting behind her and with the rest of us riding behind the different men, we started north...There were five of us children...We lived on boiled wheat and boiled peas that winter. My mother got sick, so my Aunt Susan came to live with us and take care of her.

From *The Journals of Lewis and Clark*

The Cock of the Plains is found in the plains of Columbia and are in great abundance from the entrance of the S.E. fork of the Columbia to that of Clark's river. This bird is about 2/3rds the size of a turkey. the beak is large short curved and convex. the upper exceeding the lower chap. the nostrils are large and the b(e)ak black. the colour is an uniform mixture of dark brown reather bordeing on a dove colour, redish and yellowish brown with some small black specks. in this mixture the dark brown prevails and has a slight cast of the dove colour at a little distance. the wider side of the large feathers of the wings are of a dark brown only. the tail is composed of 19 feathers of which that in the center is the longest, and the remaining 9 on each side deminish by pairs as they recede from the center; that is any one feather is equal in length to one equa distant from the center of the tail on the oposite side. the tail when foalded comes to a very sharp point and appears long in proportion to the body. in the act of flying the tail resembles that of a wild pigeon. tho' the motion of the wings is much that of the pheasant and Grouse. they have four toes on each foot of which the hinder one is short. the leg is covered with feathers about half the distance between the knee and foot. when the wing is expanded there are wide opening between it's feathers the plumeage being so narrow that it dose not extend from one quill to the other. the wings are also proportionably short, reather more so than those of the pheasant or grouse. the habits of this bird are much the same as those of the grouse. only that the food of this fowl is almost entirely that of the leaf and buds of the pulpy leafed thorn; nor do I ever recollect seeing this bird but in the neighborhood of that shrub. they sometimes feed on the prickley pear. the gizzard of it is large and much less compressed and muscular that in most fowls, in short it resembles a maw quite as much as a gizzard. when they fly they make a cackling noise something like the dunghill fowl. the following is a likeness of the head and beak. the flesh of the cock of the Plains is dark, and only tolerable in point of flavor. I do not think it as good as either the Pheasant or Grouse. - it is invariably found in the plains. The feathers about it's head are pointed and stif some hairs about the base of the beak. feathers short fine and stif about the ears.

From *A Field Guide to Western Birds*, by Roger Tory Peterson, Houghton Mifflin Co., Boston, 1969, p. 91.

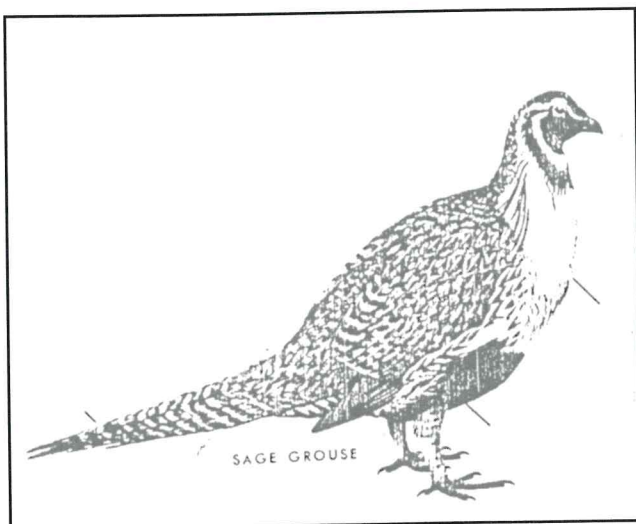
SAGE GROUSE *Centrocercus urophasianus*: male 26-30, female 22- 23 (Sage Hen)

Field marks: A large grayish grouse of open sage country, as large as a small Turkey; identified by contrasting black belly patch and spikelike tail feathers. Male is considerably larger than female, has black throat, and in dancing display puffs out white chest, exposes yellow air sacs on neck, and erects and spreads its pointed tail feathers.

Voice: Flushing note, kuk kuk kuk. In courtship display male makes popping sound.

Where found: Resident locally, from s. B.C., e. Washington, s. Idaho, se. Alberta, sw. Saskatchewan, w. N. Dakota south (east of Cascades, Sierra) to e.-c. California, Nevada, Utah, nw. New Mexico, nw. Nebraska.

Habitat: Sagebrush plains. Nest: Under sagebrush. Eggs (7-13; 17) olive-buff, spotted.



Clark's drawing of the sage grouse, discovered June 5, 1805



IDAHO ART AND LITERATURE

A SENSE OF PLACE

By Kelly May, Janet Meyer, José L. Madarieta, Duane Dixon

When we read history we should be able to be engaged in an objective pursuit of fact and truth. After all, as historians and teachers of history, we study and communicate our findings as sensibly and responsibly as possible, always aware that we are reporters of fact and not interpreters of truth. There lies the rub. History, despite the journalistic purity of the initial chronicler, is, at best, selective. The teaching of history, despite our sense of purity and purpose, is a matter of interpretation.

It is imperative, then, that we first scrutinize our history through as many different genres as possible, and then to establish a common ground on which to build our report. We build history from the bottom up using perhaps the most basic, and, therefore, the most common shared feature: that of place.

The following lesson plan is written to aid the student (through the use of Idaho literature and art) to first identify and conceptualize place and then to further understand the "human" factor as it pertains to and contributes to a sense of place.

Virginia Woolf observes that "painting and writing have much to tell each other; they have much in common. The novelist [and the historian] after all wants to make us see." The careful use of poetry, prose, painting, sculpture, photography, and film can go far in elaborating our cause and in establishing that sense of place.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Be introduced to the literature of Idaho and the various authors whose distinctive styles and narratives will help them to better understand and appreciate the works of regional authors.
2. Identify the descriptive techniques employed by writers and formulate a perception in their own mind of the passage(s).
3. Create a visual depiction of the written passage, using assorted methods, that will demonstrate both their understanding of the selection, as well as their vision of the subject matter.

MATERIALS:

1. Work of Idaho literature in the form of a poem, myth, journal, short story, novel, or excerpts from any of these. (Preferably descriptive in nature, see bibliography.)
2. Sketch pads, colored pencils, water colors, markers, charcoal pencils, collages, poster paper, clay card board, film etc.(Students may express themselves in whatever media they prefer at the teachers' discretion.)

