

Washington State History through the Arts

OBJECTIVES

The purpose of this project is to encourage the integration of arts into core subjects and provide a framework and examples of effective arts content infusion as an instructional strategy for use by Washington State History teachers. This curriculum will allow students to understand the curriculum more completely as well as develop cognitive and social skills. Although this curriculum was created for Washington State History, it can easily be adaptable to any history course.

SCOPE AND SEQUENCE

Washington State History is a trimester class. Trimesters range from twelve to fourteen weeks long. I have divided the course into ten units that move along Washington State's history chronologically. Unit 1: Geography and Geology is two weeks long. Students learn about Washington's five regions and location of important features. They also study how Washington's Puget Sound Lowlands and Columbia Plateau's were formed. Unit 2: Native Americans is studied for two weeks. Students research a Native American tribe that has lived or currently lives in Washington State. Students also learn about the cultures and lifestyles of the Coastal Tribes and the Plateau Tribes.

Unit 3: Great Encounters look at the first Europeans that came to Washington State, most famously Lewis and Clark. This unit lasts two weeks. Unit 4: Washington Territory is covered in a week. Students learn about Washington Territory during the

mid-nineteenth century. Unit 5: Ending of the Frontier, students learn how the transcontinental railroad led to urbanization and statehood. This unit lasts another week.

Unit 6: Progressivism looks at the Progressive Era and begins by reviewing the Bill of Rights. Unit 6 lasts one and a half weeks. Unit 7: Great Depression and WWII specifically looks at the Japanese Internment Camp and is covered in a week. Unit 8: Cold War teaches students how the Washington was directly affected by both the Cold War and Red Scare. Unit 9: Modern Washington looks at Washington to present day, specifically looking at the environment and current government. Both Unit 8 and Unit 9 each last a week. If there is time, students spend the remainder of the trimester studying Unit 10, a unit that reviews the trimester.

USEFULLNESS OF SUPPLEMENT CURRICULUM

This curriculum is easily adaptable for any history class. Some of these lessons can also be adapted to any secondary class. Reading through these lesson plans may ignite another teacher's creative process to incorporate art into his curriculum, an endeavor worth doing. This curriculum is not meant to do all together. However it was created for a teacher to use as a resource to pick and choose what may be useful.

Pre-Unit 1: Classroom Expectations
Me through Art

Objective:

- Students will begin to become familiar with famous pieces of art.
- Students will get to know each other. This can work as an ice breaker.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will be asked to find a piece of artwork that best emphasizes who they are.
2. Students can use a computer or art books.
3. Student will show the class a piece of artwork by using a document camera or projection unit.
4. The student must highlight three parts of the work of art and how it connects to who they are.

Required Materials:

- An art book or computer access with a museum webpage bookmarked. Some possible sites are
 - Metropolitan Museum of Art: <http://www.metmuseum.org/home.asp>
 - National Gallery of Art: <http://www.nga.gov/>
- Document camera or projection unit

Pre-Unit 1: Classroom Expectations
Honor Code Skits

Objective:

- Students will learn the classroom's Honor Code.
- Students will understand how the Honor Code will look in the classroom.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Writing 3. The student writes clearly and effectively.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will be introduced to the classroom's Honor Code. This consists of: hospitality, responsibility, honest, integrity, preparation, and common courtesy.
2. Students will have a timed free write. They will receive a total of ninety seconds to write a definition for each term, describe how it looks, and how it does not look.
3. Students will then get into small groups. Each group will be assigned one of the six traits.
4. They will first decide on a definition for that term.
5. They will then write, direct, and act in two skits. One skit will show that trait being demonstrated. The next one will show that trait not being demonstrated.

Required Materials:

- Attached, description of each trait in the Honor Code (best to include in syllabus)

Expectations for Washington State History **Honor Code**

1. **Hospitality:** This classroom will be our home, not mine, ours. You will be welcomed here everyday, but I ask that you welcome everyone else that enters: students, teachers, parents and other guests.

2. **Responsibility:** You alone are responsible for your own success. Excuses will not be tolerated. You must make sure you come to class everyday on time. If you are absent or tardy you alone are responsible for getting the work you may have missed. “You never told me we had to do that!” will not be a valid excuse.

3. **Honesty:** I do not expect any one of you to be perfect, I am not perfect, and you will learn this quickly during the trimester. However, if and when you do have an error in judgment, come clean, you will be respected.

4. **Integrity:** Think before you speak and/or act. Racial or ethnic slurs, insults, bashing another teacher, administrator or student and potty talk will not be tolerated. As you have learned, these comments make you sound ignorant and rude. Two qualities that no person should strive to become.

5. **Preparation:** Everyday you must come into the classroom with your planner, paper, any assignments that are due or need to be worked on and a writing utensil. Please do not bring in a cell phone. If I see or hear one I will keep it until the end of the day.

6. **Common Courtesy:** This include all else that I did not directly mention including spitting in the sink and putting anything in the fan.

Unit 1: Washington's Geography and Geology
Postcard from a Geologic Site

Objective:

- Students will research geologic sites in Washington.
- Students will draw a geologic site in Washington.
- Students will write about a specific site.

EARLS:

- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: Geography 2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics
- The Arts 1.2: Develop arts skills and techniques

Procedure:

1. Teacher will provide resources in the classroom.
2. Students will use the resources to research geologic sites in Washington.
3. Once students decides on a site and finds information on the site the student will draw a picture of the site on one side on the paper and write a letter on the other side.
4. The letter will be to a loved one. It will include a description of the site and three facts about the site.

Required Materials:

- Books about Washington that include colorful pictures of its geography.

Regions of Washington

Objective:

- Students will review their knowledge of Washington's five regions.
- Students will understand the differences between the five regions in Washington.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read pages 12-20 in *Washington in the Pacific Northwest*. As they read about each section they will write interesting features of each region and where it is located.
2. Students will then break into small groups.
3. Each group will get a large piece of paper to draw Washington and break it into the five regions.
4. The group will be responsible for drawing interesting features in each group. For example: they may draw a rainforest for the Coastal Range, cities in the Puget Sound Lowlands, mountains in the Cascade Range, wheat fields in the Columbia Plateau, and mining in the Rocky Mountain Region.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*

Unit 1: Washington's Geography and Geology

Columbia River

Objective:

- Students will understand the importance of the Columbia River.
- Students will understand how music can reflect Washington's geography.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read about the Columbia River on pages 18-19 in *Washington in the Pacific Northwest*.
2. Class will discuss the importance of the Columbia River.
3. Students will listen to Woody Guthrie's *Roll on Columbia* and follow along on the lyrics.
4. Students will complete the worksheet, *Roll on Columbia*.

Required Materials:

- Attached, Woody Guthrie's *Roll on Columbia* lyrics
- Attached, *Roll on Columbia* worksheet
- Woody Guthrie's song *Roll on Columbia*
- Textbook, *Washington in the Pacific Northwest*

Roll on Columbia
by Woody Guthrie

Roll on, Columbia, roll on
Roll on, Columbia, roll on
Your power is turning our darkness to dawn
So roll on, Columbia, roll on

Green Douglas firs where the waters cut through
Down her wild mountains and canyons she flew
Canadian Northwest to the oceans so blue
Roll on Columbia, roll on

Other great rivers add power to you
Yakima, Snake, and the Klickitat, too
Sandy Willamette and Hood River too
So roll on, Columbia, roll on

Tom Jefferson's vision would not let him rest
An empire he saw in the Pacific Northwest
Sent Lewis and Clark and they did the rest
So roll on, Columbia, roll on

It's there on your banks that we fought many a fight
Sheridan's boys in the blockhouse that night
They saw us in death but never in flight
So roll on Columbia, roll on

At Bonneville now there are ships in the locks
The waters have risen and cleared all the rocks
Shiploads of plenty will steam past the docks
So roll on, Columbia, roll on

And on up the river is Grand Coulee Dam
The mightiest thing ever built by a man
To run the great factories and water the land
So roll on, Columbia, roll on

These mighty men labored by day and by night
Matching their strength 'gainst the river's wild flight
Through rapids and falls, they won the hard fight
So roll on, Columbia, roll on

Lyrics retrieved April 9, 2008 from

<http://www.lyricsdownload.com/guthrie-woody-roll-on-columbia-lyrics.html>

Name: _____

Roll On Columbia
by Woody Guthrie
Worksheet

Directions: Please use pages 18-19 to answer the following questions about the song we just heard, *Roll on Columbia*.

