



Discovering Seattle Stories

Guided Museum Program

Discovering Seattle Stories is a guided program that takes place in our Boomtown Gallery. It is designed to compliment the themes presented in the MOHAI exhibit *Essential Seattle* and build critical thinking skills. Students will work in groups to figure out what several artifacts are and how they function. A museum educator will tell a story about Seattle history that begins before European exploration and settlement and ends just after the Great Seattle Fire. Students will use their artifacts to help tell the story and then explore the Boomtown Gallery to find one of their artifacts.

Included in this packet:

1. Artifact Match-Up Lesson Plan, Worksheet, and Answer Key
2. Understanding Written Documents Lesson Plan and Worksheet

1. Artifact Match-Up Lesson Plan

Objectives:

- Students will explore artifacts from a time period and relate them to current objects.
- Students will become familiar with artifacts.
- Students will learn and apply critical thinking and analysis skills.
- Students will learn about a historical time period.

<u>Lesson Overview</u>	<u>Time Allotment</u>	<u>Materials Needed</u>
Define 'artifact' with your students and brainstorm types of artifacts	10 minutes	
Distribute 'Artifact Match Up' Worksheet to students and have them complete it.	15 minutes	'Artifact Match-Up' Worksheet for All Students -Included-
Discuss answers as a group. Provide background information and brainstorm other artifacts	20 minutes	'Artifact Match Up' Answer Key -Included-

Potential EALRs Met:

<i>Social Studies SKILLS</i>	5.1: Uses critical thinking skills to analyze and evaluate positions									
<i>Social Studies</i>	4.1	4.3								
<i>Communication</i>	1.1	1.2								
<i>Writing</i>										
<i>Reading</i>										
<i>Arts</i>										

Materials:

- Copies of the 'Artifact Match-Up' worksheet for all students
- 'Artifact Match-Up' Key

NOTE- This activity is an excellent companion to the "Personal Artifacts" activity in the *Essential Seattle* packet.

Suggested Procedure:

1. Define "artifact" with your students either by using their own knowledge first. Do artifacts have to be very old? Write the class definition on the board. For the purposes of studying history-

An ARTIFACT is something that was made or changed to be used by people.










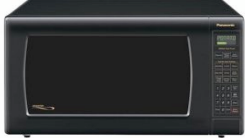
2. Pass out copies of the "Artifact Match Up" worksheet to students. Have them draw lines linking the old artifact with the modern day object.

3. Discuss their answers as a group. What is different about the old object verses the new object? How does that show how daily life may have been different?

4. Use the "Artifact Match Up Key" to share more background information with the students.

5. Brainstorm a list of objects your students use everyday. Discuss what life would be like if those objects where not available? What would they use instead? How would their day be different?

Artifact Match-Up

 <p>Copper Kettle</p>	 <p>Car</p>
 <p>Betty Lamp</p>	 <p>I-Pod</p>
 <p>Covered Wagon</p>	 <p>Table Lamp</p>
 <p>Fife</p>	 <p>Ball Point Pen</p>
 <p>Inkwell and Feather</p>	 <p>Microwave</p>

Artifact Match Up Key

<p><u>Kettle</u> Used to heat up food over a fire, used by early traders. Also used as a trade object. Early trappers traded objects like this to Native Tribes for furs, food and other resources. Metal objects were frequently melted down and turned into other tools and or weapons.</p>	<p><u>Microwave</u></p>
<p><u>Betty Lamp</u> This cast iron lamp would give light by burning fish oil or other animal fat. A cotton wick would be placed in the oil sticking up through the lid. Early Settlers in Seattle may have used object like this to work in the evening. Electricity was not available anywhere and even pre-made candles would not be available to the first Settlers in the area.</p>	<p><u>Modern Lamp</u></p>
<p><u>Wagon</u> Covered wagons like these carried many early settlers to the Oregon Territory in the mid 1800's, which included the area known as Washington State today.</p>	<p><u>Car</u></p>
<p><u>Fife</u> Early settlers had to bring their own instruments in order to have music with them. Small instrument like this fife were easy to carry and did not take too much room for vital supplies.</p>	<p><u>I-pod</u></p>
<p><u>Inkwell and Feather Pen</u> Writing instruments like these were used write letters and even to create even important documents like the Point Elliot treaty in (insert date)</p>	<p><u>Computer</u></p>

2. Understanding Written Documents Lesson Plan

Objectives:

- Students will learn more about the period of Exploration and Settlement in Washington State.
- Students will learn and apply critical thinking skills to analyze primary materials.
- Students will analyze sources for the purpose of creating a historical document.

