

Through The Eyes of Jacques Finlay, David Thompson, or a great blue heron

OBJECTIVES:

Students will be able to:

- a. Imagine what events occurred at Spokane House in 1810 and/or
- b. Imagine what events occurred along the Columbia River in 1811 and/or
- c. Compare and contrast the Little Spokane River Natural Area between 1933 and 2003
- d. Communicate their thoughts through writing paragraphs

MATERIALS:

- Video: *Crossroads - Colville Valley 1800-1850*
- Publications: Little Spokane River Natural Area tour brochure and *Spokane House, 1810-1814* (published by Friends of Spokane House)
- Riverside State Park's website: www.riversidestatepark.org

INTRODUCTION:

- View the *Crossroads* video and study the *Spokane House* publication. Study the Little Spokane River Natural Area tour brochure. (This can be done a day or two ahead of teaching the lesson!)
- Have students imagine what they might see, touch, smell, taste, and hear if they were Jacques Finlay, living and working at Spokane House.
- Have students imagine what they might see, hear, taste, smell, and touch if they were David Thompson floating down the Columbia River from Kettle Falls to the mouth of the Columbia.
- Have students imagine what they might see, hear, taste, smell, and touch if they were a Great Blue Heron (moose, raccoon, duck, coyote, etc.) living in the Little Spokane River Natural Area.
- Ask the students to share their thoughts orally.

ACTIVITY:

- Instruct the students to write their thoughts on paper in paragraph form.

EXTENSION ACTIVITIES:

- Visit Riverside State Park and tour Spokane House and/or the Little Spokane River Natural Area.
- Invite a Park Ranger from Riverside State Park to visit your classroom.

ASSESSMENT:

- Collect the writing samples and evaluate spelling, grammar, and punctuation.