Lyrics	Please give a geographic location(s) from each line of <i>Columbia Roll On</i>	Explain your answer
Your power is turning our darkness to dawn		
Green Douglas firs where the waters cut through		
Down her wild mountains and canyons she flew		
Canadian Northwest to the oceans so blue		
The mightiest thing ever built by man.		

Objective:

- Students will further understand a favorite place in Washington State.
- Students will understand how Washington's geography inspired artwork.

EALRS:

- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will write in their journal at the beginning of class answering this question, *If you could spend the day anywhere in Washington, where would you be? Why?*
2. Once students have completed the journal, the class will go to the computer lab.
3. Students will look at the Smithsonian Museum website to find a piece of artwork that best describes their dream location.
http://americanart.si.edu/search/search_artworks.cfm#browse (This is a great website because the student can choose a theme.)
4. Students will be unable to find a picture of the exact place so they will be forced to consider the feelings this place evokes (ie adventure or peace) and find a piece of art work that embodies the same emotion.
5. Students will then complete the attached worksheet.

Required Materials:

- Attached worksheet, *Spending the Day in Washington*
- Computer Access, preferably with the Smithsonian Website bookmarked for easy access

Name: _____

Spending the Day in Washington

Directions: Please answer the following questions on another piece of paper. Please restate the question and answer in complete sentences.

1. If you could spend the day any where in Washington, where would it be?
2. Explain what you would do in that location.
3. Explain how you would feel in that location. Would you be excited, happy, or peaceful?
4. After you find a piece of art that highlights one of the feelings or activities. Please answer the following questions.
 - Name the piece of art and artist.
 - List ten things you see in the piece of art.
 - Choose four of the above and describe a deeper reason it may be in the piece of artwork. Does it represent something else? Is it supposed to emphasize something?
 - Describe the connection between your day in your desired location and the piece of artwork you chose.

Objective:

- Students will further understand Native American culture by listening to music and practicing the Owl Dance.
- Students will further appreciate a variety of music.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will have finished studying Native American culture.
2. Students will listen to the song *Owl Dance*.
3. Students will answer the following questions about the song.
 - How does this song make you feel? (happy, sad, scared)
 - What was the purpose of this song? (Why was it performed?)
 - How does this song reflect Native American culture?
4. Students will watch Unitedstreaming video, *Dancing Bodies: Living Histories: Native American Pow Wow* (5:40). This video discusses the importance of music and dancing in the Native American culture.
5. Teacher will then teach the students about the Owl Dance. (Teachers, please use <http://www.teachervision.fen.com/native-americans/lesson-plan/7450.html> as a resource)
6. The teacher will then teach the students how to Owl Dance.

Required Materials:

- Blackfeet, *Owl Dance* (This can be downloaded on iTunes or found on a variety of CDs.)
- Computer, projector, speaker, and Unitedstreaming access

Unit 2: Native Americans
Recreating Native American Art

Objective:

- Students will apply knowledge about the Native American tribe that they researched.
- Students will be able to recreate Native American Art.
- Students will become more familiar with Native American art and the resources they had to use.
- Families will be involved in their student's education.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: History 2. The student understands the origin and impact of ideas and technological developments on history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. After students have spent a week learning about a Coastal Tribe, they will continue their research to learn about the type of art that tribe created. They will know why they created the art, what resources they used, and the meaning of the art.
2. Students will then create a plan on how they (with the help of their parents) will recreate the art. The plan needs to include a list of materials needed, time needed, and budget.
3. Students will work with their parents at home.
4. Students will have three weeks to complete their artifact.
5. Students will come with their parents to show their artifacts and enjoy the others in the evening.

Required Materials:

- Attached, letter home

October 1, 2007

Dear Families,

We have been learning about Native Americans that currently live or have once lived in Washington. Your student has been working on a research paper that describes this tribe's lifestyle before and after the arrival of the Europeans. Specifically, we have been looking at the tribe's art.

Now the students are getting prepared to recreate art from their tribe. This art can include clothing, shelter, blankets, food, masks, and paintings, but of course not limited to these. The students are asked to work on this artistic recreation at home with an adult. The adult (and any other family member) is then asked to join us Wednesday, October 14th at six o'clock where the students will present their art work and the families will be able to ask any questions.

Students will need to bring the next page back by Wednesday, October 7th. The art project will need to be brought to school by Tuesday, October 13th (we will work around any issues, such as food.) Below is a rubric of how students will be graded.

Time Spent on Project (Please keep a log)	1-2 hours 1 point	3-4 hours 3 points	Over 4 hours 5 points
Materials Used	1-2 objects 1 point	3-4 objects 3 points	Over 4 objects 5 points
Historical Accurateness	Unclear 1 point	Little Fuzzy 5 points	Right on! 10 points
Creativity and uniqueness evident	Expected 1 point	Creative 5 points	Unbelievable! 10 points

I sure hope you have a good time with this project. This is, of course, your student's responsibility, but you are asked to be a partner in this project. If you have any questions or need any materials please call me at 697-0500 or email me at rebekahnorgard@selah.k12.wa.us. I look forward to seeing everyone Wednesday, October 14th!

Have fun!

Becky Norgard
Washington State History Teacher

Washington State History Native American Art Project

Student's Name: _____

Adult's Name who is committed to help with the project and attend Project Night
(Wednesday, October 14): _____

Adult's relationship to student: _____

Tribe's Name: _____

Project Idea: _____

Materials Needed (you are expected to provide these, if there is a problem please call or
email and we will work something out.)

Time Needed: _____

How will you use this time?:

Please draw a sketch of what your final product will look like.

I, _____ (adult, please print your name), will help my student
complete the above project and attend Project Night, Wednesday, October 14.

_____ (Please sign here)

Due: Wednesday, October 7th.

Unit 2: Native Americans

Totem Poles

Objectives:

- Students will further understand Native American culture through their art.
- Students will further understand how nature affects Native American culture.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Writing 3. The student writes clearly and effectively.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: History 2. The student understands the origin and impact of ideas and technological developments on history.

Procedure:

1. Students will read pages 42-46 to understand Coastal Tribes in *Washington in the Pacific Northwest*.
2. Students will then read the page
http://www.washington.edu/burkemuseum/collections/ethnology/resources_nwtotem.php
3. Students will also listen to a NPR program that describes Totem Poles. Robert Smith reports on the history of totem poles and how they were created.
<http://www.npr.org/programs/morning/features/patc/totempoles/index.html>
4. Students will then get into small groups and each get a different picture of a totem pole from the website
<http://www.washington.edu/burkemuseum/collections/ethnology/collections/search.php?query=totem+poles&archives=1ðno=1&mode=keywords&x=18&y=14>
5. Small groups will use all the information they learned to complete the *Totem Pole* worksheet.

