# Eugene: Then and Now
## Activity, Project and Study Guide

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This study guide was made possible through a National Leadership Grant awarded by the Institute of Museum and Library Services. From 2003 to 2006 the University of Oregon Museum of Natural and Cultural History and University Libraries digitally archived nine presentations of Oregon’s sights and sounds onto DVD format. Local archivist and former University of Oregon Audiovisual Center director, Don L. Hunter, created the original presentations.

For more information about this archive project please visit our website:
http://natural-history.uoregon.edu/Pages/projects.html

All photographs in this guide were taken by Don L. Hunter, with the exception of the image of Mr. Hunter on page 1, which was taken by Robert J. Voelker-Morris. The black and white images of Eugene (pages 3, 8 and 12) were provided by the Lane County Historical Museum.

This guide was researched and written by Robert J. Voelker-Morris, Dionisia Morales and Michelle Swanson. Special thanks to Melissa A. Pinson.

Introduction

In 2003, the University of Oregon Museum of Natural and Cultural History and University Libraries were awarded a National Leadership Grant by the Institute of Museum and Library Services to digitally archive nine slide presentations of Don L. Hunter. Mr. Hunter, a local archivist, was the former University of Oregon Audiovisual Media Center director. For three decades he captured the sights and sounds of Oregon in dynamic, multi-screen slide presentations that were shown to audiences around the state.

The work of this project has involved two distinct, but connected, elements:
1. To create a permanent, digital record of Don L. Hunter’s nine most popular slide presentations; and
2. To develop a set of activities, projects and instructional tools, based on the slide presentations, for teachers to integrate into their curriculum.

This work is unique because archival projects generally do not incorporate an educational component. The University of Oregon Libraries and Museum of Natural and Cultural History embraced this challenge as an opportunity to present Mr. Hunter’s work to schools across the state.

Through this guide we highlight the content of the DVDs as well as how that content can be viewed as an historical document. Mr. Hunter has a unique talent for collecting, distilling, organizing and assembling data, photographs, sound effects and music to tell compelling stories about Oregon’s history. His presentations are personal, first-hand accounts based on historical facts. To reflect the characteristics of his work, we used two questions to frame the activities, projects and discussion questions in this guide:

1. What historical information is presented in Don L. Hunter’s work and how can it be integrated into classroom curriculum?

Mr. Hunter’s slide presentations demonstrate how Oregon – its history, culture, and people – is a rich resource for teaching and learning. The activities in this guide suggest ways to use the content, concepts and inspiration of Mr. Hunter’s work to enhance teachers’ practice and help students meet required Oregon standards. The activities and their connection to the slide presentations create a bridge between our communities and learning in the classroom.
2. In what ways does Don L. Hunter’s personal perspective of history reflect our own?

The slide presentations represent the history of Oregon and Don L. Hunter’s view of the events of the past. The projects in this guide challenge students to explore the ways in which all information is mediated to represent a particular point of view. When given the opportunity to examine their own communities, what lessons can students learn from Mr. Hunter about researching, sorting and presenting ideas to communicate a message? The projects in this guide, which are framed around Oregon standards, challenge students to become creators and critical consumers of information.

To learn more about the archive project, visit the Museum’s website at: http://natural-history.uoregon.edu/Pages/projects.html

■ Using This Guide

This guide consists of seven main sections:

1. DVD overview
2. DVD themes and chapters
3. Suggested activity
4. Additional activity ideas and discussion questions
5. Suggested project
6. Project extensions
7. Glossary of terms

There is no one way to use this guide; it is designed to provide a menu of options for teachers interested in integrating the DVD content into existing curriculum. The vision for this project is to share the work of Mr. Hunter as a flexible resource for teaching and learning. Use the DVD, activities and projects in the way that best complements the work you are already doing in your classroom.

■ Eugene: Then and Now

Eugene, Oregon began as a small rural town and developed throughout the 20th-century into the modern cultural hub it is today. Nestled between Skinner’s Butte, Spencer Butte and the Willamette River, Eugene
is located on the south end of the Willamette Valley. The *Eugene: Then and Now* presentation depicts the city’s transformation through a series of historic photographs and drawings, comparing when Eugene was founded in the mid-1800s with modern photographs from the 1950s and 1980s.

