



# Essential Seattle

Museum Visit Curriculum Materials

Museum of History & Industry

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

*From 1792 when Captain George Vancouver's ship first sailed into Elliott Bay to the present, Essential Seattle takes you on an illuminating journey through the key events that shaped the modern city, focusing on the fascinating and diverse people who shaped our unique region.*

The following materials are available for you to use in the classroom. They are designed to enhance your teaching of the themes explored in MOHAI's core exhibit *Essential Seattle*. Use them in advance to prepare your students, or after your visit to build on their experience at the museum.

**Included in this packet you will find:**

1. Personal Artifact Lesson Plan and Artifact Analysis Worksheet
2. Slideshow Script (to accompany slideshow)
3. Slideshow Bingo Lesson Plan and 4 Different Bingo Worksheets

# 1. Personal Artifacts Lesson Plan

## Objectives:

- Students will become familiar with artifacts.
- Students will learn and apply critical thinking and analysis skills.
- Students will explore history as a something connected their own lives

<u>Lesson Overview</u>	<u>Time Allotment</u>	<u>Materials Needed</u>
Define ‘artifact’ with your students and brainstorm types of artifacts	Day 1 10 Minutes	
Have students bring two objects from home	Day 1 Homework	Large Display Table
Guide students through the ‘Artifact Analysis Worksheet’	Day 2 10 minutes	Artifact Analysis Worksheet (provided)
Have students groups choose one artifact and complete the <i>Artifact Analysis Worksheet</i>	Day 2 30 minutes	Artifact Analysis Worksheet (provided)
Discussion	Day 2 10 minutes	
<b><i>Optional Extension Activities Included</i></b>	Varies	Varies

## Potential EALR’s Met

<i>Social Studies SKILLS</i>	5.1: Uses critical thinking skills to analyze and evaluate positions 5.2: Uses inquiry based research <u>Optional Activities</u> 5.4: Creates a product that uses social studies content to support a thesis and presents in an appropriate manner to a meaningful audience								
<i>Social Studies</i>	<b>4.3</b>								
<i>Communication</i>	<b>1.1</b>	<b>2.3</b>	<b>3.1</b>	<b>3.3</b>					
<i>Writing</i>	<b>3.1</b>								

## Materials:

- Students personal artifacts
- A large display table
- *Artifact Analysis Worksheet* (provided)

## Suggested Procedure:

### Day 1:

1. Begin the lesson by writing the word ‘artifact’ on the board. (You may choose to have this discussion before the students bring in their objects.)
2. Have students brainstorm on the definition of an artifact using guiding questions such as “do artifacts have to be very old?” Write the class definition on the board. For our purposes of studying history: **An ARTIFACT is something that was made or changed to be used by people**

3. Prepare for this lesson by asking students to bring two objects from home, one that they use everyday and one that is important to them (even if they do not use it often). Let students know that their object needs to be something the rest of the class can handle.
4. Place all student objects together on the display table. You may also want to add some objects from the classroom that would be interesting for the students to analyze (shoes, sports equipment, toys, electronic equipment etc).

## **Day 2:**

5. Review the idea of artifacts with the class. Brainstorm different types of artifacts with the class. What artifacts could tell a story about the people who made or used them? What artifacts might tell more about the lives of their own family or class today? Are all the objects on the table “artifacts?”
6. Pick one artifact from the table, guide the whole group through the analysis process outlined in the *Artifact Analysis Worksheet*.
7. Break the students into groups or have them individually pick an object from the table they think is interesting. Have them use the analysis questions to see what information they can discover about the artifact's owner. Have the students share their conclusions.
8. Discuss what it might be like for someone to find these artifacts 100 years from now. Would they understand how you lived your daily life? What could that person use to understand your artifact if they did not know what it was? Examples include; a photo or drawing of someone using the object, a journal entry talking about it, packaging, catalogs or advertisements, and other objects that would be used with it, such as clothing.
9. If you are doing this activity before your visit, discuss what types of artifacts your students think they will find at the museum. If this is after your visit, discuss what artifacts students saw and how they helped them understand what life was like for people in Seattle and King County in the past.