Required Materials:

- Attached, worksheet *Totem Poles*
- Textbook, *Washington in the Pacific Northwest*
- Computer Access with speakers

Name: _____

Totem Poles

Directions: As a group please answer each question. Answers do not need to be in complete sentences.

- a. Why were totem poles created?
- b. Explain why totem poles are limited to the Pacific Northwest.
- c. Name every creature you see.
- d. Explain why two of the above creatures were probably featured on this totem pole?
- e. What does your group like about this totem pole? Explain.
- f. What does your group dislike about this totem pole? Explain.
- g. What would you find difficult about creating a totem pole? Explain.
- h. What would you find enjoyable about creating a totem pole. Explain.

Unit 2: Native Americans
Plateau and Coastal Acrostic

Objectives:

- Students understand the lifestyles of Coastal and Plateau Tribes of Washington State.
- Students will understand the differences between the Coastal and Plateau Tribes.

EALRS:

- Reading 2. The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures, and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read pages 42-51 from the textbook *Washington in the Pacific Northwest* and will take notes of the differences between the Coastal Tribes and Plateau Tribes.
2. Students will be given the worksheet *Coastal and Plateau Tribes Acrostic*.
3. Students will use their notes to complete the acrostic.

Required Materials:

- Attached, worksheet *Coastal and Plateau Tribes Acrostic*.
- Textbook, *Washington in the Pacific Northwest*

Name: _____

Coastal and Plateau Tribes Acrostic

Directions: You will be making an acrostic. You must describe a different aspect of the Coastal or Plateau tribe in 1-2 full sentences that begin with each letter.

C _____

O _____

a _____

s _____

t _____

a _____

l _____

P

l

a

t

e

a

u

Unit 2: Native Americans

Plateau or Coastal Skits

Objectives:

- Students will be able apply knowledge of Coastal and Plateau Tribes.
- Students will understand the differences between the Coastal and Plateau Tribes.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures, and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read pages 42-51 from the textbook *Washington in the Pacific Northwest* and will take notes of the differences between the Coastal Tribes and Plateau Tribes.
2. Students will break into small groups.
3. Each group will choose a tribe and write a skit highlighting one of these tribes.
4. Each skit needs to contain five facts about the tribe they are portraying. (For example if a group were to do a skit about a Plateau they could mention that they were semi-nomadic, had a bigger need for horses, dealt with harsher weather, built pit houses, and the women had control over the food in the house.)
5. The class will then decide what tribe they were portraying.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*

Unit 3: First Encounter

Lewis and Clark Skits

Objective:

- Students will understand major events in Lewis and Clark's expedition.
- Students will identify the geography of the major events.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Teacher will prepare slips of paper to give each small group of the following major events of Lewis and Clark's Expedition.
 - Sgt. Floyd dies
 - Birth of Jean Baptiste
 - Sacagawea is reunited with her brother
 - Crossing the Bitterroots
 - Reaching the Pacific Ocean
 - Historic Vote
 - Wintering at Fort Clatsop
 - Fight with the Blackfeet Natives
 - Saying good-bye to Sacagawea
2. Students will be placed in small groups.
3. Each group will be assigned one of these events
4. Students will research the event and prepare an skit of the event.

Required Materials:

- Attached, *Lights, Camera, Action: Lewis and Clark Skits* rubric
- Student access to resources for their research.

Group Members Names:

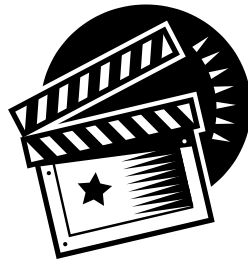
Event: _____

Lights, Camera, Action! Lewis and Clark Expedition

- Each group member must have at least two lines:
_____/10
- The skits must thoroughly explain the following...
 - The location of the expedition. ____/10
 - The expected emotion they must have felt. ____/10
 - Highlight historical significance. ____/10
- Actors need to know their lines. The skit needs to be entertaining and contain energy and creativity. ____/10
- The skit needs at least three props made or brought from home. ____/5
 - Special Note: Props should be self-explanatory; Miss Norgard may not accept props that don't have an obvious purpose.

Group's Final Grade:

_____/55



*The group may lose points if a member is talking or working on something during another performance!

Unit 3: First Encounter

Lewis and Clark by Ewen Carruthers

Objective:

- Students will understand major events of Lewis and Clark’s expedition.
- Students will understand how Lewis and Clark’s expedition opened the West.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students have developed background information on Lewis and Clark.
2. Students listen to *Lewis and Clark* by Ewen Carruthers.
3. Students will then answer the questions on the worksheet, *Lewis and Clark* by Ewen Carruthers

Required Materials:

- Attached, worksheet *Lewis and Clark* by Ewen Carruthers
- Music *Lewis and Clark* by Ewen Carruthers

Name: _____

Lewis and Clark
Ewen Carruthers

Directions: After you head the song *Lewis and Clark* please answer the following sentences in full sentences.

1. Name the four people mentioned in this song and the role they played in the successful expedition.

2. Name the geographic locations given and why they were of importance.

3. What is meant by the beginning of the verse, “Stretching out into the darkness behind the setting sun.”

4. What is meant by “Going out to light a candle flame.”

5. What is meant by “For those who follow on.”

Unit 4: Washington Territory
Picture Diary of the Oregon Trail

Objective:

- Students will understand the pioneers' journey using the Oregon Trail.
- Students will understand different aspects of the Oregon Trail.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read pages 71-82 in *Washington in the Pacific Northwest*. This describes the Oregon Trail.
2. Students will receive the directions *Diary of the Oregon Trail*.
3. Students will complete a pictorial diary of the Oregon Trail.

Required Materials:

- Below, student directions *Diary of the Oregon Trail*
- Textbook, *Washington in the Pacific Northwest*

Diary of the Oregon Trail

Directions: You will create a pictorial diary of the journey pioneers took using the Oregon Trail. The diary must have eleven pictures. The first picture will be a picture of your home. This must be somewhere east of Rocky Mountains. The last picture needs to be a picture of your new home, which must be in what is now Washington State. The remainder nine needs to contain the following.

- Two focusing on the geography of the trail.
- Two focusing on the hardships
- Two focusing on men and women's duties
- One on supplies needed for the trip
- One on the reason you headed west
- One on the effect on the Native people or land of the pioneers heading west.

Unit 4: Washington Territory

Interpreting the Painting *Emigrants Crossing the Plains*

Objectives:

- Students will be able to understand Westward Movement.
- Students will personalize the journey through Albert Bierstadt's *Emigrants Crossing the Plains*.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will view Albert Bierstadt's *Emigrants Crossing the Plain*.
2. Students will receive the worksheet *Emigrants Crossing the Plains* and answer the questions 1-4.
3. Class will discuss their answers.
4. Students will read pages 71-82 in *Washington in the Pacific Northwest*. This describes the Oregon Trail.
5. Students will then finish the worksheet *Emigrants Crossing the Plains*.
6. Class will finish discussing the worksheet and the artwork.

Required Materials:

- Attached, worksheets *Emigrants Crossing the Plains*
- Copy of Albert Bierstadt's *Emigrants Crossing the Plains*. Available on <http://www.nationalcowboymuseum.org/collections/PermanentCollections.aspx>
- Computer access and a projection unit

Name: _____

Emigrants Crossing the Plains
Albert Bierstadt

Directions: As you view this picture, please answer the following questions using complete sentences.

1. List ten things you see in the piece of art.
2. What is the mood of the piece of art? Explain.
3. What do you think is happening in this picture?
4. Would you want to be there? Explain your answer.

Stop here. Please read pages 71-82 in *Washington in the Pacific Northwest* then finish answering these questions.