During the presentation, witness the ways in which Eugene’s transportation changed from horse drawn cars in the late 1800s to modern automobiles. Historic photographs of mills, factories, power plants, railways and McArthur Court also trace Eugene’s history. Finally, the presentation highlights Eugene’s community pride and development with an introduction to the Oregon Trail Pageants, University of Oregon bonfires and the dedication of the Hult Center for the Performing Arts. This long-standing pride and development is brought up to the late 20th-century with a concluding montage of images from the annual Eugene Celebration.

### DVD Themes and Chapters

In his slide presentation of Eugene's history, Don L. Hunter focuses on the following main themes:

- Eugene, Oregon, rural to urban development
- Changes in and development of urban areas: buildings, roads, etc.
- Transformation of transportation over the 20th-century
- Impact of urban development on the surrounding landscapes
- Impact of individuals and groups on community development

Secondary themes covered in the presentation are:

- Connections between performing arts and communities
- Traditions and connections developed between the community and universities and colleges
- Differences and similarities of a community’s various businesses (such as mills and stores) that have developed during the 20th century
- Celebrations of a city’s/town’s civic history and cultural communities.
- Civic pride and community spirit

The DVD is divided into the following chapters:

1. Eugene, Oregon: Origins of a Community
2. Growth and Change of the Community
3. Performing Arts and Celebrations
4. Oregon Trail Pageants to Eugene Celebration

**Suggested Activity: Past and Present in Photographs**

This activity requires two to three classroom sessions (based on 50 minute sessions) and three to four hours outside the classroom for a field trip. This activity is targeted to middle and high school students. The objective of the activity is to help students learn:

- The effects of urban development on human and natural environments
- How historical changes have an impact on communities
- The basics of photographic composition
- The role of photographs as historical documents

**Activity Standards**

This activity is designed to help students meet grade-appropriate social sciences standards within the following Oregon Common Curriculum Goals:

- Understand and interpret events, issues, and developments in the history of one’s family, local community and culture.
- Understand and interpret the history of the state of Oregon.

**Required Materials**

The materials required to complete the activity are:

- Camera
- Access to historical photographs of your community
- Presentation resources (e.g., card stock, glue, markers, rulers)
- Ability to print photographs

**Activity: Step 1**

Divide the class into groups of two to eight students (depending on class size). Depending on your school’s resources:

- Obtain digital cameras for each group
- Purchase a disposable camera for each group
- Have students bring a camera (disposable, film, or digital) from home (one per group)
- Take a series of photographs of important architecture, landscapes and transportation examples from around your local community to bring into class and distribute to students.
Students obtain photocopies of historical architecture, landscapes and transportation examples from your local community. The images, which should be from at least generation ago, can include shots of:

- The city library
- Town hall
- Longstanding local businesses
- Rivers or other central geographic features
- Important crossroads, intersections or main streets
- Period transportation

To obtain copies of historic photographs, you and your students can:

- Contact your local historical society/museum and ask if they can provide photocopies, or ask if a speaker can present these historical photographs for the class.
- Use other resources such as parents and grandparents who have lived in the area and who may have old photographs they can share.
- Visit the local city library to find historic photos.
- Search local newspaper archives.

Working with students, select a representative group of photos of your community’s historic past. Organize a walking fieldtrip for the entire class during which students can photograph the same locations, architecture, landscapes and modes of transportation as depicted in the historic photographs they chose. The photos students take should be as similar as possible to the historical photos by way of angle and composition. Keep in mind that things such as trees and roads may have changed from the time the historic photos were taken. Students should be able to compare the historic photos to their new ones. Depending on the age of students and available resources, you can also assign groups of students to complete the assignment after school or take the comparative photographs yourself and distribute them in class.

Prior to the walking tour, review photography terminology with students. This review can take the form of a lecture, handout, slide presentation with examples or a combinations of the three. See pages 6 for a summary of key compositional elements to cover. If you do not feel comfortable instructing students on your own, ask an artist or local photographer at the school or in the community to assist you. This is a great opportunity to collaborate with colleagues and community partners.
**Proximity:** Grouping related (similar) objects together. This implies that the objects have a relationship to each other. Creates recognizable patterns for the viewer’s eye.

**Alignment:** All objects in a design should be placed so they have visual connections to other objects in the design. This creates a balance and a cohesive overall design. A flow is then created within the overall design that involves: symmetry (equally balanced on each side of an axis) and asymmetry (unequally balanced on each side of an axis, but still creating a feel of cohesion, flow, and a balanced visual effect.)

