

COURSE TITLE: HISTORIC COLUMBIA RIVER HIGHWAY: Driving Tour

NO. OF CREDITS: 3 QTR CREDITS

**INSTRUCTORS: Keith May BS
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ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your work. Check off completed assignments.

400 & 500 LEVEL

A. INFORMATION ACQUISITION:

- _____ 1. Read workbook articles and answer the focus questions in the back.
- _____ 2. Create a web sites bibliography about visited areas, note if student friendly, or if for you.
- _____ 3. Travel to sites listed in the Driving Tour, take notes, pictures, etc. as directed.
- _____ 4. Visit at least one of the museums available and record your findings in the Field Journal.
- _____ 5. Write a final review of your findings in the workbook.

400 & 500 LEVEL

B. LEARNING APPLICATION:

- _____ 6. Synthesize your studies into a unit conforming to the content standards.
- _____ 7. Create a photo journal, bulletin board, or power point presentation. Write 1-2 pages.
- _____ 8. Implement the teaching unit OR an option for those without access to students.

500 LEVEL ASSIGNMENT:

- _____ 9. In addition to the 400 level assignments, complete ONE of the following:
Option A, Option B, or Option C

400 & 500 LEVEL

C. SELF REFLECTION & INTEGRATION PAPERS

- _____ 10. Evaluate your teaching Unit by answering a series of questions in the workbook
- _____ 11. Establish a plan for future learning by answering the focus questions in the workbook
- _____ 12. Write a 2-3 page Integration Paper as described in the syllabus and the workbook

Photocopy the appropriate pages from the workbook and Field Journal, attach your 500 level assignment (if required) and your Integration Paper. Send it all in one package to the instructors at the above address.

NOTE:

- You may work collaboratively and submit joint assignments on all but the Self-Reflection and Integration papers, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, collection of products, letters to editor, brochure and WEB pages) may be submitted with instructor's prior approval.
- To maintain student privacy, please do not refer to students in your paper by their actual name. An alias or designation "student #1" is acceptable.

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COURSE DESCRIPTION:

The Columbia River Highway, from Troutdale to The Dalles, was heralded in its day as the greatest engineering feat of the modern age not only for its technological accomplishments, but for its sensitivity to one of the most dramatic and diverse landscapes in North America. Much of the highway remains for you to learn how engineering, the Good Roads Movement, conservationists, timber barons, and media moguls united to create the first paved highway in the Northwest. You can explore the old highway, now part of a National Scenic Area, at your own pace and look at bridge construction, historic sites, buildings, geological features and museums. K-12 teachers will be able to enhance their classroom teaching on topics of conservation, history, engineering, math and art and examine student learning outcomes. The Field Journal and Driving Tour guide will lead you to the required stops along with several optional hikes and museums. Note: \$20 for Field Journal/Driving tour and Additional Museum fees.

LEARNING OUTCOMES:

As a result of this course, participants will:

- 1) Be able to identify the chronological events of the highway construction as it relates to the Good Roads Movement and the emergence of the automobile and the primary source of personal transportation.
- 2) Develop an understanding of the engineering techniques employed for this road that minimized impact on the environment and maximized the scenic aspects of the route.
- 3) Increase historical literacy about the events and people that shaped the development of the highway.
- 4) Identify remaining sections of the highway, much of which was destroyed or abandoned in the 1950's.
- 5) Develop an understanding of how the highway provides a tangible link for classrooms to learn about conservation, engineering/math, history, and art.
- 6) Synthesize the information presented and integrate it into a classroom experience and apply to current requirements in student learning outcomes.

COURSE REQUIREMENTS

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

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|--|-----|
| 1) Completion of Information Acquisition assignments | 30% |
| 2) Completion of Learning Application assignments | 40% |
| 3) Completion of Self-Reflection and Integration assignments | 30% |

A. INFORMATION ACQUISITION

Before Traveling:

1. Read the articles in the workbook. These articles, from various sources about the region, will give a general overview of the geology, history of the Columbia River Highway and settlement of the region. You will respond to focus questions about the articles by writing short paragraph answers.
2. Search for pertinent materials available to you in your school library, Education Service District and/or local library. Compile an annotated bibliography to submit to the instructors. (Examples in workbook.) Also, complete a web search of available web sites concerning any of the sites or topics involved in this study that may be appropriate for your personal studies and/or for future student use and submit an annotated list to the instructors. (Examples in workbook.)

As You Travel:

3. Record what you actually find at each site in the "Field Journal." The Field Journal will ask you to compare what you read about each site in the workbook to what you actually find by writing a paragraph or two about each site – Also, the Field Journal asks for pictures, pamphlets, maps and notes about other pertinent information to confirm actual site visits.
4. Visit one of the many options for museums. Record your responses to the focus questions provided about these resources in the Field Journal. Optional tours and hikes are included in the Driving Tour.
5. Review any materials that you accumulated at the sites or museums visited in a short one-page discussion in the workbook.

400 & 500 LEVEL

B. LEARNING APPLICATION

Your major focus is incorporating learning into the classroom.