## **Optional Extension Activities:**

1. Have students create a museum exhibit with their artifacts. Discuss how they can use their personal collection to tell a story about their lives, just like a museum uses its collection to tell stories about the past. Ask students to create labels for the objects using the information they gathered from the analysis sheets. Have students make choices about how things should be grouped based on the story they want to tell.
2. Have the students examine the whole collection and come up with 1 or 2 true statements about their class that you could learn by looking at the artifacts. Use the standard that each statement must work with at least 3 artifacts on the table to consider it to be true. Have the students write out their statements and include some information from the artifacts they used to support their statement. This is the beginning of a historical account based on primary sources.

## Artifact Analysis Worksheet

**1) Type of Artifact-** Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, or other material.

**2) Special Qualities of the Artifact-** Describe how it looks and feels: shape, color, texture, size, weight, moveable parts, anything printed, stamped, or written on it.

### **3) Uses of the Artifact**

A. What might it have been used for?

B. Who might have used it?

C. Where might it have been used?

D. When might it have been used?

### **4) What the Artifact Tells Us**

A. What does it tell us about the technology of the time in which it was made and used?

B. What does it tell us about the life and times of the people who made it and used it?

C. Describe a similar item from today.

## 2. Essential Seattle Slideshow Script

(Accompanies the PowerPoint Slideshow CD)