LESSON PROCEDURE :

1. Assign students, from the literary work of your choice, to read the section, or sections of that work that deal with a description of a specific geographic area, a specific event, or a specific person or group of people.
2. Students may be divided into groups, or may work individually, at the discretion of the teacher and because of the nature of the project they choose to pursue.
3. Students will then illustrate the passage, or passages, read in Step 1 using whatever genre they choose or is agreed upon by the class and the teacher.
4. Discussion and display of the illustration should follow so that class members might come to understand that even the same passage, read by different people, will probably be interpreted or perceived differently by each person who reads it. The teacher should make the class aware of the differences and similarities of interpretation so as to build an awareness of the hazards inherent in using only one source or author in the study of history, and the beauties of seeing "place" through the diverse perceptions in a group.

EXTENSIONS :

1. Take students on a field trip to the area described in the literary work (i.e. Oregon Trail, Snake River Canyon) and compare the authors description, their work of art based on the description, and the subject itself.
2. Research the author of the work you have studied to determine how the experiences of their life might have influenced their writing.
3. Research historical photographs or art dealing with the same subject matter as the literature and compare the description with the visual rendition.
4. Study a work of art or historical photograph and have the students write a descriptive story centered on that subject.

RESOURCES :

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IDAHO FAMILY CULTURES

PASSING CULTURE THROUGH STORIES AND ART

By Marilyn Sweeney, Theda Torgerson, Barbara Agnew, Kris Udy

Stories teach history and pass on culture. All families have stories. Stories often describe everyday life. Stories are interesting because they touch on our commonality and use descriptive language to arouse feelings. Visual objects or images often trigger or carry stories.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Compare data compilation with story gathering.
2. Conduct interviews to gather stories and record them.
3. Summarize a story visually in a quilt block.
4. Retell several stories which he/she learns orally.
5. Present a story to a large group.

MATERIALS:

1. Story for comparison (included)
2. Form for interview for each student (included for copying)
3. Butcher paper of many colors
4. Rubber cement/glue sticks for each student
5. Scissors

LESSON PROCEDURE:

DAY 1:

The teacher presents the first story by starting with the list of bare facts (Betsy Buttons, Version 2). She will contrast this by reading, or, better yet, telling the same story, (Betsy Buttons, Version 1). The class will discuss why the second form is more interesting. Ask students to discuss with their families whom to interview after Day 2.

DAY 2:

Students report back about whom they will interview and when. Teacher presents "Techniques for Interviewing and Recording Oral History and Culture." Teacher models interview technique by interviewing a guest brought into the classroom, using tape recorder and some sample questions. Send interview form home with student. Allow sufficient time for interviews to occur.

DAY 3:

Teacher re-reads Day 1 story and presents quilt block, which represents the most important elements of the story. The teacher emphasizes that since quilt blocks are sewn they must be fairly simple. Students could sketch out a plan on paper but the activity is best done by making a mental list of key elements (two is enough) and then cutting butcher paper into shapes that are glued to a 6x6 background block. The only tool used **MUST** be scissors. Colored backgrounds should be offered by the teacher, of a uniform size, cut of butcher paper, as colored backgrounds make the blocks appear more design-like than white backgrounds. The teacher mounts the quilt blocks onto a large piece of butcher paper with rubber cement.

As students finish their quilt blocks they begin to partner up and tell their stories to each other. The first student tells his story while the friend listens. The friend then retells the story back to the first student so that he can listen to his own story being retold. They can critique how much was missing on the second telling.

DAY 4:

The teacher puts the quilt up for display. The students gather around and begin their presentation by pointing out their part in the quilt. Each child presents the interview, told in a story form, to the class. He may want to use an artifact as he tells the story.

B E T S Y B U T T O N S : (V e r s i o n 1)

(A factual story retold by Louise Cheney about her grandmother while coming across the plains.)

Sarah, living in England with her family, had always wanted a doll. On her eighth birthday, Sarah's mother made her one out of old rags, yarn and two big buttons for eyes. Sarah was so excited that "Betsy Buttons" became her constant companion. Sarah and her family came across the ocean and joined the western movement in covered wagons. Sarah and Betsy Buttons were inseparable. One day hostile Indians surprised the wagon train camp. A young brave spotted Sarah and decided he was going to own her treasured doll. In frustration and anger, Sarah spat upon the Indian and then darted quickly away in an effort to save herself and her cherished doll. The band of Indians rode away but left a very frightened girl who thought the brave was going to return in retaliation. Sarah went to sleep that night in fear. She awoke to a thundering noise all around the wagon in which she was sleeping. Knowing the Indians had returned for her, she lay in trepidation only to discover a herd of buffalo was stampeding past the wagon train. The Indians never came back and Sarah still has her cherished Betsy Buttons to remind her of her journey across the plains.

B E T S Y B U T T O N S (V e r s i o n 2)

(A record of facts.)

1. A family leaves England in search of religious freedom and arrives in the New World around 1850.
2. Being adventurers and land-hungry immigrants, this family crosses the east and central plains and continues West.
3. They encounter skirmishes with American Indians.
4. In 1852, they arrive with some necessities, few provisions, a rare luxury or occasional toy.
5. They settle in the Idaho Territory and become part of a new settlement.

TECHNIQUES FOR INTERVIEWING AND RECORDING ORAL HISTORY AND CULTURE

Today, a popular form of TV programming is the personal one-on-one interview, such as the Barbara Walters Specials. These interviews serve as an excellent means of gathering individual and family histories. We'd like to incorporate this method to collect our own stories. Each child will have the opportunity to do his own interviewing.

The teacher may choose to structure the type of interviews around a selected theme or a certain period of history. For this lesson we are asking the child to find an older person in the community with whom they would be comfortable asking questions. By talking with a person who has lived a long time and seen many things the children learn in a personal way about history and culture.

The easiest method to record these stories would be through the use of a tape recorder. The advantages to this are obvious in that it serves as a permanent record and the child can listen to it several times in order to put in his own words a summary of the interview.

Prior to sending your students out to do the interview it would be important to do a sample interview emphasizing correct protocol.

1. Remind your students that the most important thing is to be a good listener. When you play back the tape you should hardly hear your voice talking. The student's job is to operate the tape recorder--making sure ahead of time that it works and that the microphone is close enough to clearly pick up the voice, and to get the person being interviewed to start talking.
2. Not only is it important to be quiet, but really listen. If you show that you are tired or distracted your guest will think he/she is boring. Show interest by:
 - a. looking right at your person
 - b. nodding your head once in a while
 - c. laughing at things that are funny
 - d. if you don't understand, ask a question
 - e. by commenting with an "mmmmm," "oh?" or "I see" once in a while shows you are listening.

