

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?



Native American children near shelters. *Courtesy Museum of History & Industry.*

What did the Native American tribes of the SR 520 corridor region contribute to the culture of King County/Washington state?

What cultural groups immigrated to the SR 520 corridor region and why?

What cultures have helped shape your community?

How have neighborhoods developed because of cultural identities?

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PRIMARY OBJECTIVES OF THIS UNIT

To provide reliable non-fiction text and primary and secondary resources that will assist students to:

- understand the terms “culture” and “diversity.”
- understand that the character of the neighborhood, city, and state where they live - or go to school - is a result of the influence of many different cultures and nationalities.
- learn about different cultural groups who make up their neighborhood, city, and state.
- think about why those groups chose to live in this specific part of the U.S.
- encourage students to identify unique cultural contributions made by selected groups and to determine if these contributions have had lasting effects on how they live today.

STUDENT ACTIVITIES

- Students will read (or listen to) ELEMENTARY ESSAY #3 and participate in directed class discussions.
- Students will analyze why specific cultural groups chose to live in Washington State’s Puget Sound region and the Lake Washington area.
- Students will use a map of the world to identify where specific cultural groups have come from and where they settled. (MAP #2)
- Students will use a set of historical photographs (PHOTOS #3)

to identify specific cultural groups who lived in this region from 1850-1915 and discuss how they determined the specific nationality or cultural group of the people in the photo.

- Using worksheets provided (WORKSHEET #4), students will list specific contributions that have been made by selected cultural groups and explain how those contributions do or do not affect their own lives today.
- Students will present conclusions during a classroom discussion or develop a paper or oral presentation.

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MATERIALS INCLUDED

- ELEMENTARY ESSAY #3: “Living and Working on the Lake”
- Set of maps: map of the world (MAP #2), map showing the Lake Washington area marked with Native villages (MAP #3), and map that tracks transportation routes: tribal/canoe, steamer, bridges (MAP #4).
- Set of photos (PHOTOS #3)
- WORKSHEET #4

MATERIALS/EQUIPMENT NEEDED

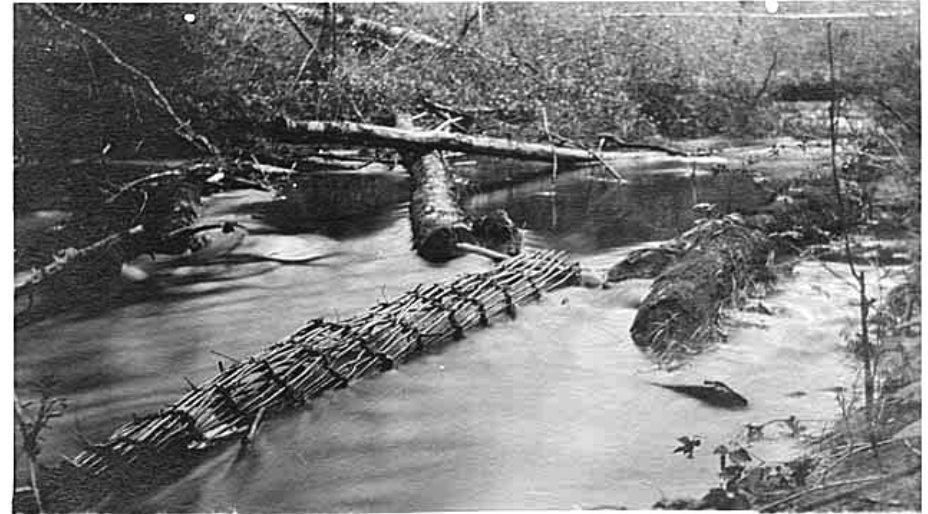
- Computer, Internet access, and overhead projector, or copies of Elementary Essay #3
- Copy of maps set and worksheet for each student or small group of students.

TIME MANAGEMENT

- 3-5 class periods

RECOMMENDED GRADE LEVELS

- Grade 3 or 4



Basket fishing traps, probably in Auburn, ca. 1923
Courtesy UW Special Collections (Neg. No. 439)

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The Puget Sound region was home to Native Americans for thousands of years before non-Native groups arrived. Native Americans of this region lived here because of the temperate climate and because it had everything that they needed to thrive and survive. When explorers, pioneers, and immigrant groups discovered the promise of this land and its many natural resources, they too came to call it home.

Each new group brought new ideas, new traditions, and new ways to appreciate this region, build homes, establish communities, and develop industries. It is important to understand that each unique group that has called Washington, King County, and the Lake Washington region their home has contributed to its development and has had a lasting influence on neighborhoods, business districts, and the natural environment.



Steam scow Squak, ca. 1905. Courtesy Eastside Heritage Center, ORL 79.79.128

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

Census: a count of the population

Contribution: a payment or gift for a specific purpose

Diversity: the state of being composed of different elements

Ethnic group: people with common racial, national, tribal, religious, linguistic, or cultural origin or background

Immigrants: persons who come from another country to stay

Native people: people born in a specific area

Unity: the state of being one

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SUGGESTED CLASSROOM BASED ASSESSMENTS (CBAS)

Cultural Contributions (3rd): Knowing about different cultural groups will help you make connections with your community, your country, and your world. You will develop a position on how cultural groups have contributed to society by comparing the contributions of two cultural groups to the development of local, tribal, Washington State, United States, and/or world history.

