

# HERITAGE CURRICULUM RESOURCES

*Education Paper No. 6*

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4Culture Heritage Program, 101 Prefontaine Place S, Seattle, WA 98104-2672, (206) 296-8688, TTY Relay: 711, [www.4culture.org](http://www.4culture.org)

## Introduction

4Culture houses a sizeable collection of curriculum resources, project plans, educational publications, videos, and other materials in its resource room for those who are looking for positive models for developing applications to 4Culture's Heritage Cultural Education Program. Most of the curriculum materials are organized in project final report notebooks that also include copies of the original grant application, contract scope of services, and final report documentation, including standard evaluation forms from applicants and school partners. Included among the project reports are some of the most innovative heritage curriculum resource projects developed in the state and region.

Also of interest and assistance are a variety of recording or reporting techniques and forms, distribution plans, and correspondence samples included in some of the project notebooks. Certain projects were developed for a one-time or short-term event, class, or project (such as specifically designed school to museum exhibit tours or a project celebrating a specific non recurring event), while others were created for use as an on-going education resource (such as heritage trunks, walking tours, web-site, or curriculum resources.) 4Culture and its predecessor agencies have been funding heritage education projects since 1990, so the sophistication and current usability of each project varies widely. Only those created in the last several years are specifically aligned with the state Essential Academic Learning Requirements (EALRs.)

In addition to past curriculum projects, 4Culture's resource room also includes a variety of other arts, heritage and preservation resources relating to grant programs and technical assistance subjects. Also available are notebooks containing applications submitted to all of 4Culture's competitive funding programs for the past five years – both those that were funded and those that were not. The *yearly summary reports* of recommendations for the Heritage Cultural Education Program can be a valuable tool when developing or fine-tuning text and budgets for project proposals. They also serve as a good finding aid for specific proposals. Please note 4Culture's resource room only holds heritage program applications going back to 2005, earlier applications are located at the King County Archives at 1215 E. Fir Street, Seattle, and can be researched by appointment. Contacts for the Archives are provided below.

The Heritage curriculum resource collection also contains a modest assortment of heritage educational resources that were funded by other organizations or agencies, rather than 4Culture or its predecessors. They may also contain valuable information and serve as helpful models.

The following paper is an annotated bibliography of heritage curriculum resources available at 4Culture's offices. They may be researched by appointment only at the above contacts.

## ARCHAEOLOGY

### *Archaeology of West Point Kit: Curriculum & Lesson Plans to Accompany Two Heritage Kits.*

This project involved collaboration between the Burke Museum of Natural History and Culture, the Auburn School District and educators representing the Muckleshoot, Suquamish, and Tulalip Tribes. Six portable education kits were developed which interpreted the archaeological investigations at West Point. Kits include replica artifacts, archaeologist tools, and curriculum/lessons plans/worksheets. The resources are for all ages, but developed primarily for 4<sup>th</sup> through 8<sup>th</sup> grades, and are focused on Social Studies (History and Geography) EALR expectations. The Project includes an excellent model of a *User's Manual*. The project was supported in part by an award from the 2000 Heritage Cultural Education program. See the curriculum materials on line at <http://www.washington.edu/burkemuseum/westpoint/>.

*The Cedar River Watershed: Our Ancestors, Our Past Curriculum.* This resource was produced by the Burke Museum of Natural History and Culture, which partnered with the Seattle Public Utilities/Cedar River Watershed, Native American tribes and middle school classes at Chief Kanim Middle School (Snoqualmie SD) to provide education programs to students about the archaeological, ethno-botanical and cultural heritage of the Cedar River Watershed. The project provided students a series of classroom exercises, individual research opportunities, and visits to the Museum and to the watershed, relating to its rich archaeological, ethno-botanical and cultural heritage. The watershed's landscape spans over 90,000 acres and contains over 100 archaeological sites, with more than 9,400 years of human activity. The pilot project was developed to be regionally specific in focus as well as a model for other Burke Museum collaborations with schools and tribes throughout the state. The curriculum is aligned to Social Studies EALRs. The project report includes examples of legal forms and of press releases used to publicize project. The project was supported in part by an award from the Heritage Cultural Education program in 2003. A companion project, funded by the Heritage Special Projects Program, also in 2003, helped develop exhibits and additional educational materials in collaboration with the Cedar River Watershed Education Center near North Ben. Information about the Museum's Education Programs is available at <http://www.washington.edu/burkemuseum>.

*Looking into Courtland Place: A Teacher's Guide.* This project was developed by Donald Fels for the Rainier Valley Historical Society. Archaeologists from the Burke Museum of Natural History and Culture taught archaeology basics to, and promoted community history appreciation among, 4<sup>th</sup> and 5<sup>th</sup> grade students at John Muir Elementary School (Seattle SD) by carrying out an urban archaeology dig. Project curriculum features a teacher's guide, primary sources, student fieldwork protocol forms, and samples of publicity materials. The project notebook features well presented documentation highlighted by student reviews and on-site photographs. The project was funded in part by the Heritage Cultural Education Program in 2002.

*Stuwe'yugw: Tolt River Archaeological Project.* This multi-year project was developed by the Associates for Archaeology and Historic Preservation and the Burke Museum of Natural History and Culture to accompany an archaeological dig at *Stuwe'yugw*, a site near the Tolt River Treatment Facility in the lower Snoqualmie Valley. Partnering Schools included the Snoqualmie and Chief Kanim Middle Schools (Snoqualmie SD) and Pathfinder Elementary School (Seattle SD). The resulting curriculum is well-designed and uses "guiding questions" to promote class discussion. Each project activity's prep time, materials, and activities are simply outlined. The

curriculum is specifically aligned to the EALRs and it made use of field trips, guest speakers, and relevant videos. There is a good sample of student documentation regarding their dig experience and an excellent grant application. The project was funded in part by the Heritage Cultural Education program in 1998 and 1999. Information about the Museum's Education Programs is available at <http://www.washington.edu/burkemuseum>.