(Teacher can coach and model for the students introductory and warm-up remarks, such as "I know you must have done many interesting things in your life, and I would love to hear you tell me how things used to be.")

3. When you arrive for the interview select a quiet room away from telephone and other sounds so as not to pick up unwanted noise.

INTERVIEW FORM

At the very beginning of the tape, before you start the questions, state:

- A. your name and age
- B. the name and age of the person you are talking to
- C. the date
- D. the address of where you are

When you start the interview, you could just ask the person to tell you about his/her childhood from his/her first memory. You may not need to ask the questions on the list if your guest is able to think of a lot to talk about. The list is just to help you get started or if your guest can't think of anything more to say.

POSSIBLE QUESTIONS TO ASK

1. What is your earliest memory?
2. When you were a child what did you want to be when you grew up?
3. What did you really become?
4. What kind of chores did you do?
5. What kinds of games did you play? What were they like?
6. What did your family do for fun?
7. Can you remember any special holiday?
8. What was your school like?
9. Tell me about what you would do on a typical day.
10. What was the town that you lived in like? What do you remember the most about it?
11. What do you remember best about your childhood?
12. What do you remember best out of your whole life.
13. Do you remember the Depression? What was it like for you?
14. Do you remember World War II? What do you remember best from that time?
15. How do you think life is different now than when you were a child?

EXTENSION ACTIVITIES:

1. If you are unable to utilize an oral history approach because of time or facilities, you might want to contact interesting older people in your community to come in to the classroom and share some of their life experiences. Students could tape these in class reminiscences instead of doing so in the field. Ultimately a library could be started of such speakers telling their stories on tape for future classes to use.
2. Students may bring a family dish that depicts the culture and have a tasting party.
3. Suggest children bring in a family artifact or picture relating to the story.
4. Teachers might wish to contact a nursing home or senior citizen center supervisor and arrange for children to come in and do oral history interviews. (Veterans' homes, retirement homes, etc., are other possible sources for cultural histories.)

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IDAHO FAMILY CULTURES

MAKING A DEAL WITH DILL: MARKETING NATURE'S MEDICINE CABINET

by Marjie Atkins, Carol Sue Hauntz, Lise Kutzman, Dan Prinzing

In addition to the toil and sweat characteristic of frontier life, daily needs in pioneer times included a dependence upon the fields, gardens and woods for food, medicine, beauty aids, and comforts. Knowing the secrets of mother nature could mean survival, as trained doctors were a luxury often far from the scene. The diaries and journals of the westward emigrants are a testament to the threat and effect of illness.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Recognize the difficulty of survival on the frontier.
2. Compare and contrast medicinal and cosmetic practices of pioneer and modern day needs.
3. Choose and advertise a pioneer "product."

MATERIALS:

1. Pre-activity reading depicting frontier illness*
 2. List of pioneer remedies and beauty aids*
 3. Poster board and art supplies
- (*Denotes materials included in this lesson design)

LESSON PROCEDURE:

1. As an introduction, read the "Pre-Activity Reading" on illness and discomfort on the frontier to the class.
2. From the list provided, have students select a pioneer remedy or beauty aid. Students will be asked to produce an advertisement for the product that they have chosen.
3. On a poster board, each student will advertise their product, including:
 - a) name of product
 - b) ailment
 - c) ingredients
 - d) instructions for use or application

- e) cost/where to purchase/where to find
 - f) results
4. Each student will present his/her product ad to the class.
 5. Display the posters in the class or around the school.
 6. Extension: reproduce and/or demonstrate a chosen product or remedy for the class.

B I B L I O G R A P H Y :

- Holmes, Kenneth L. editor. *Covered Wagon Women: Diaries and Letters from the Western Trails 1840-1890*. Arthur H. Clark Company: Spokane, WA, 1991
- Shelton, Ferne. *Pioneer Beauty Secrets*. Hutcraft: High Point, NC, 1970.
- Shelton, Ferne. *Pioneer Comforts and Kitchen Remedies*. Hutcraft: High Point, NC, 1965.

PRE - ACTIVITY : READING

"Long before colonists came to America, Old World medicines had been based on herbs and underlying belief in magic and witchcraft. From the first, settlers were able to recognize and use many coastal plants. By the time pioneers pushed inland and climbed the mountains, they found that the Appalachians offered the greatest variety of plants known to man.

With the challenging hazards of unopened trails, unknown rivers, and untamed forests as a test for his courage and strength, many new pioneer arrived at his homesite with little more than a gun, a few tools, a broken-down horsecart and `what he had in his head'."

--from *Pioneer Comforts and Kitchen Remedies*

"Early (medical remedies and) beauty aids in American were made in settlements and frontier kitchens using herbs, honey, juices, vinegar or supplies `on hand.' Whether she used . . . secrets inherited from her grandmother's or tried experiments of her own, the inventive pioneer woman was constantly seeking--and finding--ways to protect and beautify her body, home and garden."

--from *Pioneer Beauty Secrets*

Search of health is pictured no more pitifully than in the trail account written by Catherine Scott Coburn in 1852:

"One of our five wagons was occupied by a little family of three, a man and his pale-faced wife, who held closely to her bosom, on that trying morning of last good-byes, a babe of six months. Since the advent of this child, the mother had daily drooped and faded, and this journey was resolved upon in the hope of restoring her to health. A health journey! . . . a weak woman with her babe started on a transcontinental journey of between 2,000 and 3,000 miles across mountains, streams and arid plains in search of health and in this wagon home she lived and journeyed patiently, even cheerfully, during the months of weakness and homesickness, jolting over the uneven roads, hungering, with an invalid's feverish longing for proper nourishment, yearning for rest and caring daily, with such assistance as her kind husband could render after the discharge of other wearing duties that were his portion during those months of trial, for the tired, restless babe. Finally the Dalles was reached and here the heroic health seeker found a grave."

On April 7th, Abigail Jane Scott (Duniway) recorded: "Two of our company taken sick; one with ague, one with lung fever." On April 8th, "Mother so sick she cannot travel and we will have to stay here until she gets better. The morning is fine; and if we were all well we would certainly be a jolly crew."

"On May 7th and 8th, Mr. Chamberlin is very ill and we will be obliged to cross the river next Monday and leave him, if he gets no better which we have at present little reason to hope." By May 19th Abigail adds, "The deaths are principally occasioned by colds and diarrhea brought on in instances by exposure and fatigue, but we think most generally from imprudence in eating and drinking . . ."

