

**COURSE TITLE:** **BEYOND THE CAPITOL:  
Discovering Hidden History, Art & Science in Marion & Polk Counties**

**NO. OF CREDITS:** **2 QUARTER CREDITS** **PDU'S:** **18**  
**[semester equivalent = 1.33 credits]** **WA CLOCK HRS:** **18**

**INSTRUCTOR:** **PETER CHAUSSE, B.S.**  
**CHRISTOPHER NAZE, M.ED.**  
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**COURSE DESCRIPTION:**

In this fun and informative class, we'll explore some of Marion & Polk County's most historic sites, we'll encounter hidden parks and wetlands, and we'll venture into several outstanding museums. We'll also discover fantastic art works, recreational opportunities and beautiful gardens. Along the way, you'll develop dozens of ideas for classroom lessons and field trips.

Our explorations will take us to Willamette Mission State Park, (site of the first Methodist Mission in Oregon), and to the Marion County Historical Museum, where history will come alive. We'll also focus on urban greenspaces with visits to Salem's Riverfront Park, Minto Brown Island and the Delbert Hunter Arboretum and Botanic Garden in Dallas, OR. Also included will be visits to Salem's Gilbert House Museum, the Polk County Historical Museum, and the Jensen Museum of the Arctic in Monmouth. We'll also take note of the area's best art, with a visit the Eco-Earth Globe and the Hallie Ford Museum of Art. Following this two day adventure, you'll be prepared to teach your students more about local history, public art, native trees and plants, green spaces, and other relevant topics.

Materials fees for the handout packet and museums will be under \$20. The instructor will provide a handout packet focusing on all aspects of the course.

**LEARNING OUTCOMES:**

As a result of taking this class, participants will learn:

- \* The earliest human history of Marion & Polk counties, beginning with the Kalapuyan tribes, and progressing to the first Methodists missionaries
- \* The natural history of the region, with a study of native trees and plants, early geological activity, wetlands and urban greenspaces.
- \* About the scope of public art in the area, by discovering art both in museums and in public spaces.
- \* The history of Arctic exploration with a visit to the only Arctic Museum of its kind in the West.
- \* Dozens of ways to bring the study of art, history and science to their students, through hands-on activities, observation skills and experiential learning.

**REQUIREMENTS FOR COURSE CREDIT:**

The following are general course requirements weighted for determining the granting of university credit. To issue credit, Antioch University Seattle requires a 75% or better to issue credit at the 400 level and 85% or better at the 500 level.

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| 1. Attendance and active participation in all sessions. | 40% |
| 2. Reading of articles, handouts, books, or texts.      | 30% |
| 3. Satisfactory completion of all outside assignments.  | 30% |

**400 & 500 LEVEL OUTSIDE ASSIGNMENT:**

1. Create three classroom lessons that will illustrate how you will present this newly acquired information to your students. The lessons may center on any of the themes discussed in class: any aspect of local history, native trees and plants, urban parks and greenspaces, public art, or any other pertinent ideas that would relate well in your teaching situation. Explain how you will present this information to your students (lecture, handouts, slides, video, guest speakers, etc.) and what activities your students will be engaged in. Also, explain what concepts you will be teaching and how you will assess student learning. You might want to integrate these lessons with established curriculum to meet State Standards.

In addition, design three field trips for your students (each field trip experience could serve as a follow-up to each of the classroom lessons). Each field trip could be designed to further learning through hands-on exploration, and could be organized to build upon classroom learning. The field trips can be made to destinations visited during the class, or to areas where similar learning can be obtained.

**500 LEVEL OUTSIDE ASSIGNMENT**

In addition to the 400 level assignment, complete **one** of the following:

2. Conduct an internet search for websites containing information on Marion & Polk County's most historic sites, hidden parks, wetlands, museums, or any other aspect of the class.. Create a 2-3 page bibliography of the sites that were found. Include how these websites can be used with these students to stimulate learning.

**OR**

3. Create an original research, or hands-on project for your students that focuses on some aspect of Marion & Polk County's history. Other ideas would be to focus on the local history, architecture, or any other aspect of the class. Discuss with the instructor beforehand what you would like to do. Then, explain the goals, implementation and results of the project.

**ASSIGNMENT FORMAT & DUE DATE:**

All lesson plans and papers should be type or word-processed, double, single sided and sent to the Instructor's address listed in this syllabus. All assignments are due to the instructor within 2 weeks of the last class session.

**REQUIRED READING:**

The instructor will provide a handout packet focusing on all aspects of the course.

**MATERIALS FEES:**

Materials fees for the handout packet and museums should not exceed \$20.

**INSTRUCTOR EVALUATION OF WORK:**

Please include a self addressed, stamped envelope if you would like to receive the instructor's comments on your assignments. I can also respond via e-mail

## **QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Peter Chausse, B.S.**, is a veteran instructor who loves studying the human and natural history of Oregon. Arriving from the East Coast with a degree in Forestry, Peter worked for the U.S. Forest Service in the 1980's, studying native trees, plants and animal populations. Peter is also a historian, having traveled to historic sites throughout the Northwest, compiling volumes of historic information. Since 1995, Peter has operated a small business titled, "Peter's Walking Tours of Portland." Peter leads close to 100 tours each year that focus on local art, architecture, history, parks and green spaces. A former elementary and middle school teacher, Peter specializes in explaining how field study exploration can be adapted to classroom lessons and field trips to enhance learning for students at all grade levels.