*Vashon Maury Island First People's Archaeology Documentation Project.* This project was developed by the Vashon-Maury Island Heritage Association (VMIHA) in cooperation with McMurray Middle School (Vashon SD). Students were involved in researching and producing a video that documents the Native American heritage of Vashon and Maury Islands. The Video project was associated with and helps to document the *Hands Across Time: Burton Acres Shell Midden Archaeological Project*, which was developed as a collaboration between the Burke Museum and students from McMurray Middle School, Vashon High School, and Chief Leschi School (Puyallup Reservation), which was an archaeological data recovery project or "dig" was conducted at the shell midden at Burton Acres Park on Vashon. The Burton Acres Project provides an excellent model on how to involve local students, educators, tribal members, and professional archaeologists in learning about archeological resources. The project was funded in part by an award from the 1996 Heritage Cultural Education Program. The University of Washington Press has published *Vashon Island Archaeology: A View from Burton Acres Shell Midden*, edited by Julie K. Stein and Laura S. Philips, Burke Museum of Natural History and Culture Research Report No. 8, in 2002. It provides considerable background on the data recovery/ excavation project. The video is available at several repositories and libraries as well as the VMIHA.

*What is Archaeology? Discovery Tour.* This project was developed by the Archaeology Section of the Burke Museum of Natural History and Culture and the Archaeological Public Outreach Program (APOP). It presents archaeology in a thoughtful and enjoyable way to promote archaeological learning. The project was targeted for grade 5, but includes activities for grades 1 through 12. The project was funded in part by an award from the Heritage Cultural Education Program in 2000. Information about the Museum's Education Programs is available at <http://www.washington.edu/burkemuseum>.

## ARCHITECTURE

*Architecture in Education.* This project was developed by Rolaine Copland in cooperation with McGilvra Elementary School (Seattle) and Medina Elementary School (Bellevue SD) to introduce the basics of architecture to first to grade students at the schools. The class outline and activities are based on an 8-week education program. The project report is an example of good documentation using photos and children's work samples. The project was funded in part by a Heritage Cultural Education Program award in 1996.

*CityWalks for Kids.* This multi-year project involved collaboration between the Seattle Architectural Foundation and schools in the Enumclaw and Kent School Districts. Activities were geared for students grades 3 through 6 and included learning basic concepts of local urban architecture and a walking tour of downtown Seattle. Teachers were provided with a CityWalks Teacher's Kit. The project was designed to encourage students' awareness of the importance of their own communities. The final report is well done. The project was funded in part by Heritage

Cultural Education awards in 1996 and 1998. Information about the Foundation's educational programs is available at <http://www.seattlearchitecture.org/>.

*Design & Heritage Curriculum.* This multi-year curriculum project was designed by the *Architecture and Children Program* in cooperation with TOPS Program at Stevens Elementary in Seattle and Lakewood and Woodmont Schools in Federal Way for students in grades 1 through 6. It developed a series of teacher workshops and utilized a series of educational posters to implement an architecture/built heritage program in the schools. It was supported in part by Heritage Cultural Education awards in 1991 and 1993. See information about the evolution of this project at the *New Horizons for Learning* web site at [http://www.newhorizons.org/strategies/learning\\_environments/taylor1.htm](http://www.newhorizons.org/strategies/learning_environments/taylor1.htm).

*Enumclaw Main Street Design Project.* This project was developed by the Enumclaw Arts Commission and the Enumclaw Plateau Historical Society, in cooperation with Enumclaw High School. It resulted in a curriculum that integrated art with history. The concept was to bring together historical preservationists, specialists in architectural preservation, and artists who specialize in public art together with high school students to create several storefront renovation designs for Enumclaw's Main Street historic buildings. A complementary student activity booklet was also produced. The project was funded in part by a Heritage Cultural Education award in 1998.

*Historic Buildings: Modern Uses: Art and Architecture in Society.* This program was developed by Kirkland Heritage Society and Kirkland Arts Center for a fifth grade class at Benjamin Franklin Elementary School (Lake Washington SD). Students learned about basic concepts of architecture by focusing on familiar buildings. Class activities include preparing sample house plans based on student's own homes. The project used field trips and guest speakers to enhance the curriculum, and it featured a unique use of specifically designed newsletters to share information, photographs, and lesson plans. The project is an example of high quality documentation. The project was funded in part by a Heritage Cultural Education award in 1998.

*Looking Back: Looking Forward: Architectural Transformation.* This multi-year project was developed by Environmental Works and Abrahams Architects, and it allowed students in grades 1 through 3 at Stevens Elementary School (Seattle SD) to use the remodeling of their school to take a look back at the historical and cultural significance of the school and its community. This model can be adapted to other schools undergoing transition. The concept was to use the construction as a learning experience instead of a disruption. Students researched the history of the school and its neighborhood and created an exhibit of Stevens memories to share with the community. Students each received a comb bound workbook that included architectural drawings, site histories, architectural history, and construction basics. Project activities were aligned to EALRs. The project report includes good lesson plans, a project outline, and documentation. It utilized an *Architecture Week* event at Stevens as catalyst and focal point. It was funded in part by Heritage Cultural Education awards in 1998 and 1999.