5. What new insight do you have into this picture after reading about the Oregon Trail?
6. Would you still want to be there? Defend your answer using evidence from the reading.

Unit 5: End of the Frontier

Transcontinental Railroad Changes Washington

Objective:

- Students will understand how Washington State was affected by the Transcontinental Railroad.
- Student will demonstrate their knowledge through art.

EARLS:

- Reading 2: The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will first brainstorm on the ways the Transcontinental Railroad changed Washington State and take notes.
2. Students will read Chapter 7 in *Washington in the Pacific Northwest* to further understand the railroad's affects and add them to their notes.
3. Students will discuss the affects of the railroad. The affects include the ending of the frontier, urbanization, and Washington's statehood.
4. Students will then write a poem from the perspective of anything in Washington before, during, and after the arrival of the Transcontinental Railroad. *Examples are a: Native American, pioneer woman, a tree, or a bison.*
5. The poem will first describe Washington before the railroad, when it was still the frontier. This first section needs to describe life of pioneers, Native Americans, and the environment.
6. The second section will describe the changes made on the pioneers, Native Americans, and the environment as the railroad was being built.
7. The final section will describe the lasting affects, including the ending of the frontier, urbanization, and statehood. This section will also include these lasting affects on the pioneers, Native Americans, and the environment.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*

Unit 5: Ending the Frontier
Interpreting the Painting *Moment of Excitement*

Objectives:

- Students will be able to understand negative effects of the Transcontinental Railroad.
- Students will understand that progress does not solely have positive effects.

EALRS:

- Reading 2. The student understands the meaning of what is read.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedures:

1. Students will read pages 110-112 from the textbook, *Washington in the Pacific Northwest* to gain understanding of the Transcontinental Railroad.
2. Students will discuss the importance of the Transcontinental Railroad and the positive and negative effects of the Transcontinental Railroad.
3. Teacher will project Howard Fogg's *Moment of Excitement*.
4. Class will discuss questions 1-4.
5. Students will watch *The Grandest Enterprise Under God* (13:44) from the video *The West: The Grandest Enterprise Under God (1868-1874)*.
6. Finally, students will identify other negative effects of the Transcontinental Railroad and draw a picture of another negative effect.

Required Materials:

- Attached, worksheet *Moment of Excitement*
- Video, *The West: The Grandest Enterprise Under God (1868-1874)* (available on unitedstreaming.com.)
- Copy of Howard Fogg's *Moment of Excitement*. Available at http://cpr.org/Museum/Fogg_1969.html
- Textbook, *Washington in the Pacific Northwest*
- Computer access with a projection unit, speakers, and United Streaming access.

Name: _____

Moment of Excitement
By Howard Fogg

Directions: Please answer the following questions after you look at the painting, *Moment of Excitement*. Your answers do not need to be in complete sentences.

1. List ten things you see in this painting.
2. Choose four things and give a deeper meaning for its existence in the painting.
3. Describe the affects of the railroad that are evident in the painting.
4. Considering these negative effects, should the Transcontinental Railroad have been built? Please defend your answer.
5. On the back draw a picture of another negative effect of the transcontinental railroad. The picture needs to be in color.

Unit 5: End of the Frontier

Celebrating Washington's Statehood

Objective:

- Students will understand the cause and effect of Washington's Statehood.

- Student will be able to show evidence of how Washington changed.

EARLS:

- Reading 2: The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read Chapter 7 in *Washington in the Pacific Northwest* to learn about the cause and effect of Washington's Statehood.
2. Students will discuss in the cause and effects of Washington's Statehood and take notes.
3. Students will receive a rubric for *Celebrating Washington's Statehood*.
4. Students will complete art project.

Required Materials:

- Attached, student rubric *Celebrating Washington's Statehood*
- Textbook, *Washington in the Pacific Northwest*

Name: _____

Celebrating Washington's Statehood
Art Project
Rubric

1. A student drawn map of Washington State. _____/15
2. The date Washington became a state written in the state. _____/10
3. Three causes of Washington's statehood clearly portrayed through pictures within the state. _____/15
4. Three effects of Washington's statehood clearly portrayed through pictures within the state. _____/15
5. Final project is in color. _____/10
6. Final project show historical accuracy. _____/10

Final Grade: _____/75 points

Unit 6: Progressivism

Reviewing Terms through African American Art

Objective:

- Students will review knowledge of terms: government, economy, democracy, capitalism, and communism.

- Students will practice to think metaphorically.
- Students will become more familiar with African American art and artists and search for a deeper meaning within the art.

EARLS:

- Civics 2.3. Compare and contrast democracies with other forms of government
- The Arts 4.2. Demonstrate and analyze the connections between the arts and other content areas

Procedure:

1. Students will look at the webpage http://www.artic.edu/artaccess/AA_AfAm/index.html and look at the variety of African American art.
2. Students will choose three pieces of art that can be used to review their knowledge of three of the following terms: government, economy, democracy, capitalism, and communism.
3. Students will complete the worksheet to apply knowledge and acquire new knowledge concerning African American art.

Required Materials:

- Attached worksheet, *Government and Economy: Through the Arts*
- Computer Access, preferably with the website http://www.artic.edu/artaccess/AA_AfAm/index.html bookmarked so students can find it quickly.

Government and Economy: Through the Arts

Directions: You will find a piece of African American art for each of the following terms: government, economy, democracy, capitalism, and communism. Please provide the following answers for each term on another piece of paper.

Each term will need the following:

- The term (government, economy, democracy, capitalism, and communism.)
 - A picture of the artwork with the name and artist and full citation.
 - Three to five sentences defending why that piece of art represents that term.
-

Unit 6: Progressivism

Bill of Rights Skits

Objective:

- Students will demonstrate a deep understanding for the Bill of Rights.
- Students will understand how each amendment applies to real life.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: Civics 1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will complete *Bill of Rights* worksheet.
2. Once students have finish, the class will discuss each right guaranteed in each amendment.
3. Students will be broken into five small groups.
4. Each group will receive two cards with a number representing an amendment in the Bill of Rights.
5. Students will brainstorm on how to prepare two skits, one for each amendment, which shows that amendment being violated.
6. The class will guess which amendment is being violated in the skit.

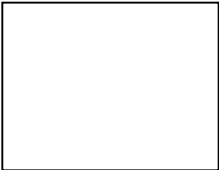
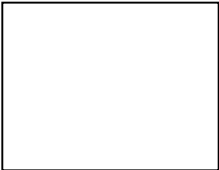



Required Materials:


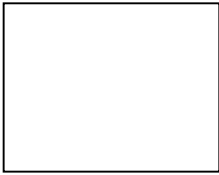


- Attached, *Bill of Rights* worksheet
- Ten cards, each with a different number on it number 1-10.