**Christopher Naze, M.Ed.** has been teaching elementary education in the Portland Public Schools since 2002 with areas of expertise in technology, writing and mathematics. He has won grants for innovative classroom technology projects and has been active in the Portland and National Writers' Project.

## **BEYOND THE CAPITOL ADDITIONAL INFORMATION**

### **COURSE LOCATION**

On the first day of the class, we will meet at Willamette Mission State Park, located off I-5, about eight miles north of Salem. From I-5, take Exit 263, and follow signs toward Brooks & Gervais. After 0.3 miles, turn right onto Brooklake Road NE. Follow Brooklake Road NE for 1.7 miles until you reach Wheatland Road. Turn right onto Wheatland Road and drive 2.4 miles. Follow signs into Willamette Mission State Park.

### **NOTE:**

There is a \$3.00 entrance fee at the park. Once past the gate, continue to the Filbert Grove Day use area. We'll meet there at the picnic tables. Rest rooms are located here as well. (Please see map.)

### **INSTRUCTOR CONTACT INFORMATION**

On the day of the class, feel free to contact me on my cell phone at (503) 704-7900, if you are having difficulty finding the meeting spot, or if you have any questions. From Portland, please allot about an hour.

### **CAR POOLING**

Car pooling can be arranged from the Gresham/Portland area, or from the I-5 rest area (southbound) located at milepost 282. Contact the instructor, Peter Chausse at (503) 665-2558 or (503) 704-7900, if you would like to carpool.

### **CLOTHING**

Because we will be outdoors and on foot for portions of the class, it will be important to arrive in relatively good shape. It is recommended that you wear comfortable walking shoes. Also, you might want to dress in layers and wear clothing that will protect you from the rain, wind or sun. I recommend that you bring a backpack, in which to carry handouts and it is also recommended that you bring snacks and water. On both days of the class, we will be in the vicinity of several restaurants at lunchtime (in Salem on Day 1, in Monmouth on Day 2), but you could also bring a lunch to enjoy outdoors, if you prefer.

## BEYOND THE CAPITOL BIBLIOGRAPHY

*Discovering Marion County History: A Researcher's Guide to Heritage Organizations and Their Collections*, Marion County Historical Society.

Judson, Lewis. *Reflections on the Jason Lee House and the Opening of Civilization in the Oregon Country*, Wynkoop-Blair Printing Service. Salem, Oregon.

*History of Polk County*. Polk County Historical Society.

Lowe, Beverly Elizabeth. *John Minto: Man of Courage, 1822-1915*. Published 1980.

Pojar & McKinnon. *Plants of the Pacific Northwest Coast*. 1999. Lone Pine Publishing, Vancouver, Canada.

### NOTE

- Most of these books are available at the Marion County Historical Museum and/or the Polk County Museum (locations we will visit during the class).
- Also, at class, I will provide handouts and website information for finding additional reference materials.

**BEYOND THE CAPITOL  
COURSE SCHEDULE**  
*Course Schedule and Meeting Places are subject to change.*

**DAY 1**

**8:00 A.M.**

Meeting Place: Willamette Mission State Park.

**8:00-12:00**

We'll tour the park on foot visiting the banks of the Willamette River, the site of the Jason Lee Mission, the nation's largest black cottonwood tree, the riparian buffer education project (featuring native plants) and the "Original Rosebush," dating back to the 1830's.

We'll tour the Marion County Historical Museum in Salem.

**LUNCH            12:00-1:00**

**1:00-6:00**

- Visit the Hallie Ford Museum of Art on the campus of Willamette University in Salem.
- Tour of Riverfront Park in Salem to see the Eco-Earth art work and the Salem Carousel.
- Visit to the Gilbert House Children's Museum.
- Walk over two Downtown Salem Bridges to study bridge structure, urban planning and recreation.

**DAY 2**

**8:00 A.M.**

Meet at Minto Brown Park in South Salem

**8:00 A.M.- 12:00 Noon**

- Tour Minto Brown Park where the focus will be on native trees and plants, waterfowl and wetlands habitats. Ideas for classroom lessons and field trips will be discussed.
- Drive to the town of Monmouth and tour the campus of Western Oregon University.
- Visit the Jensen Arctic Museum on the campus.

**PART I of the oral discussion.** Review of the information we've acquired during the class, and suggestions of how to implement this information with our students.

**LUNCH            12:00-1:00**

**1:00 P.M. - 6:00 P.M.**

Drive to the town of Rickreall, where we'll visit the Polk County Historical Museum.

Drive to Dallas, OR, visit Dallas City Park and the Delbert Hunter Arboretum and Botanic Garden.

**PART II of the oral discussion,** and additional time for the sharing of classroom teaching ideas and field trip suggestions.