<b>Essential Seattle Slideshow Script</b>	
<i>Image</i>	<i>Information</i>
<p>#1. Exploration</p> <p><b>"A View in Ship cove, Nootka Sound, 1775,"</b> J. Webber, National Maritime Museum, London</p>	<p>This place we call "Washington" has been home to many different people and known by many different names through time. When European ships first explored Washington's shores, they soon realized they were not the first to do so. <b>A rich and dynamic Native culture had been thriving in this area well before Europeans even set eyes on it.</b></p>
<p>#2. Arrival of George Vancouver</p> <p><b>"Captain Vancouver Charting in British Columbia Waters,"</b> R.D. Kelly, Maritime Museum Victoria B.C.</p>	<p><b>On May 19, 1792, George Vancouver's ship the Discovery first dropped anchor near Bainbridge Island.</b> Young <i>Si'ahl</i> (the boy for whom this city was later named) stood watching with his father on the shore as the ship entered the bay. <i>Si'ahl's</i> tribe, <b>the Duwamish, have preserved the memory of this legendary encounter for more than two centuries.</b></p>
<p>#3. Robert Gray</p> <p><b>"Gray's Discovery of the Columbia,"</b> Oregon State Highway Department, Salem (Detail)</p>	<p><b>Early explorers</b> from France, Spain, England, eastern parts of the U.S., and Russia <b>competed for rights to settle and trade on the Northwest coast.</b> This image depicts Robert Grey, the first European to discover the Columbia River.</p>
<p>#4. Trade</p> <p><b>Interior of Indian Trade Store,</b> Fort Vancouver, National Historic Site (reconstructed)</p>	<p>Native Americans and Europeans began to trade many items with each other. <b>In the early 1800's trading posts were set up all over Washington</b> in forts built by European companies like Hudson's Bay. <b>Natives could bring furs, salmon or baskets to trade for European goods, such as glass and metal tools.</b></p>
<p>#5. Oregon Territory</p> <p><b>Map of the Oregon Trail</b></p>	<p>In 1848, the British signed a treaty and left, giving lands south of the Canadian border to the United States. <b>Even before treaties were negotiated with Native people, our government began offering 640 acres of free land to white families who agreed to homestead here. As a result of this offer</b> (known as the Oregon Donation Land Claims Law), <b>thousands of people began to follow the Oregon trail West to claim land.</b></p>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
#6. Natural Resources: Salmon “ <b>Salmon Fishery on Chikelas (Chehalis) River,</b> ” Charles Wilkes, U.S.N, Narrative of the U.S Exploring Expedition, 1845	Local tribes had mastered Washington’s generous environment, skillfully maintaining salmon runs. <b>In the late summer</b> , when many salmon were swimming upriver to spawn, <b>Duwamish families would camp along the rivers to catch and dry salmon for trade and for good winter eating.</b>
#7. Farming <b>Duwamish Farmer's Settlement</b> , Fort Vancouver National Historic Site (Reconstructed)	<b>In 1851, American farmers settled close to the place we call “Seattle.” They filed claims that gave them ownership according to the American government.</b>
#8. Denny Party “ <b>Settlers and Indians,</b> ” E.I. Denny, MOHAI, 16468	<b>On November 13, 1851, 24 American settlers camped for the night in an unfinished cabin on the beach</b> at the place Native people called <i>Smaquamox*</i> ( <i>Sbaq w abqs</i> ). <b>These Americans – the Denny, Boren, Bell, and Low families, and the Terry brothers – founded a new settlement, eventually named “Seattle,” to honor the leader of the Duwamish people who welcomed them.</b>  *as the settlers heard the <i>Lushootseed</i> word
#9. Building a City <b>1872 view of Seattle</b> , MOHAI, SHS 19114	<b>In February 1852, a few Denny Party settlers moved east across Elliott Bay</b> , staking claims along the timbered shoreline above the deep harbor. <b>They began to build our city, clearing the land of Douglas fir to be shipped to distant ports.</b>
#10. Treaties “ <b>Walla Walla Council,</b> ” G. Sohon, 1855. Washington State Historical Society	<b>In 1853 the first governor of Washington territory, Isaac Stevens, hastily began to negotiate with local tribes' to clear land for white settlers. By signing treaties, tribal leaders agreed to give up certain rights to land and assets in exchange for payments, promises, and protection.</b>
#11. Battle of Seattle “ <b>Battle of Seattle,</b> ” E.I. Denny, MOHAI SHS 9216	<b>Unrest grew after the signing of the treaties.</b> In some cases, Native people were stirred to violence when the promises of treaties were not kept. <b>This painting shows the Denny family running to a Blockhouse in Seattle for protection during a 1855 conflict known as the “Battle of Seattle.”</b>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