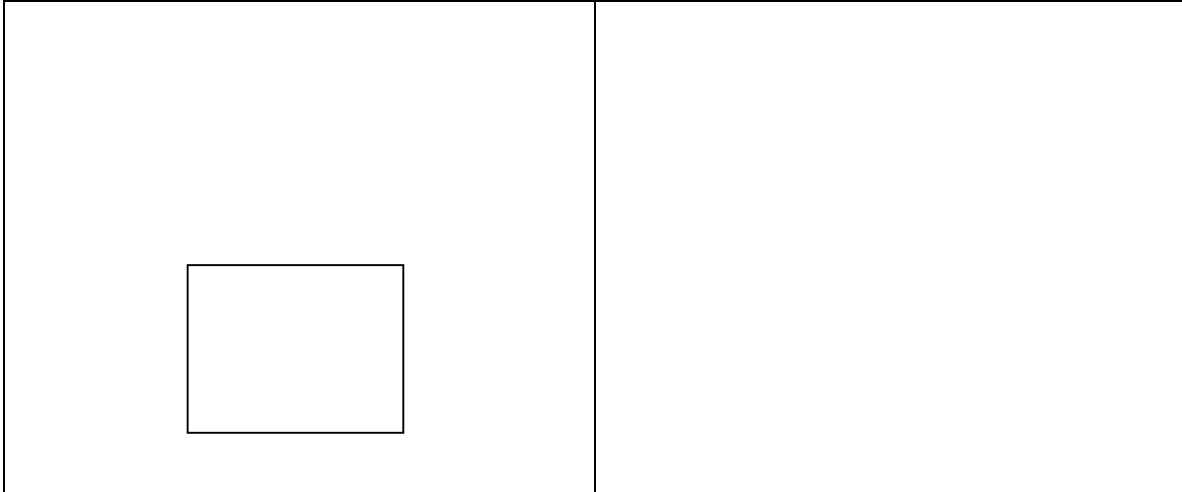
name _____

Bill of Rights

Directions: Please fill the box with a definition and/or examples of the rights guaranteed in the amendment. Then draw a sketch of the rights guaranteed in the smaller box.

<p><u>1</u></p>  	<p><u>2</u></p> 
<p><u>3</u></p> 	<p><u>4</u></p> 

<u>5</u> 	<u>6</u> 
<u>7</u> 	<u>8</u> 
<u>9</u>	<u>10</u>



Unit 6: Progressivism
Singin' the Bill of Rights

Objective:

- Students will further understand the Bill of Rights.
- Students will understand that the Constitution is a living document and continues to affect their lives.
- Students will listen to the favorite songs with civic ears.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: Civics 1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.
- Civics 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

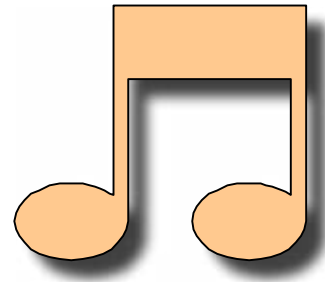
1. Students will receive a rubric, *Singin' the Bill of Rights*.
2. Students will have a week to listen to their favorite CDs or the radio to listen for a reference to the rights guaranteed in the Bill of Rights.
3. Students will print off their lyrics and get them approved by the teacher.
4. Student will prepare a presentation. Student will play song, with the lyrics under the document camera, and clearly explain which amendment is referenced and how it is referenced.

Required Materials:

- Attached, student rubric *Singin' the Bill of Rights*
- CD player
- Document camera

Name: _____

Singin' the Bill of Rights



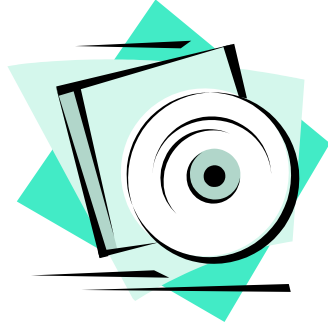
Please follow this outline for your presentation.

- Read the lyrics that directly mention or imply an amendment.
- Name the amendment that the lyrics describe.
- Describe the rights guaranteed in that amendment.
- Wrap up by briefly describing how that amendment affects our everyday life.

** You may use *one* note card during the presentation.

Requirement	Points Possible	Points Earned
Lyrics are provided and school appropriate.	10	
Song is provided.	5	
Lyrics clearly refer to an amendment or right in the Bill of Rights	20	
Student clearly understands the rights guaranteed in	10	

the Bill of Rights.		
Student listens to all presentations quietly and reads the lyrics to all students' presentations.	5	



Total: _____/50

Unit 6: Progressivism

Understanding the Twenties Culture through Jazz

Objective:

- Students will understand the culture in the twenties.
- Students will understand how culture is influenced by society and the economy.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Teacher will begin the lesson by briefly describing the 1920s as a time of social revolution.
2. Teacher will play the jazz song, *Arkansas Shout* by Sammie Lewis.
3. Students will complete the *Arkansas Shout* worksheet as they listen to the music.
4. Students will read about the 1920s society and jazz on the website http://www.pbs.org/jazz/time/time_roaring.htm
5. Students will watch Ken Burn's *Jazz: Our Language (1920-1928): Part I: Jazz Age* (1:14.)

Required Materials:

- Attached, *Arkansas Shout* worksheet
- Copy of *Arkansas Shout* by Sammie Lewis (available on iTunes)
- Video, Ken Burn's *Jazz: Our Language (1920-1928): Part I: Jazz Age* (available on unitedstreaming.com.)
- Computer Access, speakers, and projector.

Name: _____

Arkansas Shout
Sammie Lewis

Directions: Answer the following questions as you listen to Sammie Lewis' *Arkansas Shout*. Answers do not need to be in complete sentences.

1. What images do you have as you listen to *Arkansas Shout*?
2. Describe the type of people that would listen to this music.
3. Where would they listen to this music?
4. What may this music tell us about the 1920s?

5. After you read about jazz on the website http://www.pbs.org/jazz/time/time_roaring.htm, answer the following questions.
- How did jazz reflect the culture of the 1920s?
 - What was so scandalous about jazz in the twenties?
 - Please finish this sentence: Jazz is to the twenties as _____ is today. Explain your answer using the information you just read.

Unit 6: Progressivism

Understanding the Twenties through Art of the Harlem Renaissance

Objective:

- Students will understand the culture in the twenties.
- Students will understand how culture is influenced by society and the economy.
- Students will further understand the African American culture during the 1920s.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. After students have learned about the twenties they will visit the computer lab and view the website <http://www.iniva.org/harlem/home.html>
2. Students will choose a piece of artwork painted by an African American artist during the 1920s.
3. Students will complete the *Art of the Harlem Renaissance* worksheet.

Required Materials:

- Attached, *Art of the Harlem Renaissance* worksheet
- Computer Access with the website <http://www.iniva.org/harlem/home.html> bookmarked for easy access.

Name: _____

Art of the Harlem Renaissance

Directions: Once you find a piece of artwork from the website <http://www.iniva.org/harlem/home.html> answer the following questions. Answers do not need to be in complete sentences.

1. Explain why you chose this picture. What do you like about it?
2. Who were the artists? Write a brief biography of him or her.
3. Explain the artwork. What colors do you see? What feeling does it portray?

4. Reflect upon what you've learned about during the 1920s and the Harlem Renaissance. How does this artwork reflect those values?

5. Explain why this piece of artwork had value in the 1920s.

6. Explain why this piece of artwork has value today.

Unit 7: The Great Depression and WWII
Grand Coulee Dam

Objective:

- Students will understand why the Grand Coulee Dam was built.
- Students will understand how the Grand Coulee Dam affects Washington State.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. As students learn about the Great Depression and the New Deal, students will read about the Grand Coulee Dam on pages 150-151 from their textbook, *Washington in the Pacific Northwest*.
2. After students have finished, the teacher will project the painting *Coulee Dam-Looking West* by Vanessa Helder. This has been scanned from the book, *Art of the State: Washington*.
3. Students will complete attached worksheet, *Grand Coulee Dam*.