**Contrast:** Elements that are different (opposites such as black & white and large & small) and are used in combination to create unique visual designs. Contrast creates a lively and exciting design that captures and directs the eye. Additionally, contrast creates striking visual interest to hold the viewer’s attention.

**Repetition:** Repeating an element throughout the overall design that creates a consistency. Recognizable elements are repeated to create a flow and rhythm within the overall design and a pattern that allows the designer to help the viewer identify important visual cues.

**Rule of Thirds:** Within a frame the human eye naturally directs itself to four points. These points are defined by horizontally and vertically dividing the frame; and where the points of the divisions intersect. (In Western cultures it is assumed that the upper left corner is where the eye initially falls. This corresponds with the Western tradition of reading left to right, top to bottom.)

**Depth/Perspective:** Creates the illusion of volume, differences in size, and three-dimensional space.

**Visual vectors (leading lines):** Certain elements, such as lines and shapes, that direct the viewer’s eyes through a design. These are also called “leading lines” and in combination point to an object of interest, such as a lightning bolt directing the eye to a product.
Groups match their photographs with historical ones and compare each set and prepare answers to the following questions:

- What has changed between the time periods of the historical photographs and your recent ones?
- How do these changes reflect larger changes within the community during this time period?
- What conclusions can you draw about the way in which your community will continue to change in the future?
- What are the strongest photographic elements in each photograph?
- How do these elements help tell the story of the photograph?

Students prepare a class presentation of their sets of photographs and the conclusions about the similarities and differences between them. An assessment of students’ presentations should include whether:

- The information is complete and well supported by detail.
- The presentation conveys students’ grasp of historical content.
- The presentation conveys students’ understanding of basic photographic techniques.
- The speaker conveys confidence in discussing the topic.
- The speaker is able to clearly articulate his/her conclusions and is able to defend his/her ideas with logical, well-reasoned arguments.

### Additional Activities Ideas and Discussion Questions

Other activities for students include:

- Assign students to draw illustrations—one historical building and one new building—and then discuss the differences and similarities of the designs. What do the differences and similarities imply about changes in technology, culture and the local economy?
- Arrange a visit to a local landmark (or geological site) and discuss the importance of this landmark to the local community. What role do landmarks and local symbols play in forming a sense of local culture, identity and pride? How would the community be different if that landmark did not exist? What would the impact be on the community if the landmark were destroyed?
- Have students create an artistic vision of what their community will look like in the future (for example, 50 or 100 years from now). What will change and what will remain the same? Why?
• Create group skits portraying changes in the local community. The skits can focus on a seminal event in the community’s history (such as the discovery of gold, the construction of a dam, a damaging fire) or on the life of prominent local leader who helped change the community.

• Arrange a presentation by a local historian, museum curator, university faculty and/or a community leader to discuss changes in the community.

• Have students research a famous photographer (such as Dorothea Lange or Walker Evans) and present on the photographer’s use of photographic and compositional elements, and how these elements help tell the stories of the images.

Finally, some questions for discussion based on the DVD include:

• Why did Eugene Skinner choose the location for his home and the “Town of Eugene City?” What are the advantages to living in such a location?

• What problems do you think early Eugenians had in terms of their geographic location?

• The presentation displayed drawings of early houses. Do you think these drawings are accurate? When did cameras become widely used to document buildings? What are the differences between the photographs and illustrations of the buildings shown?

• Why would someone lobby to put a university in their city? What are the advantages and disadvantages of having a large university in your community?

• The presentation showed pictures of an ice plant that used to exist near the river. What is an ice plant? Who used it? Do any exist today? Are there other types of businesses shown from the past that are still exist? Any that no longer exist? What are the reasons these businesses stayed or disappeared?

• The presentation showed photos of the University of Oregon annual bonfire where students set a two-story wooden structure on fire. What celebrations have replaced the ones of the past?

Suggested Project — My Community: Now and in the Future

This project can be structured to last anywhere from four to eight weeks and is targeted for high school students. The objective of the project is for
students to study their own community, identify a problem or issue that will have an impact on its future, and design a plan to affect a positive change. Students can work independently or in small groups.

