

**COURSE TITLE:** EXPLORING CENTRAL OREGON: Natural & Human History Driving Course  
**WA CLOCK HRS:** 30  
**OREGON PDUs:** 30  
**PENNSYLVANIA ACT 48:** 30

**NO. OF CREDITS:** 3 QUARTER CREDITS  
[semester equivalent = 2.00 credits]

**INSTRUCTOR:** Peter Chausse  
walkportland@msn.com

**COURSE DESCRIPTION:**

In this diversified driving tour experience, you'll make your way to at least 18 cultural, historical, and or natural sites in Central Oregon (from Warm Springs to Prineville), where you'll discover the natural and human history of this area. You will learn about the region's past, present, and future potential. In addition, you will learn much about the natural fauna and flora of the region as you explore forested trails, volcanic areas, and alpine regions. Along the way, you'll develop dozens of ideas for bringing the study of Central Oregon to your students.

This course is appropriate for teachers of all subjects, grades K-12. Upon registration with the Heritage Institute, the instructor will send the course manual free of charge. Choose and read an additional text resource from the annotated bibliography on pages 8 & 9 of this syllabus.

The Co-Instructor for this course is Jake Gordon, M.S. Ed.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

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

1. The cultural history of Native Americans in Central Oregon, including their lifestyles and their artwork.
2. The significance of the region's earliest non-Native American explorers, including Peter Skene Ogden, Nathaniel Wyeth, John C. Fremont, and Alexander M. Drake.
3. The flora and fauna that are native to the region as you explore natural sites, forested trails, volcanic areas, and alpine regions.
4. About the Oregon State Park System, and the recreational opportunities provided here.
5. About the communities that comprise Central Oregon: Warm Springs, Madras, Terrebonne, Redmond, Bend, Sisters, Sunriver, Fort Rock, and Prineville.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This

information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

- A comprehensive workbook that includes the required reading, field journal, and Driving Tour is available from the instructor.
- Cook, Scott. Bend Overall. 99 Hikes and Explorations in Central Oregon. 2013. Scott Cook publishing. Hood River, Oregon. Fantastic description of Central Oregon's best natural and historic sites.

None. All reading is online.

### **MATERIALS FEE**

Materials will be sent via email attachment, so there is no materials fee for this course.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1: Read Articles**

Read the articles in the workbook. These articles, which focus on background information for each site, will provide insight into Central Oregon's culture. Complete a 1-2 page paper that summarizes your findings.

**Send to instructor: walkportland@msn.com Subject line to read "Exp Central Oregon – Driving #1".**

#### **Assignment #2: List Five Resources**

Search your local library to obtain a resource library of available resources. Complete a list of at least five resources that are valuable in developing an understanding of the natural and cultural resources of Central Oregon. Write a summary of at least one paragraph for each resource that you found, discussing the pertinence of the resource in acquiring specific information regarding the natural, cultural or human history of Central Oregon.

**Send to instructor: walkportland@msn.com Subject line to read "Exp Central Oregon – Driving #2".**

#### **Assignment #3: Web Search**

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 instructor. Complete a list of at least 10 websites. Write a paragraph summarizing each website that you found, discussing the pertinent information you acquired pertaining to the natural, cultural or human history of Central Oregon.

**Send to instructor: walkportland@msn.com Subject line to read "Exp Central Oregon – Driving #3".**

#### **Assignment #4: 18 Cultural Sites**

Record your findings when visiting 18 cultural and or natural sites in Central Oregon. Write a paragraph or two description of each site. Organize the sites by location, and indicate the type of learning that students can gain by traveling to each site. Discuss whether the site presents an opportunity to learn about the natural, cultural or human history of Central Oregon.

**Send to instructor: walkportland@msn.com Subject line to read "Exp Central Oregon – Driving #4".**

#### **Assignment #5: Impression**

Give your impression of each site and make teaching suggestions. Discuss how the site could be used to expand your teaching regarding any curriculum area. Include at least one teaching idea that could be implemented with your students as a result of each site

visit.

**Send to instructor: walkportland@msn.com Subject line to read “Exp Central Oregon – Driving #5”.**

#### **Assignment #6: Lesson Ideas**

After you have completed all your site visits, discuss which sites were most valuable to you in your teaching. Complete a list of lesson ideas that visiting those sites generated. Write a paragraph describing each lesson idea and how it could be implemented with students.