1. Class will discuss answers to further understand the importance of the Grand Coulee Dam to Washington State.

Required Materials:

- Attached, worksheet *Grand Coulee Dam*
- Book, *Art of the State: Washington* (picture on page 52, *Coulee Dam- Looking West* by Vanessa Helder, scanned.)
- Textbook, *Washington in the Pacific Northwest*
- Computer with a projection unit

Name: _____

Grand Coulee Dam

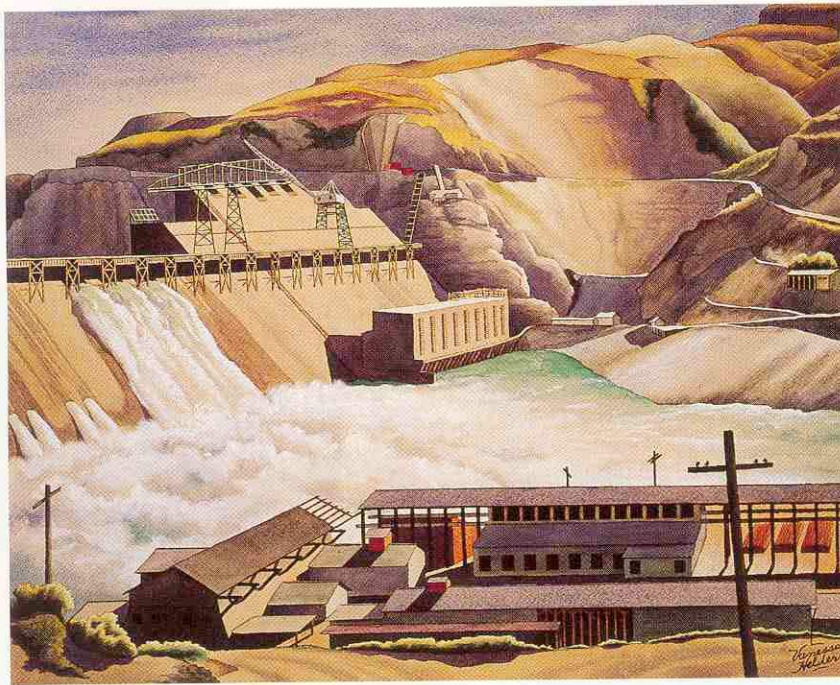
Directions: Please apply what you learned from pages 150-151 about the Grand Coulee Dam to answer the following questions about the piece of art that is being projected.

Coulee Dam- Looking West
Vanessa Helder
1940

- List ten things you see in the piece of art.

- Choose five of the above and describe a deeper reason that it exists in the piece of artwork. Does it represent something else? Is it supposed to emphasize something?

- Describe the emotion this piece of art provokes. (Does it make you feel peaceful, happy, or scared?) Explain.
- List three ways this painting emphasizes what you read on pages 150-151.



Coulee Dam- Looking West
Vanessa Helder
1940
(Freidman, 1999, p. 52)

Unit 7: The Great Depression and WWII

Washington's WPA Murals

Objective:

- Students will analyze murals created in Washington State during the Great Depression through the Work's Progress Administration (WPA.)
- Students will understand the values of a city in Washington.

EALRS:

- Reading 3. The student reads different materials for a variety of purposes.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will learn about the Great Depression and read about the WPA on page 149 in *Washington in the Pacific Northwest*.

2. Students will be placed in a small group.
3. Students will look at the murals created in a variety of cities in Washington by using the website <http://www.wpamurals.com/washingt.htm>
4. Students will sign up for a mural in a city and prepare a PowerPoint to include the following:
 - A copy of the mural
 - Name of the city, mural, and location.
 - Reason why that city would find value with that mural.

Required Materials:

- Attached, student rubric, *Washington's WPA Murals*
- Textbook, *Washington in the Pacific Northwest*
- Computer access with the website <http://www.wpamurals.com/washingt.htm> bookmarked for easier student access.

Washington's WPA Murals
Group Presentations

Directions: You will be placed in a small group. After you read about the WPA on page 149 in our textbook, you and your group will be able to look at actual murals the WPA created in Washington State. This is available on the website <http://www.wpamurals.com/washingt.htm>. I would like you to choose on mural and create a PowerPoint for the class that has the following information.

- A copy of the mural
- Name of the city, mural, and location.
- Reason why that city would find value with that mural. For example, Anacortes, a fishing community, has a mural of fisherman in their post office.

Your rubric is below.

1. Presentation is between 5-10 minutes long. Everyone is professional and maintains eye contact to the audience. _____/10
2. Group members demonstrate knowledge of the WPA and the city where their mural lies. _____/ 10
3. The following is provided. _____/10
4. Resources are provided. _____/5
5. Everyone participated during the research process. No one was goofing off or doing less work. _____/5

Total Points:

-----/40

Unit 7: Great Depression and WWII

Japanese Internment Song

Objectives:

- Students will study a reaction to the Japanese Internment Camps
- Students will understand the use of song to express pain and frustrations

EALRs:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: Civics 1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.
- Social Studies: Civics 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will receive lyrics of *Kenji* by Fort Minor.

2. Students will receive a worksheet that has questions they need to consider as they listen to the song.
3. Teacher will then play *Kenji* as students follow along.
4. After the song, students will answer the questions on the worksheet, *Kenji*.
5. Students will then use the worksheet, *Kenji* to participate in a classroom discussion.

Required Materials:

- Attached, lyrics to Fort Minor's *Kenji*
- Attached, worksheet *Kenji*

Fort Minor's Kenji Lyrics

My father came from Japan in 1905
He was 15 when he immigrated from Japan
He worked until he was able to buy respect and build a store

Let me tell you the story in the form of a dream,
I don't know why I have to tell it but I know what it means,
Close your eyes, just picture the scene,
As I paint it for you, it was World War II,
When this man named Kenji woke up,
Ken was not a soldier,
He was just a man with a family who owned a store in LA,
That day, he crawled out of bed like he always did,
Bacon and eggs with wife and kids,
He lived on the second floor of a little store he ran,
He moved to LA from Japan,
They called him 'Immigrant,'
In Japanese, he'd say he was called "Issei,"
That meant 'First Generation In The United States,'
When everybody was afraid of the Germans, afraid of the Japs,
But most of all afraid of a homeland attack,
And that morning when Ken went out on the doormat,
His world went black 'cause,
Right there; front page news,
Three weeks before 1942,
"Pearl Harbour's Been Bombed And The Japs Are Comin',"
Pictures of soldiers dyin' and runnin',
Ken knew what it would lead to,
Just like he guessed, the President said,
"The evil Japanese in our home country will be locked away,"
They gave Ken, a couple of days,
To get his whole life packed in two bags,
Just two bags, couldn't even pack his clothes,
Some folks didn't even have a suitcase, to pack anything in,
So two trash bags is all they gave them,
When the kids asked mom "Where are we goin'?"

Nobody even knew what to say to them,
Ken didn't wanna lie, he said "The US is lookin' for spies,
So we have to live in a place called Manzanar,
Where a lot of Japanese people are,"
Stop it don't look at the gunmen,
You don't wanna get the soldiers wonderin',
If you gonna run or not,
'Cause if you run then you might get shot,
Other than that try not to think about it,
Try not to worry 'bout it; bein' so crowded,
Someday we'll get out, someday, someday.