<u>Lesson Overview</u>	<u>Time Allotment</u>	<u>Materials Needed</u>
Distribute and review 'Written Document Analysis' Worksheet and one primary resource document excerpt of your choice to students.	10 minutes	'Written Document Analysis' Worksheet -Included One Primary Resource Document -Included-
Review worksheets for understanding with students	10 minutes	
analyze the document using the 'Written Document Analysis' Worksheet as a group	25 minutes	

Potential EALRs Met

<i>Social Studies SKILLS</i>	5.1: Uses critical thinking skills to analyze and evaluate positions 5.2: Uses inquiry based research								
<i>Social Studies</i>	3.1	4.1	4.2	4.3					
<i>Communication</i>	1.1	1.2	2.3	3.1					
<i>Writing</i>	3.1								
<i>Reading</i>	1.1	1.2	2.1	2.2	2.3				
<i>Arts</i>									

Materials: - Included -

- Primary Resource Document Excerpt (#1 – Trading, #2- Native American Fishing)
- Historical Photograph (#1 – Trading Room (Reproduction) #2 – NA Fish Trap)
- Worksheet- "Written Document Analysis"

Suggested Teaching Procedure:

1. Review the document provided on page x before working with students.
2. Distribute copies of "Written Document Analysis" to students. Read and check for understanding.
3. Have all students analyze the document as a group and discuss the discovery questions. You may want students to read portions of the document out loud.
4. Show the photograph and have the students discuss how their document helps them understand the image better and what the image reveals about the document.

Written Document Analysis Worksheet

1) Type of Document (Check One)

Newspaper Letter Map Report Advertisement

Journal Other

2) Unique Physical Qualities of the Document (Check All That Apply)

Interesting Letterhead Handwritten Typed

Notes Stamp Other: _____

3) When was this written?:

4) Who wrote this document?:

5) Why was this document written?

6) List three things the author said that you think are important.

A.

B.

C.

Hudson Bay, or Everyday Life in the Wilds of North
America, 1879, Excerpt pg. 185

The trading-room—or, as it is frequently called, the Indian-shop—was much like what is called a store in the United States. It contained every imaginable commodity likely to be needed by Indians. On various shelves were piled bales of cloth of all-colours, capotes, blankets, caps, &c.; and in smaller divisions were placed files, scalping-knives, gun-screws, flints, balls of twine, fire-steels, canoe-awls, and glass beads of all colours, sizes, and descriptions. Drawers in the counter contained needles, pins, scissors, thimbles, fish-hooks, and vermilion for painting canoes and faces. The floor was strewn with a variety of copper and tin kettles, from half-a-pint to a gallon; and on a stand in the farthest corner of the room stood about a dozen trading guns, and beside them a keg of powder and a box of shot.

FULL CAPTION

Hudson Bay, or, Everyday life in the wilds of North America [microform] : during six years' residence in the territories of the Hon. Hudson Bay Company / by Robert Michael Ballantyne New York : T. Nelson, 1879 Microfiche M-2501 no. 26409 Microform Department of Newspapers and Microforms, University of Washington Libraries, Seattle.

Discovery Questions

What do you think the Native Americans brought to the shop to trade?

What type of items could they trade for? Discuss why different items might be valuable to them.

The Adventures and Sufferings of John R. Jewitt, 1824
Excerpt from pg. 19

The salmon are taken at Tashees, principally in pots or wears. Their method of taking them in wears is thus:—A pot of twenty feet in length, and from four to five feet diameter at the mouth, is formed of a great number of pine splinters, which are strongly secured, an inch and a half from each other, by means of hoops made of flexible twigs, and placed about eight inches apart. At the end it tapers almost to a point, near which is a small wicker door, for the purpose of taking out the fish. This pot or wear is placed at the foot of a fall or rapid, where the water is not very deep, and the fish driven from above with long poles, are intercepted and caught in the wear, from whence they are taken into the canoes. In this manner I have seen more than seven hundred salmon caught in the space of fifteen minutes. I have also sometimes known a few of the striped bass taken in this manner, but rarely.

Title Page

THE
ADVENTURES
AND
SUFFERINGS

OF
JOHN R. JEWITT,

ONLY SURVIVOR OF THE SHIP BOSTON,
DURING A CAPTIVITY OF NEARLY THREE YEARS
AMONG THE SAVAGES OF NOOTKA SOUND;
WITH AN ACCOUNT OF THE MANNERS, MODE OF LIVING,
AND RELIGIOUS OPINIONS OF THE NATIVES.

"Dire scene of horror, on a savage shore,
In which, a witness sad, a part I bore."

AMERICA PRINTED.

EDINBURGH:

REPRINTED FOR ARCHD. CONSTABLE & CO. EDINBURGH:
AND HURST, ROBINSON, & CO. LONDON.

1824.

FULL CAPTION

The adventures and sufferings of John R. Jewitt, only survivor of the ship Boston, during a captivity of nearly three years among the savages of Nootka Sound [microform]:Edinburgh : Reprinted for Archd. Constable & Co., and Hurst Robinson, & Co., 1824 Microfiche M-2501 no. 27869 Microform Department of Newspapers and Microforms, University of Washington Libraries, Seattle.

DISCOVERY QUESTIONS

Can you tell what the pots looked like from this description?

From the way John Jewitt wrote about this Native system of fishing, do you think it was similar or different to how fishing was done where he was from?

Would you describe it as a simple or complex system?