*Stepping Out: A New Way to Look at the Community Where You Live.* This project, which was developed by Historic Seattle Preservation and Development Authority in cooperation with Seattle Public Schools, created a community based historic preservation curriculum for first through fourth graders that used family as a metaphor for the built environment and focused on the themes of time, tradition and stewardship. A series of three newsletters provide the core of

the curriculum and there are accompanying teachers guides for each. The project was funded in part by a 1996 Heritage Cultural Education Program award.

### *COMMUNITY & NEIGHBORHOOD HISTORY*

*Black Diamond Education Kits*. This heritage kit development project was developed by the Black Diamond Historical Society for Black Diamond area school children, and the kits are comprised of 2 units: *Living in the Past* and *When We Were Miners*. Each unit contains an introduction, background for the teacher, a list of what each kit contents, description of artifacts, and focus questions. The corresponding *Black Diamond Museum Docent and Teacher's Guide* is a unique model for incorporating visits to the museum with the heritage kits. The guide features a virtual tour of the museum and directions on where to find things in the museum. The project was funded by a Heritage Cultural Education award in 1997.

*Black River Anthology: The Life and Times of the People of the Black River Region*. This project was designed for at-risk students of Black River High School by the Museum of History and Industry. Using the theme "Community Roots: Using Drama to Interpret History," this project combined drama and historic research to produce a performance for the community that demonstrated that students could be productive and positive individuals. The project was funded in part by a Heritage Cultural Education award in 1997.

*Enumclaw 1905-1915: Becoming a Modern Town: A Teacher's Guide*. This project was developed by the Enumclaw Plateau Historical Society in cooperation with the Enumclaw School District to create a *Teacher's Guide* and Classroom Study Kits relating to the history of Enumclaw. Three Kits were developed to provide K-6 students a look at Enumclaw at the turn of the 20<sup>th</sup> century. The project was funded in part by a Heritage Cultural Education award in 1996.

*Hillgrove Cemetery Restoration Project*. This project was conducted with Burien (now Highline) Historical Society and students of Highline High School (Highline SD), enriching the Washington State and U.S. History curriculum by focusing on an intensive local history component. Project documentation features an outline of project activities, including student research and field trips to the cemetery. The final report is nicely documented with numerous photos of the students at tasks in the cemetery. The project was funded in part by a Heritage Cultural Education award in 1997.

*History of the Snoqualmie Valley*. This multi-year project of the Snoqualmie Valley Museum developed a 4<sup>th</sup> grade textbook, *History of the Snoqualmie Valley* by Jan Hagstrom Gifford and Kenneth G. Watson, and a 2<sup>nd</sup> grade level reader, *Snoqualmie Valley Journal*, that provide valuable and graphic introductions to the valley's history for students. The project was conducted in cooperation with the Snoqualmie Valley School District. It was funded in part by Heritage Cultural Education awards in 1997 and 2002.

*Impact of Local Railroads on Shaping the Northwest*. This project was developed by the Georgetown PowerPlant Museum and was conducted with an English as a Second Language Northwest History Class at Cleveland High School (Seattle SD). It featured guest speakers, field trips to the Museum and a ride on the Mount Rainier Scenic Railroad. Information about the project is summarized in a final report. The project was funded in part by a Heritage Cultural Education award in 2000.

*In the 21<sup>st</sup> Century, a Legacy Still Remains : Comet Lodge Cemetery Project.* This project involved collaboration between the Washington State Cemetery Association and students of Cleveland High School (Seattle SD). Students conducted research about a neglected and vandalized cemetery near their high school campus gathering cemetery records that provided information about the people who were buried beneath the scattered headstones. Students also learned oral history interview techniques and conducted interviews about the cemetery and participated in maintaining the cemetery grounds. Three notebooks feature numerous newspaper articles about the project, examples of student work, and the research materials that were compiled. The project was funded in part by a Heritage Cultural Education award in 2001.

*Issaquah History Kits.* This project was developed by the Issaquah Historical Society in cooperation with schools in the Issaquah School District to update the Society's traveling history kits, aimed at 2<sup>nd</sup> grade students that focus on the history of the Issaquah area. The project provides excellent examples of aligning activities with the EALRs. The *Teacher's Guide to the History Kits* includes lists of themes, needed materials, procedures, notes for teachers, and primary sources including maps. Information about the project is included on a *Teacher's Page* on the Issaquah Historical Society web site at <http://www.issaquahhistory.org>. The project was funded in part by Heritage Cultural Education awards in 1994, 2000 and 2001.

*King County Women's History Curriculum.* This curriculum, developed by historian Mildred Tanner Andrews in cooperation with the Salmon Bay Alternative School (Seattle SD), has been aligned to the EALRs and contains a wide range of resources. The curriculum is based in part on Andrews' work on women's history in the region, including a number of books. The project was funded in part by a Heritage Cultural Education award in 2003.

*Living, Working & Playing in Renton: Then & Now.* This project of the Renton History Museum developed a teacher information guide with curriculum resource materials. The guide, which is used in conjunction with annual tours of the Museum for third graders in the Renton School District, includes material on: Native Americans; Early Settlers; Early Industries including Coal Mining, Logging, and Brick Making; as well as Later Industrial Developments such as Paccar and Boeing. A student workbook, *The Renton Community Then and Now*, was also produced by the project. The resources are aligned with the EALRs. It was supported in part by a Heritage Cultural Education award in 2004.