**Send to instructor: walkportland@msn.com Subject line to read “Exp Central Oregon – Driving #6”.**

#### **Assignment #7: Summarize The Highlights**

Read one of the books listed in the bibliography. Then, write a 2-3 page report summarizing the highlights of the material, and how it applies to your teaching assignment.

**Send to instructor: walkportland@msn.com Subject line to read “Exp Central Oregon – Driving #7”.**

### **ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

#### **B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher’s summer classroom in session.

#### **Assignment #8: Expand Your Knowledge**

1. To begin, expand your knowledge in the subject area.
2. Read at least 10 articles in the workbook. These articles, which focus on background information for each site, will provide insight into Central Oregon’s culture. You will respond to focus questions about the articles by writing short paragraph answers. The focus questions will be found in a handout packet that will be sent to you electronically.
3. Search for pertinent materials, such as books and recent publications, available to you in your school library, Education Service District, and or local library. Compile an annotated bibliography and submit to the instructor. Write a paragraph for each website, discussing the pertinent information you gained through this website, and how this information can be valuable to you in your teaching.
4. Complete a web search of available at least five 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 instructor. Write a paragraph for each website that you found, discussing the pertinent information you acquired.
5. **As you travel to 18 of the sites in the Driving Tour:** Record what you 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 as mentioned above to what you find in a firsthand visit 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 the actual site visits.
6. Give your impression of each site and make teaching suggestions. Discuss how the site could be used to expand your teaching regarding any curriculum area. Include at least one teaching idea that could be implemented with students as a result of each site visit.
7. After you have completed all your site visits, discuss (in a 2 – 3 page paper) the sites that were most valuable to you, and put together ideas that might work best for your students.

**Send to instructor: walkportland@msn.com Subject line to read “Exp Central Oregon – Driving #8”.**

#### **Assignment #9: Lessons**

Utilizing the format provided in the workbook, your completed Field Journal, and any other information gathered on your site visits, you will write a series of at least three classroom or field based-lessons.

1. The lessons may include student work and can focus on museums, historical sites, artworks, native flora or fauna, local commerce, or any other portion of the curriculum that would be appropriate.

2. State the topic, age level, learner outcomes, procedure, disciplines to be integrated, and assessment techniques to be used.
3. Implement the unit of lessons with students. Write a summary of the lessons as described in the workbook.

**Send to instructor: walkportland@msn.com Subject line to read "Exp Central Oregon – Driving #9".**

### **Assignment #10: (500 Level ONLY)**

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

#### **Option A)**

Write 4-5 pages comparing and contrasting the sites you visited in this course with your community. Discuss how these ideas can be implemented close to your school.

**Send to instructor: walkportland@msn.com Subject line "Exp Central Oregon – Driving #10A".**

**OR**

#### **Option B)**

Prepare a photo-journal/display of the sites visited in this course for use within your teaching setting. Discuss how you will use the project with a statement of:

- How the display will integrate with current curricula.
- Timetable for when it will be used.
- Description of student learning outcomes.
- How you will assess the effectiveness of the project
- Size of photo-journal/display to be discussed with and pre-approved by the instructor.

**Send to instructor: walkportland@msn.com Subject line "Exp Central Oregon – Driving #10B".**

**OR**

#### **Option C)**

Another assignment of your own design with prior approval of the instructor.

**Send to instructor: walkportland@msn.com Subject line "Exp Central Oregon – Driving #10C".**

### **C. INTEGRATION PAPER**

Assignment #11: (Required for 400 and 500 Level)

#### **SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments.)**

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"**

#### **INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

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

**Peter Chausse, B.S.** is a former elementary school teacher, who has specialized in teaching his students about trees, plants, urban parks and natural areas.

Before beginning his teaching career, Peter earned a degree in Forestry from the University of Maine. His training included coursework in Dendrology (tree identification), Forest Management and wood product usage.

In the early 1980's, Peter worked for the U.S. Forest Service in the state of Washington, where he focused on tree identification and scientific observations. Since 1994, Peter has taught a course through The Heritage Institute titled, 'Studying Portland's Trees' During the course, participants learn how to recognize several dozen tree species as they explore Portland's parks and historic neighborhoods on foot. Ideas for the integration of tree study with math, art, science, literature, writing and social studies activities are presented and discussed.

