



# Oregon State Capitol Lesson Plan: After the Capitol Tour -- Things I Have Learned About Oregon Grade 4



**CAPITOL HISTORY**  
**GATEWAY**

The following lesson were developed by a committee of educators and designed to meet state department of education social studies standards.

# **After Your Capitol Tour Lesson Plan**

## **Things I Have Learned About Oregon**

### **Duration**

Two 30-minute class periods depending on independent work.

### **Description/Objective**

Students will produce a project that reflects what they learned by using the information gathered while touring Oregon's Capitol.

### **Rationale**

It is important that students connect their learning to real life experiences and evaluate and analyze what they learned to their own life experiences. While the students are engaged in the tour, they will be looking for ways to create a project that gives life to that experience. By using the Capitol Scavenger Hunt, and the information gathered by the students during the tour, connections will be made enabling the students to successfully complete their post tour project.

Note: It is suggested that students be given the chance to choose their project before their visit. This will enable them to gather needed information to produce a quality project.

### **Oregon Standards**

Social Science Standards:

4.21: Analyze historical accounts related to Oregon to understand cause-and-effect.

Literacy Standards:

4R1.7: Interpret information presented visually, orally, or quantitatively (i.e., in charts, graphs, diagrams, timelines, animations, or interactive elements on the internet) and explain how the information contributes to an understanding of the text in which it appears.

### **Oregon English and Language Arts Standards**

Knowledge of Language:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases to convey ideas precisely.

### **NCSS Standards**

Theme 10:

Civic Ideals and Practices

### **Capitol History Gateway Messaging**

**Message 2:** It is people like me that can make a difference.

**Message 3:** It is easy to get involved in Oregon's democracy.

**Message 6:** You can discover stories of the past by seeing the symbolism around you.



## Activities:

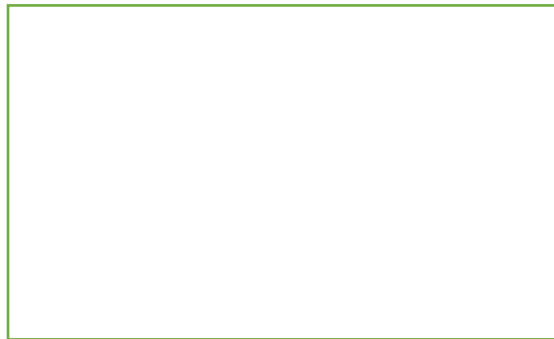
1. Teachers will redirect their students to the KWL Chart (What do I know? What do I want to know? What did I learn?) started before their visit to the Capitol. Ask the students to consider:
  - a. What information can now be added to the chart?
  - b. What new information about Oregon did they learn?
  - c. Did they learn something that changed their way of thinking about life in Oregon and/or the history of Oregon?
  - d. What other important ideas do they think should be added to the KWL Chart?
2. Students will design and produce a project that showcases ideas and information they have gained from completing the Capitol Scavenger Hunt in Lesson 3. Students should be given the choice to work as a team or work individually to complete their work.
3. Using their own creativity, ask students to respond to the following prompt:

Using the information that you have gained before and during the tour and what you know of Oregon today, what could you make to show the changes that have taken place in our state.

**Teacher note:** The student's creativity is the key to success. Projects could include:

- A diorama of the Oregon State Senate and/or the Oregon House of Representatives;
  - Preparing a three-minute speech outlining a law that was student led;
  - Drawing a timeline depicting an important social or cultural event in Oregon;
  - A presentation defending an original idea for a new law that would benefit people of Oregon;
  - Designing a trading card that features one of the many people who have shaped Oregon; or
  - Projects that would focus on the **visual impact** the Capitol has on the many people that visit every year.
- Project assignments could include:

You are given the job to design new carpeting for the Senate. Draw your new carpet to symbolize changes in Oregon's economy.



A new mural is to be added to the Capitol Rotunda and you have been asked to design and paint the new mural. Draw a mural that shows some of the cultural diversity of our state.





You are given the chance to update the Oregon State Seal, what would you change and why? Draw and color your new version of the Oregon State Seal.