<p>#12. Growth of Seattle</p> <p><b>Downtown Seattle from Waterfront, 1878.</b> PEMCO Webster &amp; Stevens Collection, MOHAI, 1983.10.6254</p>	<p>In 1855, only about 100 non-native people lived in Seattle. By 1878, nearly 3,500 settlers called Seattle home. <b>Though Seattle was growing, access was still very limited. Streets were made of dirt and often got muddy. For those living in the Countryside, traveling to the city to purchase items like coffee and fabric could take all day.</b></p>
<p>#13. Natural Resources: Lumber</p> <p><b>“Log Booms of Yesler’s Mill,”</b> Asahel Curtis Collection, 59756. U.W. Libraries, Special Collections Division</p>	<p>Washington’s rich natural resources provided the basis for industry to develop. <b>Seattle’s first industry was a sawmill on Puget Sound.</b> Built by Henry Yesler, <b>the mill provided jobs to settlers and Native People; cleared the hillsides so Seattle could expand; and turned trees into lumber that was shipped all over the world.</b></p>
<p>#14. Mercer Girls</p> <p><b>“Lizzie Ordway portrait,”</b> MOHAI, Portrait 126</p>	<p><b>Men so outnumbered women in Washington Territory, that a scheme was organized to import eligible brides. In 1864, UW president Asa Mercer devised a plan to recruit young women from the East Coast. Lizzie Ordway and ten other women known as the “Mercer Girls” left New York later that year.</b> Lizzie never married but became Seattle's first public school teacher in 1870.</p>
<p>#15. School Days</p> <p><b>“Lynden School,”</b> MOHAI, SHS 9447</p>	<p><b>Lizzy taught at the Lynden school, a one room school house that served over 200 students in 1870. By 1889, Seattle boasted a dozen public schools that educated more than 4,000 students. Children went to school in one room schoolhouses or were taught at home. Most kids stopped going to school by sixth grade so they could work to support their family.</b></p>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
<p>#16. Indian People in Seattle</p> <p><b>Native American Encampment at Seattle Waterfront</b>, PEMCO Webster &amp; Stevens Collection, MOHAI 2002.3.466</p>	<p><b>As Seattle grew from a settlement to a bustling town, Native Americans did not “disappear.” Many Native people got jobs in the city as artisans or laborers</b>, living out of covered canoes, since they were not allowed to live permanently in the city. <b>Others who lived on reservations would often come into the city to sell crafts, baskets, clams, and fish.</b> During the 1880s, Seattle residents became increasingly hostile towards the Native population, and in March of 1893, an arson fire destroyed the largest remaining Duwamish settlement in West Seattle.</p>
<p>#17. Natural Resources: Coal</p> <p><b>Coal Miners at Picking Table in Franklin</b>, ca. 1915. MOHAI, SHS 19186</p>	<p><b>Settlers found large coal deposits in areas of southeast King County like Renton and Franklin.</b> Though coal is difficult and dangerous to mine, it was a very important job. <b>Coal was needed to power ships and trains, and to heat homes before electricity was available.</b></p>
<p>#18. Logging Technology</p> <p><b>Yarding Logs with Steam Donkey</b>, 1903. PEMCO Webster &amp; Stevens Collection, MOHAI 2440</p>	<p><b>The demand for lumber was so great that steam-powered “donkey engines” were introduced to move the giant logs so they could be shipped to the mills.</b> As a result, lumber production increased ten times between 1880 and 1890.</p>
<p>#19. Railroads</p> <p><b>NP Railroad Crew Laying Tracks</b>. MOHAI, SHS 11033</p>	<p>The 1880’s became an exciting time for the region: Industries were booming and despite the difficulty of getting here, the population was growing fast. The biggest change for Washington was the arrival of the transcontinental railroad. <b>The first transcontinental railroad connecting Puget Sound to the rest of the Nation was the Northern Pacific. Relying primarily on Chinese labor, tracks reached Tacoma in 1886 and Seattle 1893.</b></p>
<p>#20. The Great Seattle Fire</p> <p><b>Start of the Great Seattle Fire</b>, 1889. MOHAI, SHS 6395</p>	<p><b>On June 6, 1889, the Great Fire started</b> at the corner of First Avenue and Madison Street, <b>when a cabinetmakers glue pot boiled over, igniting wood shavings, paint, and turpentine.</b> The fire spread quickly through Seattle's wood buildings. <b>By morning, 32 city blocks lay in smoking ruins.</b></p>



## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
<p>#21. Rebuilding the City</p> <p><b>Construction After the Great Seattle Fire.</b> MOHAI, SHS 1250</p>	<p><b>After the fire, citizens and government leaders gathered right away to plan the rebirth of Seattle as a modern city of stone and brick.</b> By 1892, workmen had built 3,500 new buildings.</p>
<p>#22. Statehood</p> <p><b>Statehood Admission Celebration,</b> MOHAI, SHS 11033</p>	<p>Territorial citizens wanted the government to help keep people safe, to provide schools, and to build roads. They wanted to elect their own officials and settle their own affairs. To make that all possible, <b>Washington became a state on November 11, 1889.</b></p>
<p>#23. The Gold Rush</p> <p><b>Ho for the Klondike,</b> Seattle P-I, Newspaper Headline July 17, 1897</p>	<p><b>On July 17, 1897, the steamer <i>Portland</i> docked in Seattle's harbor carrying 68 men and \$1 million in gold dust and nuggets from the Yukon and Alaska Territory.</b> The gold rush caused the city to boom again, bringing even more people and businesses to the area.</p>
<p>#24. Population Growth</p> <p><b>Port of Seattle,</b> Fort Vancouver National Historic Site (Reconstructed)</p>	<p><b>Urban growth exploded in Tacoma, Seattle, Spokane and other cities.</b> People poured into the cities from the countryside and all over the world, looking for jobs and a better life. <b>By 1910, over one million people lived in Washington State.</b></p>
<p>#25. The Automobile</p> <p><b>Electric Car,</b> PEMCO Webster &amp; Stevens Collection, MOHAI 2002.3.1479</p>	<p><b>When the Ford Motor Company began mass-producing the Model T, automobiles became widely available and affordable.</b> The first ads for automobiles appeared in Seattle newspapers in 1906, and <b>by 1914, 20,000 cars were registered in Washington State.</b></p>
<p>#26. WWI</p> <p><b>Enlisted men at Great Northern Railway Yards,</b> 1917. MOHAI, SHS 1994</p>	<p><b>In 1914 World War I broke out in Europe, sending many of Washington's young men to the battlefield. At home, Puget Sound shipyard workers built huge warships and families bought war bonds to help with the war effort.</b></p>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
<p>#27. Seattle's General Strike</p> <p><b>Seattle General Strike, 1919.</b> MOHAI PEMCO Webster &amp; Stevens Collection, 1983.10.10698.1</p>	<p><b>After the war ended, many were forced to take dangerous low paying jobs. Unhappy workers joined together to fight for improvements by going on strike. In 1919 Seattle workers lead the nation's first general strike, shutting down the entire city for three days.</b></p>
<p>#28. Prohibition</p> <p><b>Seattle Store Selling Alcohol Just Before Prohibition.</b> PEMCO Webster &amp; Stevens Collection MOHAI 1983.10.12279</p>	<p>Beginning as a wartime conservation measure in 1916, <b>Prohibition criminalized the making, transport, and consumption of alcohol in Washington State for 17 years.</b> Though the laws cut down on drinking, they also encouraged crime. Notorious "speak-easies" flourished, illegal home-brewing was commonplace in rural areas, and rumrunners made nightly trips from Canada in high-powered speedboats.</p>
<p>#29. The Great Depression</p> <p><b>Man repairing roof of Hooverville shack, 1939,</b> MOHAI, Seattle P-I Collection, PI- 22393</p>	<p><b>In 1929, the entire country plunged into a deep economic depression</b> that lasted ten years. Hundreds of thousands of people lost their jobs, homes and savings. <b>Unemployed men gathered together to live in boxes or sheds made of discarded materials called Hooverville's.</b> Seattle's biggest Hooverville was located where our stadiums stand today.</p>
<p>#30. The New Deal</p> <p><b>Grand Coulee Dam Under Construction,"</b> MOHAI, SHS 432</p>	<p><b>To help end the depression and put Americans back to work, the government began financing thousands of construction and art projects, including the Grand Coulee Dam.</b></p>
<p>#31. Wartime Industries</p> <p><b>Poster Advertising Need for Shipyard Workers,</b> PEMCO Webster &amp; Stevens Collection, MOHAI 2001.3.1497</p>	<p><b>World War II finally put an end to the Great Depression. During the war, 16 million American men and women served in the military, and 9 million American men and women went to work in defense plants.</b></p>
<p>#32. WWII Homefront: Japanese Internment</p> <p><b>Bainbridge Island Evacuees,</b> MOHAI Seattle P-I Collection, PI-289053</p>	<p><b>Because the United States was fighting Japan, all Americans of Japanese descent living on the west coast were ordered to leave their homes and businesses and move into internment camps. Many families lost everything and never returned to the northwest.</b></p>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
<p>#33. WWII Homefront: Rationing</p> <p><b>Customers Wait to Buy Rations</b>, MOHAI, Seattle P-I Collection, PI-28117</p>	<p>Every family felt the effects of the war at home. <b>Ration books allowed families to purchase only their fair share of gasoline and certain foods.</b> The man in the middle of this photograph is cutting coupons out of his ration book to buy butter.</p>
<p>#34. WWII Homefront: Victory Gardens</p> <p><b>Students and Faculty Working on Ballard High Victory Garden</b>, MOHAI, Seattle P-I Collection, PI-28244</p>	<p><b>Neighborhood and school groups raised their own vegetables in small community “victory gardens.”</b></p>