*Making Connections: Exploring History in our own Backyards.* This project was designed by Eastside Heritage Center in cooperation with Bellevue Public Schools to create three traveling history trunks featuring the history of Bellevue and the Eastside for area 3<sup>rd</sup> graders. The curriculum resources are well developed and aligned to EALRs. It provides a good model for budgeting and documentation. It was funded in part by a Heritage Cultural Education award in 2004. Information about EHC educational services is available at [www.eastsideheritagecenter.org](http://www.eastsideheritagecenter.org).

*Our Diverse Community.* This project involved collaboration between Marymoor Museum (now Eastside Heritage Center) and Lake Washington School District to promote appreciation for the history of the Redmond, Kirkland, and Juanita areas. Activities are well designed and aligned to the EALRs; each activity includes description of purpose, background, resource materials, procedures, vocabulary, and assessment. Lesson plans and worksheets are available in CD

format. The project was funded in part by a Heritage Cultural Education award in 1999. Information about EHC educational services is available at [www.eastsideheritagecenter.org](http://www.eastsideheritagecenter.org).

*Pioneer Life in the Puget Sound Region: Heritage Study Kits.* This project was developed by The White River Valley Museum for the Auburn School District to create heritage kits that would honor the history of the pioneers of Puget Sound. Each activity is supplied with background information, a materials list, procedures, and a map lesson. The study kits are a good example of including geography and map activities. Many primary sources are included in the activities and lessons. The project offers a good example of using old photographs to inspire student writing. A companion study kit relating to Native American Resources was also developed. The project was funded in part by a Heritage Cultural Education award in 1991. Information about the Museum's education program is available at [http://www.wrvmuseum.org/edtours\\_school.htm](http://www.wrvmuseum.org/edtours_school.htm).

*Seattle's Stake in the Klondike Gold Rush.* This is a new third to sixth grade integrated curriculum developed by The Klondike Gold Rush National Historic Park in cooperation with the Mercer Island School District. The curriculum offers 19 detailed lesson plans, course objectives, a teacher guide, and primary sources, making it a great resource and curriculum model. Lessons and activities have been aligned with the EALRs. The project was funded in part by a Heritage Cultural Education award in 2003. The curriculum resources are on-line at <http://www.nps.gov/klse/forteachers/curriculummaterials.htm>

*Shoreline: Meeting Place of Cultures.* This project was designed by the Shoreline Historical Museum in cooperation with the Shoreline School District to provide in-service training for teachers. It created six traveling heritage kits as well as complementary Social Studies curriculum resources that focus on the history of the Shoreline community and three of its neighborhoods. It was funded in part by a Heritage Cultural Education award in 1993.

*Snoqualmie Valley 1849-1899 – A Time of Change.* This project was designed by the Snoqualmie Valley Historical Museum in cooperation with the Snoqualmie Valley School District to develop classroom study kits or heritage trunks for grades 4 through 8 that incorporate audio-visual resources and support materials, including a teacher's guide, a list of photos, and activities. The project was funded by a Heritage Cultural Education award in 1992.

*Students as Local Historians.* This project was created by the Marymoor Museum (now Eastside Heritage Center) in cooperation with Ardmore Elementary School (Bellevue SD). Traveling kits (treasure boxes) were developed as well as an accompanying curriculum resource packet and a slide show with narration. A unique feature is the "cookbook unit." It is an excellent example of recording, reporting and use of photos to document the project. A small publication for children called *In Search of the Little Red Schoolhouse* was one of the project outcomes. The project was funded in part by a Heritage Cultural Education award in 1998. Information about EHC education programs is available at [www.eastsideheritagecenter.org](http://www.eastsideheritagecenter.org).

*Tesla and the History of Electricity.* The purpose of this project was to use a National Historic Landmark for a teaching purpose. Students from Cleveland High School (Seattle SD) toured the Georgetown PowerPlant Museum and were introduced to the history of vintage power generating equipment and its role has been in providing electricity to Seattle. The project was funded in part by a Heritage Cultural Education award 1999.

*Welcome to the Green Land.* This multi-phased project was developed over a period of several years by Southwest Seattle Historical Society/Log House Museum in cooperation with Alki Elementary and Madison Middle Schools (Seattle SD). The project produced heritage kits, a traveling library and a *Children's Activity Guide to Alki the Birthplace of Seattle*. A notebook filled with outreach materials such as brochures for exhibits, children's activities, teen docent program, letters to schools, publicity models, etc., is available for ideas. *Welcome to the Green Land: A Children's Activity Guide to the Birthplace of Seattle* is a separate, spiral bound activity book filled with activities and information for students (target grades 2 through 6), teachers, and parents. The activity guide is aligned to EALRs. The *Welcome to the Green Land* projects were funded in part by Heritage Education grants in 1995, 1996, and 1997.

### *ETHNIC HERITAGE*

*Day of Remembrance.* This multi-year project was designed by the Wing Luke Museum of the Asian Pacific American Experience to provide educational programs commemorating the day that local Japanese Americans were removed to internment camps. The project was implemented at various times at Renton, Thomas Jefferson (Federal Way SD) and Kent Meridian (Kent SD) High Schools. The curriculum resources include well developed unit activities, discussion questions, and a number of primary sources. The project was funded in part by Heritage Cultural Education awards in 2000, 2001, 2002 and 2003. Information about the Museum's Educational program is available at [www.wingluke.org](http://www.wingluke.org).