As illness even hindered the livestock, Abigail records: "We have given our cattle a dose of vinegar and molasses which has the tendency to counteract the effects of the alkali and soda with which the water of this slough is impregnated." The middle of August while traveling along the Snake River, the journal records that "A number of the company are sick . . . their lives have been saved by their eldest sister, Mary Frances, who has nourished them with especial care, from the food and medicinal reserves ...".

--from *Covered Wagon Women*

PIONEER COMFORTS AND KITCHEN REMEDIES

As often recorded, the trail west was marred by the effect of diarrhea; did the pioneers search for blackberries to make a juice? From the attached list, pick a remedy or beauty aid to mark your struggle to survive in the frontier.

AILMENT

REMEDY

- | | |
|------------------------|--|
| 1. Coughs | Mustard plaster |
| 2. Croup | Ground ivy tea |
| 3. Asthma | Jimson weed |
| 4. Bronchitis | Peach tree leaves (poultice) |
| 5. Whooping Cough | Wild clover tea |
| 6. Colds/Nerves | Catnip tea, marigold tea |
| 7. Coughs | Wild cherry bark tea |
| 8. Sore throat | Honey, vinegar, sage leaves, boiled |
| 9. Bad breath | Mint tea |
| 10. Fever (to break) | Hot tea of willow tree, sage, aspen, dogwood |
| 11. Rheumatism | Garlic tea |
| 12. Sore joints | White walnut bark, boiled |
| 13. Stiffness | Pine oil |
| 14. Diarrhea | Blackberry juice, sweet fern tea |
| 15. Constipation | Boxwood, iris, or buckthorn tea; figs |
| 16. Ringworm | Yellow dock root in vinegar |
| 17. Snake bite | Dock leaves in a poultice |
| 18. Removing warts | Wood ashes rubbed on |
| 19. Wounds | Salves of fur balsam, sweet gum |
| 20. Burns | Oak tree bark |
| 21. Skin rash | Starch and castor oil paste |
| 22. Chapped skin | Dry starch |
| 23. Pimples | Vinegar |
| 24. Warts | Castor oil and milkweed juice |
| 25. Frostbite | Boiled beach tree leaves |
| 26. Poison Ivy | Jewel weed, sweet fern |
| 27. Measles | Wild cherry bark tea |
| 28. Headaches | Lady Slipper root tea |
| 29. Blood pressure | Indian Poke tea |
| 30. Kidney trouble | Bear berry leaves tea |
| 31. Asthma | Field daisy or Honeysuckle smoked |
| 32. Hoarseness | Horseradish root tea |
| 33. Cure for drunkards | Virginia Creeper leaves steeped in wine |
| 34. Baldness | Sage |
| 35. Germ killers | Onions and garlic |
| 36. Tooth cleaner | Baking soda |
| 37. Bee stings | Baking soda |
| 38. Insomnia | Almonds |
| 39. For sleep & nerves | Poppy seeds |
| 40. Loose teeth | Ginger, cloves or cinnamon |

1. Whiten skin and to remove freckles: Raw cucumbers, raw strawberries, buttermilk, paste of oatmeal or cornmeal.
2. Pimples: Salve of Sweet Gum, dried Water Lily root, Snapdragon, Hollyhock, or Violets.
3. To prevent baldness: Castor oil massaged on scalp, cover with hot wet towels, or strong sage tea applied to scalp; also eating Sunflower seed, molasses or grapes.
4. Prettier eyelashes and eyebrow: Castor oil applied to eyelashes and eyebrows.
5. Breath sweeteners: Nutmeg, cloves, anise seed.
6. To relieve hiccups: Sip peppermint tea slowly, suck on a lump of sugar-flavored peppermint oil, eat dill seeds.
7. Suntan lotion: One half -cup olive oil, and one half- cup cider vinegar.
8. Sunburn aids: Wheat germ oil, diluted vinegar, salt water, soda water.
9. Wrinkle cream: Two tablespoons fresh cream with one teaspoon honey.
10. Rosy glow and refreshed skin: Strawberry juice or ice tea or wine, patted on the skin and allowed to dry.
11. Harden nails: Soak in warm olive oil.
12. To reduce bags under the eyes: Place grated raw potato or cucumber on eye area and relax for 15 minutes.
13. Dry shampooing: Blondes, rub dry corn meal through hair, brush out; Brunettes, rub salt through hair, brush out
14. Dandruff : Equal parts cider vinegar with warm water. Apply to scalp.
15. To relieve foot odor: One half cup talcum, one half cup corn starch, with one half teaspoon Salicylic Acid mixed together for foot powder.
 Foot tonic: Two tablespoons hydrogen peroxide, four tablespoons witch hazel, two tablespoons glycerine, and five tablespoons rose water. Shake well and apply to feet.



CONTEMPORARY IDAHO

CONTEMPORARY IDAHO BINGO

By Kimberley Kidd, Barb Fitzsimmons, Marie Jessup, and Caryl Humphries

What do we teach our students about contemporary Idaho? This is a difficult question. First, students need to understand what we mean by "contemporary." Typically, we look at it as being the period after 1945. Children need to understand that these are events in history that have happened in their parents' lifetimes and during their own life. Important historical events are happening in the news every day. We need to encourage students to become aware of these news-making events. Class discussions will help students to understand how these events can influence what will happen in their future.

LEARNING STATEMENTS:

STUDENTS WILL:

1. develop an awareness of contemporary people and issues in Idaho History.
2. have fun while developing an understanding of terms dealing with Idaho History.
3. enhance their listening skills.

MATERIALS:

1. IDAHO Bingo Sheet*
2. Questions*

(*Denotes materials included in this lesson design)

LESSON PROCEDURE:

1. Teacher will discuss contemporary issues and vocabulary from Idaho History with their students.
2. Teacher can develop a game such as the one included to help students review important topics.
3. Pass out the blank IDAHO Bingo sheet. Have students randomly fill in 24 terms that you have selected.
4. The teacher reads definitions and clues. Students match these with the appropriate space on their cards. When they get 5 in a row, they shout out "IDAHO." Teacher can check the students' answers to make sure they are correct. Student can be rewarded by being the next person to read the clues, by earning points for a team, or in any manner that the teacher feels is appropriate.