The project is framed around a driving question. A driving question is an open-ended question that is challenging, feasible, provocative and consistent with curriculum standards and frameworks. A good driving question encourages students to confront difficult issues as they master skills and knowledge that define a course of study.

The driving question for this project is:

• What should local government do about ... (students insert topics such as creating a vibrant downtown, ensuring clean rivers and streams, supporting cleaner sources of energy, using land wisely)?

The outcomes for the project are for students to:

• Understand and interpret issues and developments in the history of the local community and its culture.
• Identify a problem or need in the community and apply research, analysis and critical thinking skills to address it.
• Communicate a well-defined point of view and a tightly reasoned argument in a written document and oral presentation.

The culminating product will be a strategic plan, which students will present to the class and will potentially submit to local government. A strategic plan is a road map that outlines long-term goals and details how these goals will be achieved by adopting specific strategies and approaches. The components of the strategic plan are:

• Description of the current situation
• A statement on the need for change
• Data to justify the proposed change
• A description of the project’s short- and long-term mission, priorities, goals and objectives
• Strategies to achieve the stated goals and objectives
• A discussion of external factors that could affect achievement of long-term goals
• Long-term performance targets and methods for evaluating success in achieving them
This project is designed to help students meet social sciences standards within the following Oregon Common Curriculum Goals:

- Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).
- Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.

In addition, students will gain knowledge in the specific discipline(s) related to the topic of their project. For example, a project focused on creating a vibrant downtown would involve standards in economics whereas a project focused on protecting a stream would involve standards in science. List these standards as part of your project plan, if you intend to assess them.

As with all successful projects, it is important that students feel personally invested in the topic. Allow students opportunities to provide input on the issues in the community that have the most interest to them and relevance to their lives.

**Project: Step 1**

Begin the project by asking students (as part of a group discussion, journal exercise or essay assignment) to discuss the issues on the community that interest or concern them most. For example:

- In what ways does the safety of the community affect your life?
- What kinds of recreation options would improve the community?
- What could be done to better protect the community’s natural resources?
- What changes in the services the community provides would improve people’s quality of life?
- Are there groups of people who seem to need help in the community?
- What issues in the local news make you say to yourself: “Something should be done about this?”

**Project: Step 2**

Use these discussions as the starting point for helping students identify a specific issue that they can use as the focus of their strategic plan. For example, questions listed above could lead to the following driving questions for the project:
What should local government do about....
.... the high rate of traffic accidents on Main Street? (public safety)
.... the lack of community center? (recreation)
.... restoring the wetlands to make a better habit for birds and other wildlife? (natural resources)
.... creating a food pantry to reduce food insecurity in the community? (community services)
.... homelessness? (helping community members in need)

Students research their topic and the processes of local government. Remind students that the purpose of the project is not only to explore why their idea is valid but also to understand the steps involved in presenting that idea to local government agencies to affect a change in their community.

To conduct their research students can use a variety of methods, including:
• Primary sources (interviews, focus groups, maps, blueprints, land deeds, public meeting minutes, etc.)
• Secondary sources (books, articles, online information, research papers, brochures, etc.)
• Collecting quantifiable data through experiments, surveys, and analysis of existing research, etc.
• Collecting qualitative data through observations, group discussions, etc.

When their research is complete, students decide on the format for their strategic plan. While the components of the strategic plan (listed on page 10) should be the same for each student’s project, the way in which students organize and present their ideas can differ. For example, students can present their ideas and data in the form of a:
• PowerPoint presentation
• Brochure
• Research paper
• Video (with accompanying script)
• Public service announcement (with accompanying script)
• Slide show (with accompanying script)
• Dramatic performance (with accompanying script)

Students present their strategic plans to the class. The class plays the role...
of the city/town council and asks clarifying questions. The presenting
student responds to questions and defends his or her position. At the
conclusion of the presentations, students vote on which strategic plan
would have the best chance to gain community-wide support. Then, as a a
class, students work together to strengthen this one strategic plan and
submit it to the appropriate local government office.

Project: Step 5

Regardless of the format, students’ presentations, assessment of students’
work should include whether:

- The information is complete and well supported by detail.
- The information conveys deep understanding of the topic.
- Students convey confidence in talking and writing about the topic.
- Students are able to clearly articulate their ideas and present a
  persuasive and well organized argument.
- Students demonstrate an understanding of local government
decision making processes.