*Densho: Causes of Japanese Incarceration -- Teaching with Primary Sources.* This multi-year project produced a teacher's guide designed for the Densho: The Japanese American Legacy Project educational website at [www.densho.org](http://www.densho.org). Densho partnered with Seattle School District and Puget Sound Educational Service District No. 121. The project guide included activities including analysis questions, sample lesson plans, teacher training workshop information and links to other web resources. It is a great example of teaching with primary sources. A previous project phase focused on teacher training activities. The project was funded in part by Heritage Cultural Education awards in 2002 and 2004.

*Pacific Voices: A Curriculum of Museum/Classroom Education Enrichment and Teacher's Guide to Burke Museum's Pacific Voices Discovery Tour.* This curriculum resource and teacher's guide was developed to work in concert with a tour of the Burke Museum of Natural History and Culture's "*Pacific Voices*" exhibit. It was developed in cooperation with Coho Elementary School (Seattle SD). Project resources include an introduction to the exhibit for students; information on what they will see in the exhibit; what is good museum behavior; notes for school chaperones and how to help the museum guide; a map of the exhibit; and suggestions for teachers on how to pick out parts of the curriculum that fits class needs. There are simple worksheets for grades 1 through 6 (although they are more directed towards the younger student) and there is a valuable section on related resources (storytelling resources, web resources, etc.) There is also an excellent set of follow-up activities for students to do when they return to school, which was intended to complement the tour experience. The project was funded in part by a Heritage Cultural Education award in 1998. Information about the Museum's Education Programs is available at <http://www.washington.edu/burkemuseum>.

*Pacific Northwest Immigrants: Then and Now.* This curriculum resource was developed by the Nordic Heritage Museum. It involved students at 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> grades in Seattle schools.

Although it was designed over 12 years ago, it is still a useful resource. Project goals included combining written and verbal skills with art to help students discover the diverse ethnic heritage of their classmates while learning about life in the past. There are examples of a project schedule, student benefits, and event publicity. The project was funded in part by a Heritage Cultural Education award in 1994. Information about the Museum's educational program is available at <http://www.nordicmuseum.org/>.

*Seattle's International District: A Unit of Study.* This unit of study was developed by *The International Examiner* newspaper in cooperation with Seattle School District. It was based on Doug Chin's book, *Seattle's International District: The Making of a Pan-Asian American Community*. The study unit was intended for 4<sup>th</sup> and 8<sup>th</sup> grades, and was designed for use as an integrated approach involving Social Studies, Language Arts and Art. It has been aligned to the EALRs. The project was funded in part by a Heritage Cultural Education award in 2002.

*Shirakawa.* This project was developed by Stan Flewelling and the White River Valley Museum to interpret the heritage of the Japanese Americans who were influential in the growth of the Kent and Auburn areas. The curriculum resource was designed to support the 4<sup>th</sup> grade Kent School District Social Studies Learning Objectives, which included building vocabulary, map skills, comparing and contrasting facts, etc. Curriculum resources included primary sources such as oral history transcripts, overhead transparencies of maps, photos, and newspaper articles. Good discussion questions were developed to complement student activities. The project was funded in part by a Heritage Cultural Education award in 1998. Information about the Museum's educational programs is available at [www.wrvmuseum.org](http://www.wrvmuseum.org).

### MARITIME

*All Aboard: Hands on Heritage for Troubled Youth.* This program was designed by the Center for Wooden Boats (CWB) for "at-risk" students at Orion School (Seattle SD). The curriculum is "hands on" and is designed to teach practical experience in language arts, science, math, and history through activities at CWB. It provided training in practical marine-related skills, and at the same time helped students improve social skills, self-esteem and attention span. The presentation is a good model for student and volunteer time sheets, and skills acquisition checklist. The project was funded in part by Heritage Cultural Education awards in 1993, 1994 and 1998. Information about CWB education projects, including *All Aboard*, is available on-line at [www.cwb.org](http://www.cwb.org).

*Discovering an Inland Sea: A Maritime History of Puget Sound.* This curriculum resource was developed by the Puget Sound Maritime Historical Society to support the Ballard High School (Seattle SD) Maritime Survey class, sponsored by the Youth Maritime Training Association. The curriculum contains a detailed activity list and has been aligned to History, Reading, Writing, Communication, Geography, and Civics EALRs. This project used historical sites and artifacts as starting points in studying Puget Sound maritime history. The project was funded in part by a Heritage Cultural Education award in 2000.

See also Education Paper No. 3, *Maritime Heritage Education Resources*, in this series for additional information.

### MUSEUM PROGRAMS

*Metropolis 150.* As a part of its effort to develop a major new exhibit, Metropolis 150, the Museum worked with teacher partners at New Options Middle School (Seattle SD) and Chief Kanim Middle School (Snoqualmie SD) to develop a comprehensive middle school regional history curriculum commemorating the 150<sup>th</sup> anniversaries of the founding of the City of Seattle, King County, and Washington Territory. Combining materials for classroom use with museum visits, the project introduced students to primary source materials and artifacts, and provided teachers with a curriculum framework which focused on the Seattle / King County area, integrated with state and national history texts. The project was funded in part by a Heritage Cultural Education award in 2001. Information about the Museum's educational programs is available at [www.seattlehistory.org](http://www.seattlehistory.org).

*Museums in the Schools.* This curriculum was developed by the Museum of History and Industry in cooperation with Helen Keller Elementary and Evergreen Jr. High Schools (Lake Washington SD) and consists of detailed timeline and activities which teaches 7<sup>th</sup> grade students to build a "mini" museum during a 10 week unit. After conducting research on pre-selected topics, students constructed individual exhibits. They also helped to create heritage "treasure boxes" for 4<sup>th</sup> grade students. Student research samples include: *Japanese Immigrants, Irish Immigrants, Chinese Immigrants, and Irish Immigrants.* The project was funded in part by a Heritage Cultural Education award in 1996. Information about the Museum's educational programs is available at <http://www.seattlehistory.org>.