EXTENSION ACTIVITIES:

1. Change the topics and vocabulary to personalize the game to your students' needs.
2. Vary the type of game played. For example: "Concentration," "Go Fish," and "Jeopardy" are all fun ways to review important information.

Terms for students to write on IDAHO sheet:

Frank Church

J.R. Simplot

Joe Albertson

tourism

mining

phosphate

dam

wilderness

industries

urban

rural

Morrison Knudsen

Cecil D. Andrus

Steve Symms

Duane Hagadone

Carol Ryrie Brink

spotted owl

agriculture

clearcutting

contemporary

irrigation


Potlatch

Glen H. Taylor

Bunker Hill Mine and Smelter

ADDITIONAL RESOURCES:

In Mountain Shadows by Carlos Schwantes is an excellent resource for an overview of Idaho History.
Proceeding on . . . Visions of Idaho - Video Series

I	D	A	H	O
				

<p>Any barrier or obstruction that stops a flow of water. (dam)</p>	<p>A designated place where man is not allowed to live. (wilderness area)</p>	<p>A fruit farmer and Idaho senator for 12 years. (Steve Symms)</p>
<p>Having to do with a country lifestyle. (rural)</p>	<p>A way of removing minerals from the ground. (mining)</p>	<p>A mineral used as a fertilizer. (phosphate)</p>
<p>Having to do with a city lifestyle (urban)</p>	<p>An award-winning author from Moscow, Idaho. (Carol Ryrie Brink)</p>	<p>An Idaho legislator who backed a bill to create the 650,000 acre Hells Canyon National Recreation Area. (Frank Church)</p>
<p>A multinational giant in construction of buildings. (Morrison Knudsen)</p>	<p>"Resort King" in Northern Idaho. (Duane Hagadone)</p>	<p>An industry that involves recreation, travel, and money. (tourism)</p>

<p>A company in Idaho that supplies wood products. (Potlatch)</p>	<p>One method of cutting timber. (clearcutting)</p>	<p>This company was Idaho's biggest employer before closing in the 1980's (Bunker Hill Mine and Sulfur)</p>
<p>Events and issues happening in our lifetime. (contemporary)</p>	<p>An environmental problem involving a fowl and its habitat (spotted owl controversy)</p>	<p>This is the leading industry in Idaho (agriculture)</p>
<p>A way of supplying water through artificial channels. (irrigation)</p>	<p>The only Idahoan to hold a presidential cabinet office (Cecil D. Andrus)</p>	<p>Who was the "Potato King" (J. R. Simplot)</p>
<p>A popular Idaho legislator known as the "Singing Cowboy" (Glen H. Taylor)</p>	<p>Things like tourism, farming, ranching, and mining that supply jobs and bring money into the state. (industries)</p>	<p>This man began a popular supermarket chain. (Joe Albertson)</p>

CONTEMPORARY IDAHO



THE WORLD IN IDAHO

by Gloria Hoopes, Al Harrington, Ken Mecham

At first glance, Idaho appears to consist of a population whose ancestry is rooted in Northwestern Europe. A more careful look reveals a much more diverse demographic statewide community. Contributions to the development of Idaho by minority groups can not be denied and should not be overlooked. Students may have developed many misconceptions regarding diverse ethnic groups in Idaho.

This lesson plan is designed to equip students with knowledge relating to the colorful and often vital contributions of Idaho's many ethnic groups.

LEARNING STATEMENTS:

THE STUDENT WILL:

1. Display demographic information through charts, graphs and maps.
2. Become aware of the migratory patterns and settlements of the diverse ethnic groups in Idaho.
3. Become more aware of the cultural contributions of the ethnic groups in Idaho.
4. Become more aware of the fallacies of stereotyping and racial and cultural discrimination.

MATERIALS:

1. Film: *Proceeding On... Visions of Idaho #9, The World Comes to Idaho* (Idaho State Library, No. VC-1329).
2. Map of Idaho containing county boundaries.*
3. 1990 census charts.*

(*Denotes materials included in this lesson design)

LESSON PROCEDURE:

1. Show the film: *The World Comes to Idaho* (ISL: No. VC 1329).
2. Discuss the importance of understanding various cultural groups.
3. Divide the class into small groups and assign each group to research one of the cultural groups in Idaho.

4. Have each group share the information they have collected either through oral presentations or written reports.
5. Discuss influences of various groups on the demographics of the statewide community.
6. Using census charts (provided in this lesson) locate centers of ethnic populations on the Idaho map.
7. Using the chronological census chart develop a bar graph illustrating the history of immigration or population growth by American Indians, Blacks, Chinese and Japanese.
8. Have students identify possible reasons for geographic centers and periods of emigration and immigration in Idaho.

EXTENDED ACTIVITIES:

1. Have a panel discussion with members of various cultural groups discussing discrimination against minorities.
2. Have students gather and analyze demographic information of their local area.
3. Have students list and identify words borrowed from other cultures.
4. Have each student select a food or dish and write a report on where that dish came from and how it came to Idaho.
5. Have each student find and tell/read a folk tale from a culture other than his or her own.
6. Invite someone to teach or perform a folk dance.
7. Have students write stories about how their families came to Idaho.
8. Invite people from varied backgrounds to discuss their culture.

CHRONOLOGICAL CENSUS CHART

NON-CAUCASIANS IN IDAHO, 1900-1980 *

	1900	1920	1940	1960	1980
American Indians	4,228	3,098	3,537	5,231	10,418
Blacks	293	920	595	1,502	2,716
Chinese	1,467	585	208	311	905
Japanese	1,291	1,569	1,191	2,254	2,585

* Schwantes, Carlos A., *In Mountain Shadows, A History of Idaho*. Lincoln: University of Nebraska Press, 1991, p. 131

Table 3. Race and Hispanic Origin: 1990

[For definitions of terms and meanings of symbols, see text]