Project Extensions

The scope of this project can be extended to include other disciplines,
multiple products and partnerships with other teachers and members of
the community.

Outlined below are some ideas for expanding the project. If you decide
to adopt one or more of these ideas, keep in mind that as the scope of
work increases, the duration of the project will have to be adjusted.

Building on their strategic plan:

- Students write a grant proposal to fund their ideas. The project
  requires students to research funding sources (local and national),
establish connections with community partners and work as a team.
In addition to conducting discipline-specific research to support
their proposal, students will need to demonstrate skills in effective
communication, organization and planning. The proposal guidelines
will involve a budget, requiring students apply knowledge in math.
- Students plan a community event to support a specific community
  need such as raise awareness of an issue, increase cross-cultural
understanding, support a political agenda or fundraise for a local
cause. Organizing this type of event requires a variety of planning,
communication and math skills as student engage in activities such
as securing permits, donations, and vendors; anticipating costs and
managing a budget; writing press releases and marketing materials, and building community partnerships.

• Students lobby the local government for a change that they feel will support the future well-being of the community. Lobbying efforts can include a letter writing campaign, publishing an editorial in the local paper, moderating a debate on the local cable access network, presenting at a town council meeting, holding a press conference and meeting with community leaders.

■ Glossary

**Eugene's Major Geological Features:**
— Skinner's Butte: North of Eugene
— Spencer Butte: South of Eugene
— Willamette River: Runs northward through the Willamette Valley and through the middle of Eugene Cascade Mountain
— Foothills: Situated to the east of Eugene, the cascade foothills are the gateway to the Cascade Mountain range.

**Eugene's Transportation Development:**
— **Horse cars:** A railroad car drawn by horses.
— **Electric street cars:** An electrically powered trolley, which uses overhead wires (two parallel running wires) to draw electrical power. This type of trolley became a popular form of transportation and was a transitional step to replace horse drawn trolleys.
— **Automobiles:** A passenger vehicle that uses fuels to self-propel the vehicle, instead of relying on tracks or overhead wiring. Automobiles usually have four wheels, an internal combustion engine, and are used for land transport.

**Eugene's Community Celebrations:**
— **Klatawa (Oregon Trail Pageants):** From 1926-1950, Eugenians commemorated the city's founding by acting out exploration, development, and pioneer life of the Willamette Valley. Celebration occurred with skits, musical performances, and parades in a tri-annual pageant where everyone in Eugene was encouraged to participate and/or attend.
— **Eugene Celebration:** A celebration that has taken place every
September since 1983. During a weekend long festival the Eugene/Springfield community comes together to visit with neighbors. The event has included an art show, cycling competition, 5k competitive run, kid zone, pet parade and a city-wide parade.

Eugene’s Pioneers:

—Eugene Skinner (1809-1864): Eugene Franklin Skinner was born in 1809. In 1846, Eugene Skinner and his wife Mary came north from California to Oregon. Eugene then explored the Willamette Valley, south from Clackamas County, and he built a cabin on what is now known as Skinner’s Butte. In 1847, he brought his family to live in this cabin, where he helped raise the family, operated a ferry service and assisted in the development of the plans for the City of Eugene. Eugene Franklin Skinner was the city’s co-founder.

—Hilyard Shaw (unknown - 1862): Hilyard Shaw is credited as the first building contractor in the City of Eugene, including building the first house in mid-1800s. He also erected the first sawmill. Hilyard Street is named in his honor.

—Cal Young (1871-1957): Cal Young is considered to be Eugene’s “first citizen.” Mr. Young was very active in the city’s business and civic affairs, including serving on the school board, organizing the Oregon Trail Pageant parades, and “coacher” for the University of Oregon football team in 1894. He ran a meat market in Eugene, then worked in a mine. After this he managed the Heilig theater for two years after it opened in 1903. Finally he returned to farming on his family homestead, which can be visited today. Cal Young Road is named in his honor.

—Dr. Andrew Patterson (1814-1904): Dr. Patterson was elected to the State of Oregon Senate in 1870, where he advocated for a state university to be built in Eugene. Because of this he was instrumental in the establishment of the University of Oregon. In 1854, Dr. Patterson was commissioned by Eugene Skinner to survey the area to establish the “Town of Eugene City.” Patterson Street is named in his honor.