*Museum of Flight Apprentice Program.* This multi-year project developed the apprentice program for the Museum of Flight in cooperation with Highline School District and SeaTac Occupational Skills Center. The project offered training in museology skills, including exhibit design, research and the development of public presentations, and it included radio theater presentations about historic airfields. The *Instruction Manual* outlines activities and resources, and lists "skill acquisition" for the EALRs. The project was funded in part by Heritage Cultural Education awards in 2002 and 2003. Information about the Museum's educational programs is available at <http://www.museumofflight.org>.

*White River Valley Museum Exhibit Guide.* This project was developed by the White River Valley Museum in cooperation with the Auburn School District to create an exhibit guide for elementary students in 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade classes to use in conjunction with visits to the Museum. The newspaper-style exhibit guide features activities relating to the Museum's permanent exhibit and is a model for a unique approach to final product. The project was funded in part by a Heritage Cultural Education award in 1999. Information about the Museum's educational program is available at <http://www.wrvmuseum.org>.

## NATIVE AMERICAN

*A Change of Worlds Curriculum.* This project was developed by the Museum of History and Industry in cooperation with American Indian Heritage High School (Seattle SD) to accompany and complement the Museum exhibit, *A Change of Worlds*, interpreting local Native American culture. Curriculum resources include individual units, each with historical background summaries, learning objectives and procedures, photo analysis, and accompanying photos and transparencies. A CD with lesson plans in PDF format is available in the notebook. The project was funded in part by a Heritage Cultural Education award in 2000. Resources are on-line at <http://www.changeofworlds.org/about/index.cfm>.

*Ancient Art of Conflict Resolution: Northwest Coast Native Traditions: An Educator's Resource Book.* This project developed by Craig Jacobrown in cooperation with American Indian Heritage High School (Seattle SD) to combine cultural appreciation with conflict resolution training. Activities teach students about the NW Coast Native American approach to using storytelling, ceremonial arts, games, etc. as a means of developing healthy attitudes, behaviors, and skills for resolving conflicts. The project was funded in part by a Heritage Cultural Education award in 1993.

*Canoes on Puget Sound.* This multi-year project was developed by Nan McNutt in cooperation with schools including Pathfinder Elementary AE4 (Seattle SD), Decatur Elementary AE2 (Seattle SD), Lakeridge Elementary (Mercer Island SD), and View Ridge Elementary (Seattle SD), provides an interdisciplinary approach for 3<sup>rd</sup> to 6<sup>th</sup> grade classrooms highlighting Puget Sound Indian peoples through the study of their canoe culture. Curriculum resources include lesson plans, discussion topics based on guiding questions, and a resource list for teachers. Activities are EALR aligned. This project was funded by consecutive Heritage Cultural Education awards from 1998 through 2001.

*Coast Salish Art & Culture / Skwadatchi Ah Kwi Ahsiltabish.* This multi-year project was developed by Coast Salish artist and storyteller Roger Fernandes. Students in 2<sup>nd</sup> through 8<sup>th</sup> grade in three separate school districts over five school years were taught to appreciate Native American culture and to understand current issues faced by local Native American Peoples through storytelling and art projects. Outside heritage specialists were involved in each project year. Each project year culminated with a cultural celebration for the community. The project was funded in part by Heritage Cultural Education awards in 1996, 1997, 1998, 1999 and 2000.

*Daily Life of Coast Salish People: Ethnobotany Project.* Heritage Specialist Heidi Bennett worked with Lake Washington School District's Environmental and Adventure School (grades 6-7) to create dioramas of daily life of the Coast Salish People of Puget Sound, using authentic materials and techniques with an emphasis in ethnobotany. Project included demonstrations of visiting artists and field trips to the Burke Museum, Snoqualmie Valley Historical Museum, Marymoor County Park, and Tolt MacDonal County Park. Use of maps was encouraged. Samples of student work are included in the final report. The project was funded in part by Heritage Cultural Education awards in 1999 and 2000.

*Encounters: Models for an Integrated Approach to Early Washington Territorial and State History.* This curriculum was created by Lynn de Danaan of Evergreen State College in cooperation with Eastside Native American Educational Consortium (Bellevue & Lake Washington SDs) to introduce and explore Native cultures as well as lives, values, and pursuits before the arrival of the European Americans. Also addressed are themes such as social justice, community values, and intercultural conflict. This curriculum includes numerous primary sources relating to the relationship between pioneers and the Native Americans and the influence that the Native people had on the early history of the region. Resources include maps, treaty information (especially the Medicine Creek Treaty of 1854), historical documents, letters, tribal profiles, and journals. A number of interesting activities are provided, such as keeping a naturalist journal (as if you were a member of the Lewis and Clark Expedition). The project included a teacher workshop, *Native Americans in Pacific Northwest History: Teaching Young Learners Through Examining Historical Encounters*. Included in the workshop materials are

resources such as group focus questions, activities to use with students, handouts, etc., which provide the opportunity to interact and share ideas with other teachers. The project was funded in part by a Heritage Cultural Education award in 1998.

*Ethnobotany & Art*. This project, developed by Joanne Hansen in cooperation with Lake Doloff Elementary School (Auburn SD), presents an approach to learning about plants of King County that were used by the Native Americans in their daily lives before Euro-American contact. Activities were developed for grades 4 through 6 using native plants. There was also a visit from a heritage specialist specializing in basketry, and a student art show. Lesson plans for 16 two hour sessions were developed. The project was funded in part by a Heritage Cultural Education award in 1999.