As soon as war broke out
The F.B.I. came and they just come to the house and
"You have to come"
"All the Japanese have to go"
They took Mr. Ni
People didn't understand
Why did they have to take him?
Because he's an innocent laborer

So now they're in a town with soldiers surroundin' them,
Every day, every night look down at them,
From watch towers up on the wall,
Ken couldn't really hate them at all;
They were just doin' their job and,
He wasn't gonna make any problems,
He had a little garden with vegetables and fruits that,
He gave to the troops in a basket his wife made,
But in the back of his mind, he wanted his families life saved,
Prisoners of war in their own damn country,
What for?
Time passed in the prison town,
He wanted them to live it down when they were free,
The only way out was joinin' the army,
And supposedly, some men went out for the army, signed on,
And ended up flyin' to Japan with a bomb,
That 15 kilotonne blast, put an end to the war pretty fast,
Two cities were blown to bits; the end of the war came quick,
Ken got out, big hopes of a normal life, with his kids and his wife,
But, when they got back to their home,
What they saw made them feel so alone,
These people had trashed every room,
Smashed in the windows and bashed in the doors,
Written on the walls and the floor,
"Japs not welcome anymore."
And Kenji dropped both of his bags at his sides and just stood outside,
He, looked at his wife without words to say,
She looked back at him wiping tears away,
And, said "Someday we'll be OK, someday,"
Now the names have been changed, but the story's true,
My family was locked up back in '42,
My family was there it was dark and damp,
And they called it an internment camp

When we first got back from camp... uh
It was... pretty... pretty bad

I, I remember my husband said
"Are we gonna stay 'til last?"
Then my husband died before they close the camp

Fort Minor Lyrics. *AZ Lyrics*. Retrieved 19 March 2008 from
<http://www.azlyrics.com/lyrics/fortminor/kenji.html>

Name: _____

Kenji
by Fort Minor

Directions: Please think about these questions as you listen to this song. Once the song has finished, please answer the questions using complete sentences.

1. What section did you find most powerful? Explain.

2. What sections did you question? Explain.

3. Why did Fort Minor sing about the Internment Camp? Explain.

4. Explain how this helps explain why we study history?

Unit 7: The Great Depression and WWII
Poetry of Camp Harmony

Objective:

- Students will understand Washington State's involvement in the Japanese Internment Camp.
- Students will understand life at Camp Harmony.
- Students will understand the importance of primary sources.

EALRS:

- Reading 3. The student reads different materials for a variety of purposes.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Civics 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will learn about the Japanese Internment Camps, specifically Camp Harmony (Puyallup, WA.)

2. Students will print off a Camp Harmony newsletter (primary source) from <http://www.lib.washington.edu/exhibits/harmony/exhibit/>
3. Students will use the newsletter to answer the questions on the worksheet *Camp Harmony Newsletter: Short Answers*.
4. Once students have become familiarized with their newsletter they will have a culminating assignment of all they have learned and felt about the Japanese Internment Camp by writing a poem.
5. Student will read over newsletter and circle twenty to thirty words or phrases that sound poetic, emotional, and/or interesting.
6. Students will then write out fifteen to twenty of these words or phrases on a piece of paper.
7. Students will then edit and rearrange words until it becomes a Found Poem.

Required Materials:

- Below, worksheet *Camp Harmony Newsletters: Short Answers*
- Computer access with the website <http://www.lib.washington.edu/exhibits/harmony/exhibit/> bookmarked for easier student access.

Camp Harmony Newsletter Short Answers

Directions: Choose a Camp Harmony Newsletter. Once you have done so, please answer the following questions about the newsletter on another piece of paper. The answers must be in complete sentences and must restate the question.

1. These newsletters were a way to share information with residents at Camp Harmony. What information was shared in the newsletter you chose?
2. From what you learned about Camp Harmony in this newsletter, explain how you would like to live there. Support your answer.
3. List five things you found interesting while reading this newsletter.
4. Explain how it must have felt to live in Camp Harmony.

Unit 7: The Great Depression and WWII
First They Came... by Pastor Martin Niemöller

Objective:

- Students will compare the poem *First They Came...* to the Japanese Internment Camp.
- Students understand the history of oppression.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. After students finish learning about the Japanese Internment Camp they will be introduced to the poem *First They Came...*
2. Students will receive the worksheet *First They Came...*
3. Students will read the poem and complete the worksheet
4. Students will then have a discussion about the worksheet.

Required Materials:

- Attached, worksheet *First They Came...*

First They Came...

By Pastor Martin Niemöller

In Germany they first came for the Communists,
and I didn't speak up because I wasn't a Communist.

Then they came for the Jews,
and I didn't speak up because I wasn't a Jew.

Then they came for the trade unionists,
and I didn't speak up because I wasn't a trade unionist.

Then they came for the Catholics,
and I didn't speak up because I was a Protestant.

Then they came for me —
and by that time no one was left to speak up.

Directions: Reflecting on the above poem and our knowledge about the Japanese Internment Camps, answer the following questions in your journal.

1. Explain the meaning of the above poem.
2. Explain how this poem connects to the Japanese Internment Camps.

3. Is the message still true today? Why or why not?

4. Do you like this poem? Explain.

Reference:

Serendipity. *Pastor Martin Niemöller*. Retrieved March 21, 2008 from <http://www.serendipity.li/cda/niemoll.html>

Unit 7: The Great Depression and WWII
Japanese American Art at Pike Place Market

Objectives:

- Students will further understand the Japanese Internment Camp.
- Students will understand the lasting effects of the Japanese Internment Camp on Washington State through Japanese American Art.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read visit the website <http://www.pikeartproject.org/index.html>.
2. Using this website, students will learn about Pike Place Market and its connection with the Japanese Internment Camps.
3. Students will see the paintings that depict the Japanese American farmers and use them to complete the worksheet, *Japanese American Art at Pike Place Market*.

Required Materials:

- Attached, worksheets *Japanese American Art at Pike Place Market*
- Computer access with the website <http://www.pikeartproject.org/index.html> book marked for easy access

Name: _____

Japanese American Art at Pike Place Market

Directions: First, read about the Japanese farmers on the website <http://www.pikeartproject.org/index.html>. Next, look through Aki Sogabe's art. Use both the reading materials and pictures to answer the following questions. Answers do not need to be in complete sentences.

1. What was the Japanese American farmers' role on Pike Place Market?
2. What contributed to Pike Place Market's near destruction in the 1970s.
3. How will this artwork education the public?
4. Look through Aki Sogabe's art. What is the general mood of this art?
5. What might this artwork teach the public?

6. What do you like about this art work? Explain.

Unit 9: Modern Washington
Counties of Washington

Objective:

- Students know the counties of Washington.
- Students will understand what occurs in each county

EALRS:

- Social Studies: Geography 2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Using page 220 in *Washington in the Pacific Northwest* students will create a map highlighting the thirty-nine counties of Washington.
2. Students should use the webpage <http://www.mrsc.org/countyprofiles/profilesmenu.aspx> to learn about each of these counties.
3. Students will include a drawing within each county that best emphasizes its best features. For example, Skagit County may have a tulip and King County the Space Needle. The county must also be named.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*
- Computer access with the website <http://www.mrsc.org/countyprofiles/profilesmenu.aspx> bookmarked for easier student access.

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Unit 9: Modern Washington
Save Washington Poster

Objectives:

- Students will understand current environment problems facing Washington State.
- Students will work on creating solutions to these problems and encouraging their peers to do so.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read Chapter 11: Taking Our Place in the World from the textbook, *Washington in the Pacific Northwest* to understand our environmental issues.
2. Students will get into small groups and get the *Save Washington Poster* rubric.
3. Small groups will research one of the following problems and solutions: clear cuts and recycling or pollution and conservation.
4. Each group will then create a poster to encourage other students to join the efforts to preserve our great state.

Required Materials:

- Attached, rubric *Save Washington Poster*

- Textbook, *Washington in the Pacific Northwest*
- Computer or library access for further research
- Art supplies including poster paper and coloring utensils.

Name: _____

Save Washington Poster
Rubric

Directions: Your small groups will research one of the following problems and solutions: clear cuts and recycling or pollution and conservation. You will then create a poster to encourage change starting at our school. Your poster must have the following items:

- A catchy slogan _____/10
- Information concerning the problem. _____/ 10
- Information concerning the solution (what can we do?) _____/10
- A colorful graphic to encourage other students to join the efforts to preserve our great state. _____/10
- The poster must show thought, effort, and color _____/10

Total Points:

-----/50

Unit 9: Modern Washington
Washington's Environment

Objectives:

- Students will understand current environment problems facing Washington State.
- Students will write a song.