Peter has had a lifelong love of trees, and is eager to help you acquire more tree knowledge. He is also dedicated to helping you bring this information to your students in fun and meaningful ways.

#### **Co-Instructor:**

Jake Gordon, M.S. Ed., graduated from Western Oregon University. He became a teacher due to his desire to share the world with his students and give them the skills needed to explore and understand the world around them.

In 2017 Jake took an academic sabbatical to pursue his graduate studies. He moved to Germany and completed a year of graduate studies at the world-renowned American Studies Leipzig Institute at the University Leipzig. With an expanded worldview and knowledge base, Jake returned to Oregon, where he earned an M.S. in Social Studies Education from Western Oregon University in June 2019.

He currently teaches social studies and geography at Adam Stephens Middle School in Salem, Oregon. In addition to teaching, Jake is an elected member of the Center for Geography Education in Oregon.

### **BIBLIOGRAPHY**

#### **EXPLORING CENTRAL OREGON: Natural & Human History Driving Course**

Cook, Scott. Bend Overall. 99 Hikes and Explorations in Central Oregon. 2013. Scott Cook publishing. Hood River, Oregon. Fantastic description of Central Oregon's best natural and historic sites.

Cressman, Luther. The Sandal and the Cave: The Indians of Oregon. 1962. Oregon State University Press, Corvallis, Oregon. An introduction to the prehistory of Oregon Indians written by the man whose 1938 discovery of a 9,000 year old sandal in Fort Rock Cave revolutionized modern theories of western prehistory.

Dunegan, Lizann. Best Day Hikes: Bend & Central Oregon. 2009. Falcon Guide. Morris Publishing. This guide provides a variety of great hikes appropriate for students in Central Oregon which would enable them to learn about the natural history of the region.

Findling, Kim Cooper. Bend, Oregon Daycations: Day Trips for Curious Families. 2016. CreateSpace Independent Publishing Platform, Bend, Oregon. Outstanding description of locations suitable for educational field trips in Central Oregon.

Fountain, Sue. Too Cold to Snow. 2013 Informational account of life in Bend, Oregon during the 1960's.

Tekiela, Stan. Birds of Oregon. 2001. Adventure Publications. Cambridge, Minnesota. Great beginner's book on bird identification and bird behaviors.

#### **WEBSITES**

<https://www.visitbend.com/>

This website presents an overview of natural and historical sites to visit in the Bend area.

[https://en.wikipedia.org/wiki/Bend,\\_Oregon](https://en.wikipedia.org/wiki/Bend,_Oregon)

This website provides historical information about Bend and surrounding communities.

[www.highdesertmuseum.org](http://www.highdesertmuseum.org)

This website provides information about the natural history of Central Oregon and the educational resources fund a the museum.

[www.ci.sisters.or.us](http://www.ci.sisters.or.us)

This website provides information about the community of Sisters and its natural, cultural and historical resources.

[www.visitcentraloregon.com](http://www.visitcentraloregon.com)

This website provides information about locating the best natural and cultural resources in the area.

[www.oregonstateparks.org](http://www.oregonstateparks.org)

This website will provide links to information about Smith Rock State Park, Peter Skene Ogden State Scenic Viewpoint, Pilot Butte State Scenic Viewpoint, Tumalo State Park, Cline Falls State Scenic Viewpoint, Lapine State Park, Prineville Reservoir State Park, Fort Rock Natural Area, and many other state parks in Central Oregon.

[www.oregon.com/attractions/cascade-lakes-scenic-byway.org](http://www.oregon.com/attractions/cascade-lakes-scenic-byway.org)

This website provides information about the 100 mile, Century Drive, which includes a drive past several natural lakes and geological landmarks.

[www.mcmenamins.com/st.francisschool](http://www.mcmenamins.com/st.francisschool).

This website includes a walking tour of one of Bend's most historic landmarks, the St. Francis School.

[www.usda.gov](http://www.usda.gov)

This website provides information about the Lava Lands site, including Lava Butte, Newberry Crater and Paulina Lake.

[www.artinpublicplaces.org](http://www.artinpublicplaces.org)

This website provides a comprehensive tour of Bend's public art.