*The First People of Seattle*. This curriculum, developed by Ann Bates in cooperation with American Indian Heritage High School (Seattle SD), incorporates a number of primary sources focusing on the First People of the Seattle area, including photos, oral history interview excerpts, maps, and copies of treaties. Interesting activities focus on native plants, how they were used, as well as other ways that First Peoples interacted with and honored their environment. There is a focus on integrating environmental studies into the lessons. A final product was a “Reader’s Theater” play presented by students to display what they learned. The “Readers Theater” approach did not involve memorizing, costumes, sets, or acting experience. The project was funded in part by a Heritage Cultural Education award in 1998.

*Honoring our Ancestors*. This program, which was held in conjunction with Pathfinder Elementary School (Seattle SD), was developed by Roger Fernandes to develop appreciation for local Native peoples through storytelling, art, and dance-related activities. The project promoted developing a positive working relationship with tribal organizations, especially the Duwamish Tribe. Much of the information in the report is similar to materials and curriculum from other projects conducted by Fernandes. The project was funded in part by a Heritage Cultural Education award in 2003.

*Native Northwest Coast Storytelling*. This curriculum was developed to complement the “Pacific Voices” exhibit by the Burke Museum of Natural History and Culture in cooperation with Coho Elementary School (Seattle SD). Resources include tips for successful storytelling; a recommended reading list; samples of loan agreements, replacement costs and inventory sheets for the storytelling boxes; and storytelling etiquette. Primary sources include Northwest Coast stories representing a number of tribes as well as maps that show the locations where they lived. Suggested storytelling activities encourage students to tell their own family stories. The project notebook includes letters and evaluations from participating students. The project was funded in part by a Heritage Cultural Education award in 1998. Information about the Museum’s Education Programs is available at <http://www.washington.edu/burkemuseum>.

*Seasonal Rounds*. This curriculum, based on Pacific Northwest Native American culture, was developed by Heidi Bohan in cooperation with Lake Washington School District. Activities were developed for grades 3 through 5 and have been aligned with grade-appropriate EALRs. Included in the project report is information regarding educator workshops and training activities. The project was funded in part by a Heritage Cultural Education award in 2002.

*Snoqualmie Tribe Middle School Project.* Snoqualmie Valley Middle School students in grades 6 through 9 worked with resident Native American artist Roger Fernandes to learn legends and storytelling skills as well as how to carve a house post based on the legends. The final report includes some basic curriculum resources that are EALR aligned. There is a copy of a newspaper article about the project which can serve as an idea to contact local media re: student/heritage projects. Also included are copies of participating students' letters of thanks. The project was funded in part by a Heritage Cultural Education award in 2000.

### *ORAL & VIDEO HISTORY*

*Building on our Traditions: A History of Coe School.* This project was developed by Sandra Cioffi and Coe Elementary School (Seattle SD) to promote 3rd through 5th grade students' appreciation of their historic school by conducting research, oral history interviews, and creating a video documentary with the research and interview transcripts. The project offers a good example of a well-defined project timeline and oral history release forms. The project was funded in part by a Heritage Cultural Education award in 1999.

*Diaries Projects.* These two projects were developed with the assistance of Delridge Neighborhoods Development Association by Chief Sealth High School's (Seattle SD) Sports Marketing Class (grades 9-12) to enable students to learn about local communities through research and oral history interviews. Students participated in videotaping and editing interviews and conducted research to collect photos, maps, and other materials about the Delridge and White Center neighborhoods. 30 to 60 minute films in VHS and CD formats were produced, interpreting each neighborhood. The final reports of each project contain summaries, project timelines, and "in-kind" recording forms. The projects were funded in part by Heritage Cultural Education awards in 2002 and 2003.

*Hearing Time: A History (Very Brief) of Wallingford.* This project was a collaborative effort between Hamilton International Middle School 8<sup>th</sup> graders (Seattle SD) and Jack Straw Productions. Students participated in activities such as exploring community history, conducting research and oral history interviews, and recording and editing activities with digital recording equipment. The result was an audio history tour of Wallingford (*A History (very brief) of Wallingford*) available in CD format. The tour is also available on-line at [www.jackstraw.org](http://www.jackstraw.org) and [www.seattleschools.org/schools/hamilton/wallingford](http://www.seattleschools.org/schools/hamilton/wallingford). The project report includes good samples of a project calendar, final report, and release forms. The project included multimedia presentations, lectures, tour series, publication of history brochure, and initial phase of neighborhood history/architectural heritage inventory. The project was funded in part by a Heritage Cultural Education award in 2003.

*History of Skykomish Video Project.* This project was developed by the Skykomish Historical Society in cooperation with Skykomish High School staff and students. The project was designed to teach history by involving students in the research and production of an historical video on the community's rich history. It offers good examples of detailed work plan, timeline, and release forms. The project has been aligned to Washington State EALRs. The project was funded in part by a Heritage Cultural Education award in 2001. The original VHS video has now been converted to DVD format.

*Immigrant Stories of Franklin High School.* This project was developed by Beth Sanders in cooperation with Franklin High School (Seattle SD). It produced a half hour video based on the stories of Franklin High School students (of an English as a 2<sup>nd</sup> Language/ American History Class) who were first and second generation immigrants. Through this project students gained an appreciation for their own immigrant experience. The project was funded in part by a Heritage Cultural Education award in 1998.