EALRS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read Chapter 11: Taking Our Place in the World from the textbook, *Washington in the Pacific Northwest* to understand our environmental issues.
2. Students will write a song discussing Washington's environment using a student rubric.

Required Materials:

- Attached, student rubric *Washington's Environment*
- Textbook, *Washington in the Pacific Northwest*

Name: _____

Washington's Environment
Writing a Song

Directions: After you read about Washington's environment you will write a song that will education others about the state our state is in.

Your rubric is below.

- The song highlights five problems facing Washington's environment.
_____/10
- The song has three verses. _____/ 10
- The song has a chorus. _____/10
- The song demonstrates a need for change. _____/10

Total Points:

-----/40

Unit 10: Culminating

Time through the Art

Objective:

- Students will find a fashion trend, piece of art, piece of literature, or piece of technology and will learn more about the time period it was created.
- Students will understand that history is applicable in everyday life.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will find a fashion trend, piece of art, piece of literature, or piece of technology from the last two hundred years.
2. Once students have chosen one of the above they must perform research to determine the economic, cultural, social, and political influence to that item.
3. Once they have determined the above, students will present the information to the class in a ten minute presentation.
4. Students must address all of the influences and describe what was occurring in Washington when that item was popular.
5. Students are encouraged to show pictures, and if possible, recreate the item.

Required Materials:

- Attached, student rubric *Time through the Art*

Name: _____

Time through the Art Presentations

Directions: You will be asked to a fashion trend, piece of art, piece of literature, or piece of technology from the last two hundred years in Washington State. You must then research that item and the consumers. Furthermore, you must learn about the time. What were the economic, cultural, social, and political influences that may have influenced that item?

You will present the information to the class in a ten minute presentation. Please share with the class the information you learned about the item you chose and about the time period it was created. Also, answer the question, what was occurring in Washington when that item was popular?

This will be a PowerPoint presentation. Along with the information please provide pictures. I also encourage you to recreate the item if possible!

Your rubric is below.

- Presentation is between 5-10 minutes long. The presenter is professional and maintains eye contact to the audience. _____/10
- The following information is included in the presentation:
 - i. A description of the item you chose.
 - ii. Who bought this item? Why did they buy it?
 - iii. What was occurring in Washington that influenced this item
_____/20
- Resources are provided. _____/10

Total Points:

-----/40

Unit 10: Culminating

Slide Show

Objective:

- Students will demonstrate a deep understanding of a specific unit and incorporate emotion, music, and pictures.
- Students will be able to convey this deeper understanding to the class with a slide show.

EALRS:

- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will be broken into small groups and be assigned a unit.
2. Small groups will receive a *Slide Show* rubric.
3. As a group, students will make a list of objectives of that unit.
4. Students will find pictures that best demonstrate knowledge and objectives.
5. Students will then find a song that is school appropriate that can be used to illustrate the objectives.

6. Students will use PowerPoint to create a slide show presentation that will be accompanied by music and show the class.

Required Materials:

- Attached, rubric *Slide Show*
- Computer access for research and to create the PowerPoint presentation
- Classroom projector and speakers

Name: _____

Slide Show
Rubric

Directions: Your small groups will make a slideshow with music that summarizes one of our units. To complete this slide show please do the following:

1. Using the unit plan, the book, and assignments make a list of objectives of that unit. (What were the important things to know?)
2. Find pictures that best demonstrate what you have learned and discuss all of the objectives.
3. Find a song that is school appropriate that can be used to illustrate the objectives.

You will use PowerPoint to create a slide show presentation. The presentation will need the following:

- A summary of what we learned in that unit. _____/10
- Pictures that best demonstrate what you have learned and discuss all of the objectives. _____/ 10
- A song that is school appropriate that can be used to illustrate the objectives. _____/10
- Must show thought, effort, and color _____/10

Total Points:

-----/40

Unit 10: Culminating

State Flag

Objective:

- Students will reflect on the values of Washingtonians.
- Students will understand the uniqueness of living in Washington.

EALRS:

- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will receive a *Washington Flag* worksheet.
2. Students will reflect independently, then as a class, on what people in Washington value.
3. Class will have a discussion of what Washingtonians value.
4. Students will finish the *Washington Flag* worksheet.

Required Materials:

- Attached, worksheet *Washington Flag*
- Art supplies, including coloring utensils

Name: _____

Washington's Flag

1. Please reflect on the class and your experiences of living in Washington to identify what people in Washington value. (Example: snow sports, salmon, the environment, or the economy)
2. Please choose one of the above and explain why this is valued.
3. Please draw a simple graphic of that valued item.

4. If you were to create a new flag for Washington including that valued item, what would it look like? Please draw it on the back. It needs to be in color.

Unit 10: Culminating
Walking through History

Objective:

- Students will develop a deeper understanding of a period in Washington State history.
- Students will teach others about that period.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will receive *Walking through History* rubric.
2. Students will be placed in small groups and be assigned a unit from Washington State History.
3. Students are required to prepare monologues describing the people of the time with costumes and set designs.
4. Students will then perform for surrounding classrooms or for families in the evening.

Required Materials:

- Attached, rubric *Walking through History*

Name: _____

Walking through History Group Presentations

Directions: You will be placed in a small group. Your group will be assigned one of the nine units from this last trimester. As a group you must do the following with that unit.

- Review the chapter, reading materials, and assignments.
- Choose a specific group of people and a specific event from that time period. (Additional research may be required.)
- Group members must write monologues for the speaker that clearly describes the time period and the historical character.
- Group members must also create costumes and set design.
- Students will perform for their parents during parent night. Make sure you know your character and the event thoroughly. Parents, students, or teachers may ask you questions.

Your rubric is below.

1. Presentation is between 5-10 minutes long. Everyone is professional and maintains eye contact with the audience. _____/30
2. Group members demonstrate knowledge of the time period, people that are being portrayed, and the historical event. _____/ 20
3. Costumes show thought and is time period appropriate. _____/10
4. Set design shows thought and is time period appropriate. _____/10

Total Points:

-----/70

Unit 10: Culminating
Music in Washington

Objective:

- Students will learn about a musical artists that started in Washington State.
- Students will understand how society affects the culture, especially music.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will get into small groups.
2. Students will receive a *Music in Washington* rubric the name of a musician or group that started in Washington. The musician or group will be one of the following:
 - a. Bing Crosby
 - b. Wailers
 - c. Ventures
 - d. Fleetwoods
 - e. Dynamics
 - f. Merrilee Rush and the Turnabouts
 - g. Jimi Hendrix
 - h. Heart
 - i. Sir Mix a Lot
 - j. Nirvana

- k. Screaming Trees
- l. Pearl Jam
- 3. Students will receive the name of a musician or group that started in Washington with a *Music in Washington* rubric.
- 4. Students will research their assigned musician or group.
- 5. Students will create a presentation on their assigned musician or group.
- 6. Students will present to the class.

Required Materials:

- Below, student's rubric *Music in Washington*

Name: _____

Music in Washington
Group Presentations

Directions: You will be placed in a small group. Your group will be assigned a musician or music group that started in Washington. Your group must research this musician and the time period in which they were popular. You will then put together a presentation and present in front of the class. Your presentation must contain the following.

- Brief biography of musician or group _____/20
- Describe the time period this musician or group was popular. Find a connection. _____/20
- Play a school appropriate portion of a song he/she/they performed. _____/10

Total: _____/50