<p>#35. WWII Homefront: Victory Squares</p> <p><b>Victory Square, 1944</b>, MOHAI, Seattle P-I Collection, PI-26271</p>	<p>“Victory squares” also became popular. <b>Victory squares were places communities would come together during wartime. Seattle’s Victory Square was on University Street, between Fourth and Fifth Avenue.</b> Organizer Morris Alhadeff noted: <i>Victory Square was the name of a location, but it also represented an idea. We wanted to bring people together and cheer them up - we had to have entertainment: Jack Benny, Lana Turner, Bing Crosby and so many more came to Seattle.</i></p>
<p>#36. WWII Homefront: Civil Defense</p> <p><b>Instructing Civilians in the Use of Gas Masks</b>, MOHAI, Seattle P-I Collection, PI-27963</p>	<p><b>Washington residents feared that the war would eventually reach the pacific coast. They prepared for war by learning to protect themselves in case of an air or naval attack.</b></p>
<p>#37. WWII Homefront: Military Installations</p> <p><b>Whidbey Island Naval Air Station, Oak Harbor, 1943</b>, MOHAI, SHS 9189</p>	<p><b>United States military installations on Puget Sound grew enormously during World War II. Life in wartime Seattle was dominated by the military presence.</b> Seattle was home base for battles in the Aleutian Islands, the construction of the Alaska Highway and military deployments to the Pacific.</p>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
<p>#38. Peace in Seattle</p> <p><b>Victory Over Japan (V-J) Day, 1945, MOHAI, SHS 9189</b></p>	<p><b>After four long years of war, Seattle celebrated peace. Germany surrendered unconditionally to the allies on May 8, 1945.</b> World War II finally ended in the Pacific after the United States dropped atomic bombs on Hiroshima and Nagasaki. <b>Japan surrendered on September 2, 1945.</b> Americans across the nation rejoiced.</p>
<p>#39. Cold War Tensions</p> <p><b>Communist Trial Committee Hearing Testimony, 1954.</b> MOHAI, Seattle P-I Collection, PI-21696</p>	<p><b>In the 1950's Cold War tensions escalated between the Soviet Union and the United States.</b> Though Washington State had a longstanding reputation as a haven for leftists, post-war, our state became notorious for a sensational anti-Communist smear campaign. <b>People who were suspected of having Communist sympathies where forced to go to hearings. Some were jailed or lost their jobs.</b></p>
<p>#40. Post-War Suburbs</p> <p><b>Housing development under construction, 1948.</b> MOHAI, Seattle P-I Collection, PI-23752</p>	<p><b>The population of Washington state grew by tens of thousands after the war. In 1944, the U.S. Senate passed the G.I. Bill of Rights, giving Washington's 250,000+ eligible veterans access to free tuition, small business loans, and home mortgages.</b> With no down payment and very low interest rates, suburbs in areas like east King County developed rapidly.</p>
<p>#41. <i>Century 21</i></p> <p><b>Seattle's World's Fair poster, 1962.</b> Washington State Archives</p>	<p>In 1962, Americans faced prejudice, poverty, pollution, and a deadly arms race with the Soviet Union. <b><i>Century 21</i> explored the power of science and technology to solve these problems. Held for six months, this futuristic fair drew in more than 10 million visitors and created enduring Seattle icons such as the monorail and the arches of the Pacific Science Center.</b></p>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
<p>#42. Civil Rights Movement</p> <p><b>Seattle Freedom March at Federal Courthouse, 1965.</b> MOHAI, SHS 86.5</p>	<p><b>After World War II many social movements became important in Washington. Local chapters of the Urban League and the NAACP (National Association for the Advancement of Colored People) called for equal access to employment and housing.</b> Local activists adopted the tactics of non-violent sit-ins, demonstrations and boycotts against Seattle's "James Crow" racism – less blatant than the South's "Jim Crow," but just as unyielding. In the late 1960s and 1970s, some local Black activists advocated a more militant stance, gaining new pride, independence and a sense of heritage.</p>
<p>#43. Environmental Movement</p> <p><b>Survival in the Snoqualmie Forest, 1971.</b> MOHAI, SHS 86.5</p>	<p><b>After World War II, environmental policy began to recognize forests not just as stands of marketable timber, but also as habitat for wildlife.</b> With increased scrutiny of decreasing plant and animal populations, environmental protection efforts forced many Washington loggers out of jobs.</p>
<p>#44. Anti-War Movement</p> <p><b>Protesters on Seattle Freeway, 1970.</b> MOHAI, Seattle P-I Collection, 1986.5.52212.1</p>	<p><b>In the mid-to-late 1960's protesters of the Vietnam War held mass demonstrations, threatened violence, and caused a rash of fire bombings in urban areas and at local Universities.</b></p>
<p>#45. The Boldt Decision</p> <p><b>Fishing Protest at the State Capitol</b> (includes Governor Rosellini and actor Marlon Brando.). MOHAI, SHS 86.5</p>	<p><b>In 1974, Judge George Boldt ruled that federally recognized tribes who had signed treaties with the United States in the 1850's would regain ownership of 50% of fish caught outside reservation borders. Known as The Boldt Decision, this ruling spurred a revival of tribal economic and cultural strength, and led to protests and violent confrontations between the tribes and non-native fisherman.</b></p>