6. Utilizing the format provided in the workbook, your completed Field Journal and any serendipitous information gathered on your travels, write a series of at least three classroom lessons. The lessons may include student work with the websites found. The lessons should incorporate any or all of the areas of history, geology, ecology, science, social sciences, writing and/or art and conform to the stated content standards and/or district adopted goals and grade level expectations in any of these curriculum areas. Guidelines in the workbook will help you fully develop the plans. Clearly state the topic, age level, learner outcomes, procedure, disciplines to be integrated and assessment techniques to be used.
7. Create a photo journal or bulletin board display or power point presentation using your Field Journal and write a short summary.
8. Implement the unit of lessons with students. Write a summary of the lessons as described in the workbook.

500 LEVEL ASSIGNMENT

9. In addition to the 400 level assignments, complete **ONE** of the following:

Option A Select and read an additional resource from the bibliography provided in the workbook (or one not on the list with prior approval from the instructor) and complete the following in 2-3 pages:

- Summarize your selected reading citing new information not presented in the course.
- Compare and contrast the sites you visited in this course with your community.
- Analyze current trends in the road construction/transportation of your region by applying the concepts presented in this course and utilizing any resources you wish.

OR

Option B Utilize the content standards from your state or district regarding changes resulting from economic, cultural, or environmental factors, to analyze the recent history of your community. Present your findings in any creative way you choose with the intended audience being your students or your peers. Examples might be a power point presentation for your staff showing how geological features impact the population of your school/community and thereby affect the numbers, clientele, and social aspects of your student body. Or, perhaps your findings could be showcased in a timeline of photos and documentation display in your classroom or at an open house.

OR

Option C Another assignment of your own design with prior approval of the instructors

400 & 500 LEVEL

C. SELF REFLECTION & INTEGRATION PAPERS:

10. Evaluate your teaching unit by responding to a series of questions in the workbook. Write a plan for improvement of the teaching unit by making an action plan for future use.
11. Establish a plan for future learning on this topic and other possible applications for the content standards.
12. Write a 2-3 page Integration Paper responding to the following:
 - Compare what you actually learned versus your expectations for taking the course
 - Discuss what you would do differently if you were to take another, similar course
 - Explain what aspects of this course were most helpful and why
 - Describe how and when you will use what you have learned
 - Describe strengths and weaknesses of instructors, the materials and instructions provided.

NOTE:

- **Photocopy the appropriate pages from the workbook and the Field Journal, attach your 500 level assignment (if required) and your Integration Paper.**
- **Send it all in one package to the instructors at the above address.**

REQUIRED FORMAT & HEADING FOR ALL ASSIGNMENTS:

- Most all of the assignments may be completed in the workbook. Those pages can then be photocopied and sent to the instructors.
- All other written assignments are to be single-sided, typed or word processed, and double-spaced.
- A heading is to appear on page one of all assignments. Please use the following format:

NAME	COURSE NAME
DATE	COURSE NUMBER
	INSTRUCTOR NAME

REQUIRED READING:

\$20 for a comprehensive workbook that includes the required reading, Field Journal, and Driving Tour is available from the instructors after registration. Use the Order Form provided by The Heritage Institute with your Registration Confirmation.

MATERIALS FEE:

A \$20 materials fee for the purchase of the workbook/driving tour is payable to the instructors after registration.

Fill out and mail the Order Form and your check for \$20 to Keith or Christina May.

INSTRUCTOR EVALUATION OF WORK:

- When submitting your assignments by postal mail or email, please indicate if you would like to receive written feedback from the instructor.
- If you submit hard copies of your work and would like feedback from the instructor, please include a self-addressed, stamped (with correct amount of return postage) envelope.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Keith May is a veteran first grade teacher with the Pendleton School District. . He grew up in the eastern end of the Gorge in The Dalles and remembers when the old Highway was abandoned in favor of the current water level route. Keith worked for five years as a draftsman for engineering firms and has first-hand knowledge of engineering techniques. Keith was named "Outstanding College Educator of the Year" in 1995 by the Oregon/California Trails Association for his work teaching educators about Western Migration. He was appointed by the Governor of Oregon to be a board member of the Oregon Historic Trails Advisory Council and served a term as Chair of that group by request of the Governor. Keith is the author of 10 books.

Christina May is both a Registered Nurse and long time educator specializing in the middle school grades. Both Keith and Christina are members of OCTA, Oregon Historical Society, and Umatilla County Historical Society. Educators from all over the country have found the Mays' classes to be both personally and professional rewarding.

SPECIAL COMMENTS:

The starting point for the Driving Tour is the parking lot of the Factory Outlet Mall in Troutdale, Oregon. To get to the Mall take I-84 East or West to Exit 17, and follow the signs to the Factory Outlet stores. The tour ends in The Dalles (Approximately 80 miles of travel one way.) If you have a Northwest Forest Pass (US Forest Service and Oregon State Parks) bring it along with you. Parking fees may be assessed at some sites along the driving tour.