State Urban and Rural and Size of Place	The State	Urban							Rural						
		Total	Inside urbanized area			Outside urbanized area			Total	Place of 10,000 or more	Place of 2,500 to 9,999	Place of 1,000 to 2,499	Place of less than 1,000	Other rural	
			Total	Central place	Urban fringe	Total	Place of 10,000 or more	Place of 2,500 to 9,999							
RACE															
All persons	1 006 749	578 214	278 200	215 747	62 453	300 014	159 822	140 192	428 535	47 429	48 125	332 981			
White	950 451	545 349	266 585	206 490	60 095	278 764	149 933	128 831	405 102	44 082	45 144	315 876			
Black	3 370	2 929	1 581	1 381	200	1 348	460	888	441	42	30	369			
American Indian, Eskimo, or Aleut	13 780	6 611	2 232	1 721	511	4 379	1 364	3 015	7 169	489	1 491	5 189			
American Indian	13 594	6 504	2 193	1 691	502	4 311	1 334	2 977	7 090	487	1 472	5 131			
Eskimo	132	80	26	18	8	54	18	36	52	2	13	37			
Aleut	54	27	13	12	1	14	12	2	27	-	6	21			
Asian or Pacific Islander	9 365	7 180	3 871	3 093	778	3 309	2 160	1 149	2 185	255	173	1 757			
Asian	8 492	6 534	3 554	2 842	712	2 980	1 950	1 030	1 958	231	146	1 581			
Chinese	1 420	1 249	681	552	129	568	474	94	171	17	13	141			
Filipino	1 083	806	365	280	85	441	214	227	277	54	22	201			
Japanese	2 719	1 784	1 012	837	175	772	447	325	935	117	55	763			
Asian Indian	473	407	229	219	10	178	155	23	66	7	11	48			
Korean	935	699	412	316	96	287	141	146	236	18	26	192			
Vietnamese	600	526	367	237	130	159	123	36	74	7	5	62			
Cambodian	66	62	8	8	0	54	52	2	4	4	-	-			
Hmong	-	-	-	-	-	-	-	-	-	-	-	-			
Laotian	482	448	212	189	23	236	193	43	34	-	-	34			
Thai	188	141	56	44	12	85	30	55	47	1	10	36			
Other Asian	526	412	212	160	52	200	121	79	114	6	4	104			
Bangladeshi	1	1	-	-	-	1	1	-	-	-	-	-			
Burmese	7	6	5	5	-	1	1	-	1	-	-	1			
Indonesian	34	22	9	9	-	13	4	9	12	-	-	12			
Malayan	7	5	2	2	-	3	3	-	2	-	-	2			
Okinawan	8	4	3	3	-	1	-	1	4	1	1	2			
Pakistani	17	17	3	3	19	48	47	1	4	-	-	4			
Sri Lankan	90	86	38	19	4	7	6	1	-	-	-	-			
All other Asian	362	271	145	116	29	126	59	67	91	5	3	83			
Pacific Islander	873	646	317	251	66	329	210	119	227	24	27	176			
Hawaiian	476	330	154	115	39	176	107	69	146	16	23	107			
Samoa	145	115	73	58	15	42	33	9	30	2	-	28			
Guamanian	95	76	33	25	8	43	10	33	19	2	-	17			
Other Pacific Islander	157	125	57	53	4	68	60	8	32	4	4	24			
Tongan	51	45	9	9	-	36	33	3	6	-	1	5			
Tahitian	1	1	-	-	-	1	1	-	-	-	-	-			
Northern Mariana Islander	19	17	14	14	-	3	3	-	2	-	-	2			
Palauan	10	8	3	-	3	5	5	-	2	-	-	2			
Fijian	2	1	1	-	1	1	1	-	4	-	-	-			
All other Pacific Islander	70	52	30	29	1	22	17	5	18	-	3	15			
Other race	29 783	16 145	3 931	3 062	869	12 214	5 905	6 309	13 638	2 561	1 287	9 790			
HISPANIC ORIGIN															
All persons	1 006 749	578 214	278 200	215 747	62 453	300 014	159 822	140 192	428 535	47 429	48 125	332 981			
Hispanic origin (of any race)	52 927	30 907	9 413	7 346	2 067	21 494	10 816	10 678	22 020	3 423	2 213	16 384			
Mexican	43 213	24 562	6 594	5 134	1 460	17 968	8 996	8 972	18 651	2 954	1 893	13 804			
Puerto Rican	665	496	191	165	26	305	158	147	169	11	16	142			
Cuban	164	117	60	53	7	57	31	26	47	2	3	42			
Other Hispanic	8 885	5 732	2 568	1 994	574	3 164	1 631	1 533	3 153	456	301	2 396			
Not of Hispanic origin	953 822	547 307	268 787	208 401	60 386	278 520	149 006	129 514	406 515	44 006	45 912	316 597			

Table 5. Race and Hispanic Origin: 1990

[For definitions of terms and meanings of symbols, see text]

County	Ada County	Adams County	Bannock County	Bear Lake County	Benevoh County	Bingham County	Blaine County	Boise County	Bonner County	Bonneville County
RACE										
All persons	205 775	3 254	66 026	6 084	7 937	37 583	13 552	3 509	26 622	72 207
White	198 888	3 203	61 742	5 999	7 278	32 439	13 241	3 431	26 210	69 246
Black	958	2	431	6	6	32	10	2	37	297
American Indian, Eskimo, or Aleut	1 382	41	1 678	25	602	2 615	53	35	220	391
American Indian	1 354	39	1 671	25	596	2 612	52	35	212	383
Eskimo	17	2	5	—	5	3	1	—	8	8
Aleut	11	—	2	—	1	—	—	—	—	—
Asian or Pacific Islander	2 887	1	712	5	28	273	104	14	71	687
Asian	2 646	1	625	2	26	248	97	6	67	642
Chinese	476	—	141	—	11	23	11	—	16	103
Filipino	271	—	36	2	5	17	19	1	15	97
Japanese	645	1	235	—	5	143	33	2	14	285
Asian Indian	150	—	52	—	2	4	4	—	4	46
Korean	344	—	49	—	2	19	6	3	13	70
Vietnamese	375	—	13	—	—	12	9	—	1	10
Cambodian	10	—	—	—	—	4	—	—	—	—
Hmong	—	—	—	—	—	—	—	—	—	—
Laotian	162	—	51	—	—	—	—	—	—	—
Thai	49	—	9	—	—	13	1	—	—	—
Other Asian	164	—	39	—	1	10	12	—	2	25
Bangladeshi	—	—	—	—	—	—	—	—	—	—
Burmese	—	—	1	—	—	—	—	—	—	—
Indonesian	7	—	1	—	—	—	—	—	—	—
Malayon	—	—	2	—	—	—	5	—	—	—
Okinawan	—	—	1	—	—	—	—	—	—	—
Pakistani	31	—	7	—	—	2	—	—	1	—
Sri Lankan	10	—	—	—	—	—	—	—	—	—
All other Asian	114	—	27	—	—	8	7	—	1	—
Pacific Islander	241	—	87	3	2	25	7	8	4	45
Hawaiian	122	—	41	3	—	17	5	1	3	23
Samoan	54	—	30	—	2	2	—	1	—	—
Guamanian	21	—	9	—	—	1	—	1	—	—
Other Pacific Islander	44	—	7	—	—	2	—	1	1	10
Tongan	7	—	1	—	—	3	—	5	—	12
Tahitian	—	—	—	—	—	—	—	—	—	1
Northern Mariana Islander	14	—	—	—	—	—	—	—	—	—
Palauan	3	—	—	—	—	—	—	—	—	—
Fijan	1	—	—	—	—	—	—	—	—	—
All other Pacific Islander	19	—	6	—	—	2	—	5	—	11
Other race	1 660	7	1 463	55	23	2 217	144	27	84	1 586
HISPANIC ORIGIN										
All persons	205 775	3 254	66 026	6 084	7 937	37 583	13 552	3 509	26 622	72 207
Hispanic origin (of any race)	5 556	38	2 740	136	124	3 614	397	84	352	3 010
Mexican	3 346	25	2 160	127	90	3 272	236	57	224	2 470
Puerto Rican	129	1	30	—	—	32	16	—	17	48
Cuban	41	—	12	—	—	3	2	—	3	13
Other Hispanic	2 040	11	538	9	34	307	143	25	108	479
Not of Hispanic origin	200 219	3 216	63 286	5 948	7 813	33 969	13 155	3 425	26 270	69 197