## Essential Seattle Slideshow Script

<i>Image</i>	<i>Information</i>
#46. Forward Thrust  <b>Environmental Campaign Poster, 1970.</b> METRO	<b>The METRO agency was formed in the 1970's to clean up Lake Washington and to encourage collaboration between member towns and cities.</b> METRO paid for the Kingdome, built Seattle's Aquarium, revitalized the Woodland Park Zoo, and purchased nearly 5,000 acres of parkland for metropolitan Seattle residents to enjoy, including Marymoor Park.
#47. Boeing Bust  <b>Billboard Near Sea-Tac Airport, April 1971.</b> Greg Gilbert, The Seattle Times	<b>Boeing continued to grow after WWII and built long-range bombers and guided missiles for the Cold War air and space and commercial airplanes.</b> By 1956, 98% of the company's bottom line came from military contracts. Boeing engineers designed the 707, (the first American jetliner), and in the 1960s, developed the 737 and the 747. <b>Then the national economy entered a recession, and Boeing went for seventeen months without any orders for new planes. Layoffs were steep, and many people moved away.</b> By 1970, the workforce had fallen to only 32,000, and local unemployment hit 17%. <b>As a result, local realtors joked on a billboard, "Will the last person leaving Seattle, please turn out the lights!"</b>
#48. Seattle Today  <b>Seattle from Harbor Tour boat, 1993.</b> Howard Giske, MOHAI	<b>Thanks to the growth of new industries in Washington such as; tourism, transportation, aluminum production, computer and medical technologies, and atomic energy, Seattle has grown into a large, thriving metropolis.</b> What events do <u>you</u> think are most important in Washington's history?

### 3. Slide Show Bingo Lesson Plan

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#### Objectives:

- Students gain knowledge of regional history from 1792-1980 in preparation for their museum visit
- Students practice gathering information from historic photographs
- Students identify important events and changes in regional history between 1792 - 1980

<u>Lesson Overview</u>	<u>Time Allotment</u>	<u>Materials Needed</u>
Provide students with <i>History Bingo</i> Sheets and review for understanding	10 minutes	<i>History Bingo</i> Sheets For All Students (provided)
Show <i>Essential Seattle Slideshow</i> and read enclosed script (Alternative Activity: Only show sections of slideshow relevant to your curriculum)	20 – 40 minutes (varies)	<i>Essential Seattle Slideshow</i> and Script (provided)
Have students choose important events in Seattle history by marking their worksheets	10 minutes	<i>History Bingo</i> Worksheets (provided)

#### Potential EALR's Met:

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

#### Materials:

- *Essential Seattle Slideshow* (provided)
- Slideshow Script (provided)
- 4 Variations of *History Bingo* Worksheet (provided)

#### Suggested Teaching Procedure:

- 1 Before class, photocopy the worksheet *History Bingo* for each student.
- 2 Read and review instructions to check for understanding. Ask students to look and listen carefully and mark each photograph. By the end of the slide presentation students should have identified each photograph on their bingo card.
- 3 Show the *Essential Seattle Slideshow* presentation. You may choose to read the entire captions, or to simplify the information depending on the age of your students.
- 4 Keep track of the order in which students get bingo and check for accuracy. You may want to create a reward system for getting bingo to make things more exciting.
- 5 Ask students to choose what they believe are the three most important events in regional history by circling those images on their bingo cards. Ask them to explain their choices using the bottom portion of the worksheet.

#### Alternate Activity:

*If your time is limited but you would still like to use the slide show to build knowledge, pick a shorter section that covers the time period you are focusing on in class and skip the Bingo activity.*

# History Bingo!

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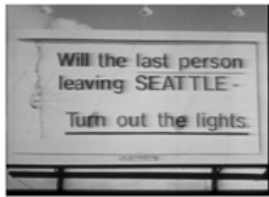
What do you think?

Choose three events from the presentation you think are most important.  
Fill in the blanks below with the event and your ideas.

1. \_\_\_\_\_ is an important event in regional history because  
\_\_\_\_\_.
2. \_\_\_\_\_ is an important event in regional history because  
\_\_\_\_\_.
3. \_\_\_\_\_ is an important event in regional history because  
\_\_\_\_\_.



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Choose three events from the presentation you think are most important.

Fill in the blanks below with the event and your ideas.

1. \_\_\_\_\_ is an important event in regional history because

\_\_\_\_\_.