*Voices Projects.* This series of projects was produced by Jack Straw Productions in cooperation with Brighton, Bryant, Greenwood and Olympic View Elementary Schools (Seattle SD). Students participated in activities such as exploring school and community history, conducting research and oral history interviews, and recording and editing interviews with digital equipment. Project outcomes included radio plays (on CD format), mural projects, and other projects. The *Voices* projects utilized guest speakers, and a teacher training workshop. The projects were funded in part by Heritage Cultural Education awards in 1999, 2000, 2001, and 2002. Information about Jack Straw educational program is available at <http://www.jackstraw.org/programs/ed/index.shtml>.

### OTHER RESOURCES

The Heritage Curriculum Library contains a modest collection of items that were not funded by 4Culture and its predecessor agencies: Among the resources available are items that were produced by a variety of local, regional, state and national organizations and agencies, including:

- Curriculum resources on VHS Videotape, CD-Rom and DVD format
- Curriculum resources on local and state history produced by School Districts
- History textbooks, activity books and coloring books development by school districts, local heritage organizations and other groups
- Social Studies, Women's History & Native American Heritage Curriculum Materials
- Examples of curriculum materials and lesson plan materials downloaded from local, regional and national web sites
- Student produced publications or "Foxfire" type publications
- Technical information about educational programs relating to history, archaeology and preservation.
- Surveys of heritage education programs and resources in the state or county

A sampling of available curriculum materials includes:

*A Coat of Many Colors: A History of Seattle's Jewish Community 1880-1930.* Learning packets for students grades 4 through 8 include photos, oral history transcripts, and guiding questions. This resource was completed in 1985 by Washington State Jewish Historical Society. The Society has recently developed a new curriculum, *Our Local Jewish Community in Washington State History.*

*All Aboard.* This Educational Resource Guide produced by Northwest Seaport was originally written by Regina Hackett to introduce children in grades three through six to the study of maritime culture, using a traditional three-masted schooner as a model. The revised and updated version of the Guide provides teacher orientation and focuses on: *Ship's Language, the History of the Schooner Wawona; the Life of a Sailor; Sea Science and Customs; Sea Shanties; and Food at Sea.* The Resource Guide, together with photos

and other information, is now available on CD-ROM from the Seaport at 1002 Valley Street, Seattle WA 98109-4332, (206) 447-9800 or [www.nwseaport.org](http://www.nwseaport.org)

*Climb Aboard the Iron Goat: Classroom and Field Trip Activities for Stevens Pass Historical District and the Iron Goat Trail.* There are well-developed lesson plans (aimed at grades 9 through 11) in this curriculum resource guide produced by the U.S. Forest Service, which include objectives, materials, procedures, background information, historic photos and other primary sources. Activities include train trip, hands-on kits, and a mapping exercise. It is aligned with the EALRs.

*Early Fishing Peoples of Puget Sound: ORCA (Ocean Related Curriculum Activity).* This resource was developed by Pacific Science Center's Marine Education Project in 1980. It is an 115-page document which includes a number of student activities. It also incorporates a number of interesting drawings of Native American fishing tools, traps, weirs and artifacts. It is available on line at the National Sea Grant Digital Library at <http://nsgl.gso.uri.edu/washu/washue179002.pdf>.

*Places & Spaces: A Tool For Educators.* This is the Seattle Architectural Foundation's curriculum tool for K-12 educators that makes architecture and design relevant to students' lives through the integration of architecture into core subject areas. The lessons encourage real life connections and involvement in community. They include: *Nature and Design; Planning Communities; Our Heritage; People and Design; and Shapes, Forms and Planes of Space.* Units are intended to appeal to various grade levels and relate to the EALRs.

*Puget Sound Indians: Yesterday and Today.* This 3 week unit introduces middle school students to lifestyles and contributions of Pacific Northwest Indians in both historical and contemporary themes. Includes lesson plans, concepts, goals, material lists. It was distributed as part of Volume II of the original *Contact Ethnic Heritage Directory*, as produced in 1981 by the Ethnic Heritage Council and the Seattle Public Library under a grant from the U.S. Office of Education's Ethnic Heritage Studies Program.

*The Travel Through Time & Culture Curriculum.* This resource was created by teachers of Valley View Elementary School in SeaTac (Highline School District), and was funded by a National Endowment for the Humanities grant in 2001. The curriculum was designed to teach Social Studies to grades K-6 by studying community and the Pacific Northwest. The project aligned to EALRs.

*Salhal House (Book 4) by Zalmai Zahir.* This curriculum was designed to teach Muckelshoot language through enjoyable and interactive activities such as drawing, dance activities, etc. The Resources include stories translated by Native American Elder Vi Hilbert.

*Snoqualmie Continuity, Mythology, Design, Language, Herbal, and Subsistence Source Material.* This project was developed by artist David Horsley to insure that local high school students had the opportunity to learn about the culture and traditions of Native Americans who had lived here before them. The unfortunate burning of a totem pole that Horsley had created and placed in a local park on the Sammamish Plateau prompted him to provide students with research so they would develop an appreciation for Native People instead of resorting to destructive acts. Horsley compiled considerable research including the following topics:

Southern Puget Sound Salish Language; the Tipi Trek Cookbook and Herbal Medicines; and Snoqualmie Design Coloring Book (for grades K-4). There are many primary sources related to Native American treaties, etc. that could be used at junior / senior high school levels. The project was funded in part through the 4Culture Public Art Program.

This information is available upon request in alternative formats  
for persons with disabilities. TTY Relay: 711.

By Pat Filer and Charles Payton 9/06  
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