County	Boundary County	Butte County	Carnas County	Canyon County	Caribou County	Cassia County	Clark County	Clearwater County	Custer County
RACE									
All persons	8 332	2 918	727	90 076	6 963	19 532	762	8 505	4 133
White	7 950	2 829	712	80 445	6 824	17 580	688	8 262	4 044
Black	3	—	2	175	7	3	—	10	2
American Indian, Eskimo, or Aleut	150	22	8	687	22	170	5	180	33
American Indian	142	22	8	674	22	170	5	177	32
Eskimo	5	—	—	9	—	—	—	2	1
Aleut	3	—	—	4	—	—	—	1	—
Asian or Pacific Islander	26	5	3	987	13	96	—	21	19
Asian	26	5	3	861	6	92	—	18	15
Chinese	7	—	—	108	—	1	—	3	—
Filipino	2	2	—	145	—	17	—	7	—
Japanese	7	—	2	405	4	46	—	4	4
Asian Indian	—	—	—	22	—	3	—	1	—
Korean	5	3	1	61	2	13	—	2	4
Vietnamese	1	—	—	63	—	—	—	—	1
Cambodian	—	—	—	—	—	—	—	—	—
Hmong	—	—	—	—	—	—	—	—	—
Laotian	—	—	—	—	—	—	—	—	—
Thai	—	—	—	27	—	9	—	—	—
Other Asian	4	—	—	8	—	1	—	—	—
Bangladeshi	—	—	—	22	—	2	—	1	5
Burmese	—	—	—	—	—	—	—	—	—
Indonesian	1	—	—	—	—	—	—	—	—
Malayon	—	—	—	—	—	—	—	1	—
Okinawan	—	—	—	—	—	—	—	—	—
Pakistani	—	—	—	—	—	—	—	—	—
Sri Lankan	—	—	—	—	—	—	—	—	—
All other Asian	3	—	—	22	—	2	—	—	5
Pacific Islander	—	—	—	126	7	4	—	3	4
Hawaiian	—	—	—	69	6	—	—	3	3
Samoan	—	—	—	3	1	—	—	—	1
Guamanian	—	—	—	13	—	—	—	—	—
Other Pacific Islander	—	—	—	41	—	4	—	—	—
Tongan	—	—	—	29	—	—	—	—	—
Tahitian	—	—	—	—	—	—	—	—	—
Northern Mariana Islander	—	—	—	3	—	—	—	—	—
Palauan	—	—	—	—	—	—	—	—	—
Fijan	—	—	—	—	—	—	—	—	—
All other Pacific Islander	—	—	—	9	—	4	—	—	—
Other race	203	62	2	7 782	97	1 683	69	32	35
HISPANIC ORIGIN									
All persons	8 332	2 918	727	90 076	6 963	19 532	762	8 505	4 133
Hispanic origin (of any race)	310	101	4	11 838	192	2 523	79	112	90
Mexican	258	76	2	10 628	165	2 396	68	66	59
Puerto Rican	8	—	1	72	1	9	—	3	—
Cuban	—	—	—	15	—	—	—	—	—
Other Hispanic	44	25	1	1 123	26	218	11	39	31
Not of Hispanic origin	8 022	2 817	723	78 238	6 771	16 909	683	8 393	4 043

County	Blaine County	Franklin County	Fremont County	Gern County	Gooding County	Idaho County	Jefferson County	Jerome County	Kootenai County
RACE									
All persons	21 205	9 232	10 937	11 844	11 633	13 783	16 543	15 138	69 795
White	18 898	9 052	10 273	11 322	10 886	13 378	15 627	14 304	68 461
Black	777	5	9	13	7	3	7	9	94
American Indian, Eskimo, or Aleut	171	38	68	139	43	346	122	115	675
American Indian	162	37	66	136	42	343	122	110	655
Eskimo	9	1	2	3	1	3		5	5
Aleut									15
Asian or Pacific Islander	453	12	37	53	31	34	40	54	326
Asian	395	12	31	42	29	29	33	51	280
Chinese	33		1	6	3	1	1	6	24
Filipino	133	4	5	9	8	5	1	11	72
Japanese	48	3	17	14	9	9	15	19	67
Asian Indian	1	1		4	2				9
Korean	78	3	4	4	1	6	1	4	34
Vietnamese	6				1	4	1	3	22
Cambodian									
Hmong									
Laotian					1	1		6	
Thai	54				4	1	3		13
Other Asian	42	1	4	5		2	11	2	39
Bangladeshi									
Burmese									
Indonesian	1							2	10
Malayan									
Okinawan	1								1
Pakistani									1
Sri Lankan									
All other Asian	40	1	4	5		2	11		27
Pacific Islander	58		6	11	2	5	7	3	46
Hawaiian	33		2	9	2	4	4	1	34
Samoa					2	4	1		6
Guamanian	25			2		1		2	4
Other Pacific Islander			4						2
Tongan									1
Tahitian									
Northern Mariana Islander									1
Palauan									
Fijian			4						
All other Pacific Islander									
Other race	906	125	550	317	666	22	747	656	239
HISPANIC ORIGIN									
All persons	21 205	9 232	10 937	11 844	11 633	13 783	16 543	15 138	69 795
Hispanic origin (of any race)	1 597	237	762	615	1 021	124	1 155	1 018	1 052
Mexican	1 180	203	707	429	739	66	1 048	871	500
Puerto Rican	76	2		10	3	7	10	3	72
Cuban	17	4		2		2			12
Other Hispanic	324	28	55	174	279	49	97	144	368
Not of Hispanic origin	19 608	8 995	10 175	11 229	10 612	13 659	15 388	14 120	68 743