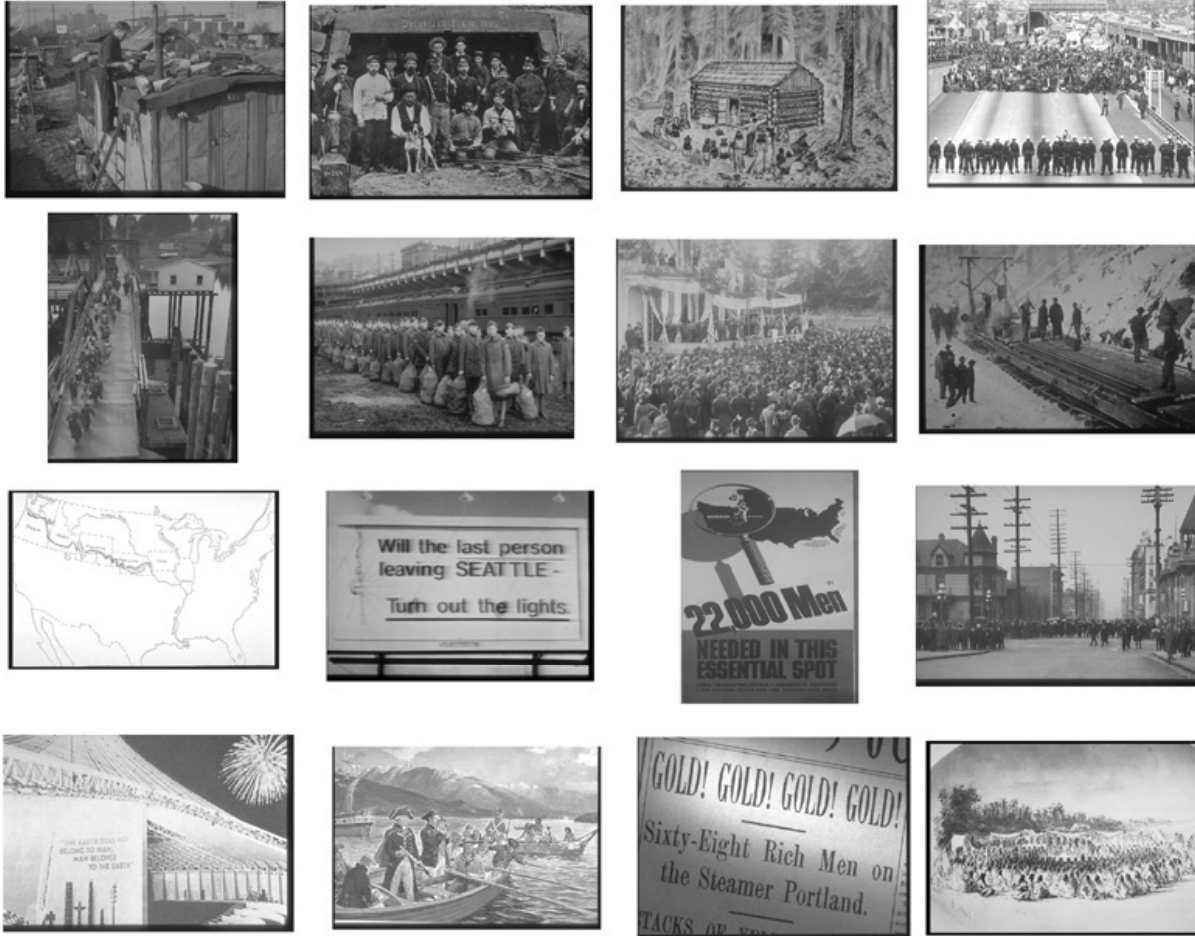
2. \_\_\_\_\_ is an important event in regional history because

\_\_\_\_\_.

3. \_\_\_\_\_ is an important event in regional history because

\_\_\_\_\_.

# History Bingo!



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What do you think?

Choose three events from the presentation you think are the most important.

Fill in the blanks below with the event and your ideas.

1. \_\_\_\_\_ is an important event in regional history because

\_\_\_\_\_.

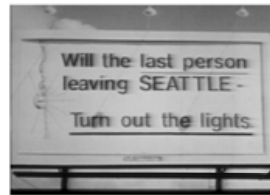
2. \_\_\_\_\_ is an important event in regional history because

\_\_\_\_\_.

3. \_\_\_\_\_ is an important event in regional history because

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