Capitol History Gateway
Lesson Plan

After Your Tour - 4th Grade

Summary

This lesson reflects on the imagery and symbolism viewed during a Capitol Tour, and asks students to extend their learning by creatively showcasing their learning.

Lesson

Duration	**Two 30 minute class periods**
Resources	**Provided** Guiding Questions Document --- **Not Provided** Completed KWL Chart from There Ought to Be a Law Lesson
Lesson Goals	**Students will be able to:** Apply learnings from a Capitol tour to understand how Oregon has changed over time, and express what is important to them.

Essential Practices	**Social Studies Essential Practices** Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events. **Capitol History Gateway Goals** *Capitol History Gateway is the interpretive plan for the Capitol's Visitor Services Department. All lessons are developed to complement these interpretive goals.* It is easy for people like me to make a difference. It is easy to get involved in Oregon's democracy. You can discover stories of the past by reading it in the world around you.
Standards Met	**Oregon Social Studies** 4.21 Analyze historical accounts related to Oregon to understand cause-and-effect. (2018) 4.H.CE.4 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time affect the people of the state including traditionally underrepresented groups. (2024) --- **NCSS** Theme 10: Civic ideals and practices --- **Oregon English Language Arts** 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. --- **Oregon Literacy Standards** 4RI.7 Interpret information presented visually, orally, or quantitatively (i.e. in charts, diagrams, timelines, animations, or interpretive elements on the internet) and explain how the information contributes to an understanding of the text in which it appears.

Lesson

Lesson A

1. Refer to the KWL chart completed in Before Your Tour - There Ought to be a Law, or have a class discussion about what they learned during their tour;
   a. What new information did I learn about Oregon?
   b. Did I learn anything that change their way of thinking about life in Oregon and/or Oregon's history?
   c. What might other important ideas or questions do I have about Oregon or our democracy?
2. If desired, use the [Guiding Questions Document](#) to orient student learnings and begin brainstorming symbols, important information, and how they can make a difference.
3. Produce a project to highlight their learnings, potential projects could include:
   i. A diorama of the House or Senate
   ii. A 3-minute speech about a student led law
   iii. A timeline of an important social or cultural event in Oregon
   iv. A 3-minute presentation pitching an idea for a new law
   v. A trading card depicting an important Oregonian
   a. Alternatively, students could complete a project focusing on the visual impact of the Capitol, such as:
   i. Designing a new carpet for the Senate or House
   ii. Creating a new mural for the Rotunda depicting an event or group of people who are important to our state
   iii. Designing a new state seal, including symbols that represent the Oregon of today
4. **The Capitol would love to see your students' creations! Feel free to send us photos/scans/copies of their new state seals, bill ideas, carpet designs, murals, or trading cards.**
   a. **Email to: visitor.services@oregonlegislature.gov, or mail to:**
   b. **Or Mail to: Visitor Services ATTN Education, 900 Court St NE, Salem, OR 97301**

Extension Activities

A	*The lesson could be re-oriented to a small group or full class activity, with each student providing 1 new symbol for the state seal, carpet, or mural. This can then be used to highlight the diversity of opinion and background within the class, and extended to Oregon as a whole.*

In small groups or individually, compare and contrast the Territorial Seal and Oregon State Seal (See Below)

B

Answer these questions:

1. *What symbols do you see?*
2. *Are any the same in both seals? If so, which ones?*
3. *Based on what you learned on your tour*
4. *Who is the person in the Territorial Seal? (An indigenous person)*
5. *Who would the people in the wagon be in the State Seal?*
6. *Why might this change be important?*
7. *What story does each seal tell?*