County	Latah County	Lemhi County	Lewis County	Lincoln County	Madison County	Minidoka County	Nez Perce County	Oneida County
RACE								
All persons	30 617	6 899	3 516	3 308	23 674	19 361	33 754	3 492
White	29 388	6 773	3 222	3 231	22 741	16 540	31 681	3 431
Black	174	2	2	3	43	43	48	4
American Indian, Eskimo, or Aleut	206	49	169	22	108	201	1 692	19
American Indian	193	47	169	22	106	193	1 682	19
Eskimo	6	1			1	8	9	
Aleut	7	1			1	1		
Asian or Pacific Islander	709	23	18	12	296	100	211	8
Asian	690	20	18	12	226	99	176	5
Chinese	307	1	1		29	4	45	
Filipino	48	7	7	1	22	17	26	
Japanese	64	5	1	11	109	57	59	3
Asian Indian	102	1			8		14	
Korean	71	5	7		28	18	15	2
Vietnamese	16				2		6	
Cambodian	1				3			
Hmong								
Laotian					15			
Thai	7	1			4			
Other Asian	74		2		6	3	11	
Bangladeshi	1							
Burmese	1							
Indonesian	3						1	
Malayan	4							
Okinawan								
Pakistani	44				1		1	
Sri Lankan	6							
All other Asian	15		2		5	3	9	
Pacific Islander	19	3			70	1	35	3
Hawaiian	12	1			31	1	14	1
Samoa	5				15		18	1
Guamanian		1			1		1	
Other Pacific Islander	2				23		2	1
Tongan					8			
Tahitian					1			
Northern Mariana Islander								
Palauan		1			4		1	
Fijian	1							
All other Pacific Islander	1				10		1	1
Other race	140	52	3	40	486	2 477	122	30
HISPANIC ORIGIN								
All persons	30 617	6 899	3 516	3 308	23 674	19 361	33 754	3 492
Hispanic origin (of any race)	449	140	42	195	753	3 735	419	56
Mexican	219	107	26	97	591	3 393	243	44
Puerto Rican	26	4	4		6	3	23	
Cuban	12				7		1	
Other Hispanic	192	29	10	98	149	339	152	12
Not of Hispanic origin	30 168	6 759	3 474	3 113	22 921	15 626	33 335	3 436

County	Owyhee County	Payette County	Power County	Shoshone County	Teton County	Twin Falls County	Valley County	Washington County
RACE								
All persons	8 392	16 434	7 086	13 931	3 439	53 580	6 109	8 550
White	6 935	15 210	6 157	13 620	3 360	51 202	5 988	7 660
Black	22	14	7	16	2	65	8	7
American Indian, Eskimo, or Aleut	276	189	203	182	13	309	60	46
American Indian	275	189	201	180	12	300	58	44
Eskimo	1	-	2	2	1	3	1	2
Aleut	-	-	-	-	-	6	1	-
Asian or Pacific Islander	76	158	40	40	1	524	27	130
Asian	69	152	39	34	1	508	26	129
Chinese	1	1	1	9	-	37	1	8
Filipino	7	7	11	8	-	26	5	6
Japanese	53	100	7	6	1	92	15	100
Asian Indian	1	2	3	2	-	33	2	-
Korean	4	12	11	1	-	23	1	5
Vietnamese	3	9	-	7	-	34	-	1
Cambodian	-	-	-	-	-	48	-	-
Hmong	-	-	-	-	-	-	-	-
Laotian	-	14	-	-	-	182	-	-
Thai	-	4	-	1	-	15	-	1
Other Asian	-	3	6	-	-	18	2	8
Bangladeshi	-	-	-	-	-	-	-	-
Burmese	-	-	-	-	-	-	-	-
Indonesian	-	-	-	-	-	-	-	-
Malayan	-	-	-	-	-	-	1	-
Okinawan	-	-	-	-	-	-	-	-
Pakistani	-	-	-	-	-	5	-	-
Sri Lankan	-	-	-	-	-	-	-	-
All other Asian	-	3	6	-	-	13	1	8
Pacific Islander	7	6	1	6	-	16	1	1
Hawaiian	7	5	-	6	-	11	1	-
Samoa	-	-	-	-	-	2	-	1
Guamanian	-	1	-	-	-	-	-	-
Other Pacific Islander	-	-	1	-	-	3	-	-
Tongan	-	-	-	-	-	1	-	-
Tahitian	-	-	-	-	-	1	-	-
Northern Mariana Islander	-	-	-	-	-	1	-	-
Palauan	-	-	-	-	-	1	-	-
Fijian	-	-	-	-	-	1	-	-
All other Pacific Islander	-	-	1	-	-	-	-	-
Other race	1 083	863	679	73	63	1 480	26	707
HISPANIC ORIGIN								
All persons	8 392	16 434	7 086	13 931	3 439	53 580	6 109	8 550
Hispanic origin (of any race)	1 408	1 200	937	247	237	3 106	107	915
Mexican	1 278	1 017	875	165	220	2 552	52	764
Puerto Rican	1	6	1	13	-	26	-	2
Cuban	-	1	-	2	-	7	1	-
Other Hispanic	129	176	61	67	17	521	54	149
Not of Hispanic origin	6 984	15 234	6 149	13 684	3 202	50 474	6 002	7 635

IDAHO'S COUNTIES' BOUNDARIES



Special thanks to the Idaho State Historical Society for the following photos used in this publication:

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P. 26	#72-139.11
P. 29	#72-139.11
P. 40	#79-92.9
P. 66	#2016-A
P. 71	#72-139.6
P. 78	#65-52.24
P. 93	#63-238.12
P. 95	#75-189.3
P. 105	#60-173.23
P. 110	#71-185.29

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