HISTORIC COLUMBIA RIVER HIGHWAY Driving Tour SELECTED BIBLIOGRAPHY

Allen, John Eliot and Marjorie Burns *Cataclysms on the Columbia* Timber Press, Portland, OR 1986
There is something in this book for everyone interested in the gorge and the forces that shaped it, from Ice Age floods, volcanic activity, to the story of J. Harlen Bretz, the geologist who defied scientific community to describe those events.

Bullard, Oral *Lancaster's Road-The Historic Columbia River Scenic Highway* TMS Book Service, Portland, OR

The complete history of the highway. Excellent resource, but harder to find.

Eliot, John, *The Magnificent Gateway: A Layman's Guide to the Geology of the Columbia River Gorge* 1984

Emphasis on the geology of the area.

Friends of the Columbia Gorge *Columbia River Gorge Guided Tour* (audio tape) 1987

Provides information for both Oregon and Washington sides of the gorge. Use it as you travel.

Manske, Ken, *A Traveler's Guide to The Historic Columbia River Highway* M&A Tour Books, Gresham, OR 1994

Used to be the required text for this course until it became difficult to obtain. Only covers the western end of the gorge.

Mueller, Ted & Marge *Fire, Faults & Floods* University of Idaho Press, Moscow 1997

Good descriptions of the Bretz Floods and the entire formation of the Columbia River Basin - includes section on the gorge.

Oregon Routes of Exploration: (brochure) Diamond Jubilee of Historic Columbia River Highway; Historic Preservation League of Oregon, 1991

Good maps and short descriptors, classroom applications.

Smith, Dwight A. and James B. Norman and Pieter T. Dykman, *Historic Highway Bridges of Oregon* Oregon Historical Society Press, 1989

Covers all the terminology of bridge construction and all of the bridges of Oregon. Included are all of the old bridges found on the historic highway.

Tuhy, John E., *SAM HILL: The Prince of Nowhere* Timber Press & Maryhill Museum of Art 1991

The definitive biography of Sam Hill, driving force behind the construction of the highway among his many philanthropic endeavors.

GEOLOGY RESOURCES MISSOULA FLOODS/COLUMBIA RIVER GORGE

Alt, David, *Glacial Lake Missoula and its Humongous Floods*, Missoula: Mtn Press Publishing Co., 2001
ISBN 0-87842-415-6

More interesting reading about the story of Lake Missoula and the floods that formed the Columbia River Gorge.

Washington State Department of Natural Resources. *Flood Basalts and Glacier Floods: Roadside Geology of Parts of Walla Walla, Franklin and Columbia Counties, Washington*, Information Circular 90, January 1996. Washington Division of Geology and Earth Resources, PO Box 47007, Olympia, Washington 98504

A detailed description of the geology of Southeastern Washington.

Williams, Ira A. *Geologic History of the Columbia River Gorge as interpreted from the Historic Columbia River Scenic Highway*. Portland, OR: Oregon Historical Society, 1991
ISBN 0-87595-223-2

This is a revised reprint of 1923 Mineral Resources of Oregon published by the Oregon Bureau of Mines and Geology. Interesting information, as well as, many copies of old black and white photos of the area.

ROADSIDE or HIKING GEOLOGY

Alt, David and Donald Hyndman, *Roadside Geology of Oregon*, Missoula: Mtn Press Publishing Co., 1994.
ISBN 0-87842-063-0

Look up any region of Oregon and read about the geology. Also available as Roadside Geology of Idaho, Montana, etc.

Bishop, Ellen Morris and John Eliot Allen, *Hiking Oregon's Geology* 1996, The Mountaineers, 1001 SW Klickitat Way, Seattle, WA 98134
ISBN 0-89886-485-2

Look up a site where you are hiking and discover the geology of the area.

Mueller, Marge and Ted. *Fire, Faults and Floods: A Road and Trail Guide Exploring the Origins of the Columbia River Basin*, University of Idaho Press, Moscow, Idaho 83844-1107, 1997
ISBN 0-89301-206-8

You can look up a specific area and read about the geology.

GREAT BOOKS FOR TEACHERS

Arem, Joel E. and WRC Shedenhelm. *Discover Rocks and Minerals*. Publications International, Ltd.
7373 N. Cicero Ave., Lincolnwood, Illinois 60646, 1991.
ISBN 1-56173-107-2

Beautiful large color rock cycle.

GEMS, Lawrence Hall of Science, #5200, Berkeley, CA 94720-5200 www.lhsgems.org *Stories in Stone*
teacher's guide grade 4 – 8

ISBN 0-924886-20-X

Plate Tectonics: The Way the Earth Works teacher's guide grades 6 – 8

ISBN 0-924886-60-9

Loads of hands-on activities for your students.

Wuether, George. *Oregon Mountain Ranges #1*. American Geographic Publishing, Helena, Montana
59604 1987

ISBN 0-938314-30-0

Nice pictures and good description of mountain ranges in Oregon.

DETAILED GEOLOGY

Orr, Elizabeth, William Orr and Ewart Baldwin, *Geology of Oregon*, Dubuque, Iowa; Kendall/Hunt Pub. Co, 1992

ISBN 0-8403-8058-5

Detailed geologic description of all areas of Oregon. Sometimes used as a college or HS textbook.