People on the Move (4th): The movement of people has played a large role in shaping our world. Students will choose a group of people and describe how their needs and wants (economic reasons) and location (geography) caused them to move. Students will also create a map illustrating this movement, explaining where the group started, their route, and destination. Students will explain how geographic features affected the group's decision to leave where they were and to choose a particular destination, giving two or more examples.

SUGGESTED ACTIVITIES

- Have students read (or listen to) **ELEMENTARY ESSAYS #3** "Living and Working on the Lake" and choose (in small groups or as a class) a cultural group that moved to Washington State between 1850 and 1915.
- First, review the terms "culture" and "diversity."
- Ask students to list the contributions that Native Americans of this region made to how we live now and how we appreciate nature and the environment.

- Next, ask students think about why the cultural group that they chose came to the Puget Sound/Lake Washington area to live and/or establish a business. Students should use the worksheet provided (**WORKSHEET #3**) to list the contributions that their chosen cultural group and Native Americans made to how students enjoy their lives today. As an alternative, teachers can use the worksheet to prompt classroom discussions.
- Using **MAP #3**, have students identify where specific cultural groups have come from and approximately where they settled.
- Project the set of historical photographs (**PHOTOS #3**) on the overhead (or provide a link for students' computers) and ask students to identify persons from selected cultural groups who lived in this region from 1850 to 1915. Have them consider clothing styles, tools, hairstyles, housing, background scenery, etc. Ask them to discuss how they determined specific nationalities or cultural groups. Can you still today as easily tell people of different cultural groups or nationalities apart? Why or why not?
- Using the ideas in **WORKSHEET #3**, prompt the students to list specific contributions that have been made by specific cultural groups and how those may or may not affect their own lives today.
- If working individually, have the students compile their findings and participate in a general class discussion or prepare a paper or oral presentation. If preparing a paper, students will prepare a list of resources that they used in this project, including the title, type of source, date published, and publisher for each source.

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HOW TO CITE HISTORYLINK AS A SOURCE IN YOUR WRITTEN PAPER:

For most purposes, we recommend using the following format (shown with a sample essay) to cite HistoryLink.org: *Formal name of the encyclopedia*, "Name of the essay" (author's name), link to encyclopedia (date accessed).

Example: *HistoryLink.org Online Encyclopedia of Washington State History*, "President Franklin Roosevelt tours the Olympic Peninsula on October 1, 1937" (by Kit Oldham), <http://www.historylink.org/> (accessed November 3, 2004).

SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

Humans and the Environment: It is important to understand how the environment affects our lives and how we affect the environment. Students will write an essay or develop a presentation analyzing the interactions between groups of people and their environment.



Laurel Shade, homesite of Judge John J. McGilvra on Lake Washington, 1874, which is now Madison Park.

Courtesy UW Special Collections 1874-UW-CUR1115

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

- [Wing Luke Asian Museum, Seattle](#): Students will learn about the 200-year story of immigration and settlement by Asians and Pacific Islanders in the Pacific Northwest. Docents engage students with firsthand stories, artifacts and photos, lively discussion, multimedia, and creative activities.

WEBSITES

- [CINARC.org](#) (Chinese in Northwest America Research Committee) explores the history of Chinese in Washington, Oregon, Idaho, British Columbia, Alaska, etc., between their first known arrival in 1788 and the great changes in the regional Chinese population that followed the liberalizing of U.S. immigration laws in 1965. www.cinarc.org
- [Greeks in Washington State](#) presents the history and culture of the Greek-American community in Washington.
- [Washington State Jewish Historical Society](#) is dedicated to discovering, preserving, and disseminating the history of the Jews of Washington State.

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PRIMARY SOURCES

MAPS

- MAP #2– map of the world
- MAP #3–map showing the Lake Washington area marked with Native villages
- MAP #4–map that tracks transportation routes –tribal/canoes, steamers, bridges

PHOTOS

- PHOTOS #3–set of photos that show individuals or groups of individuals from various cultural groups who lived in Washington and the Lake Washington area from 1850-1915

SECONDARY SOURCES

WASHINGTON: OUR HOME

- Chapter 2 – Geography is the Stage
- Chapter 3 – Native People
- Chapter 5 – Early Immigration and Settlement

RELEVANT HISTORYLINK.ORG ESSAYS

HistoryLink features many specific essays that highlight unique immigrant groups in Washington State. They have been compiled in a Special Suites category named Immigrants and Southeast Seattle. The Special Suites are located in the lower right navigational bar on HistoryLink.org’s Home Page.

2942 [Salmon Stories of Puget Sound Lushootseed-speaking Peoples](#)

10170 [Seattle Neighborhoods – Montlake](#)

10180 [Seattle Neighborhoods – Portage Bay/Roanoke/North Capitol Hill](#)

3116 [Seattle Neighborhoods – Rainier Beach](#)

3349 [Chinese Laborers dig second Montlake Cut between Union Bay and Portage Bay in 1883](#)

ELEMENTARY LEVEL ESSAY

- ELEMENTARY ESSAY #3: “Living and Working on the Lake – Pre-Contact through 1916”
- ELEMENTARY ESSAY #4: “Transportation on the Lake – Pre-contact through 1916”

RELEVANT 520HISTORY.ORG PAGES

- [Past Landscapes – From Ice and Water](#)
- [Coast Salish Cultures](#)
- [Tribal Stories](#)
- [Contact, Construction, and Change](#)
- [Steamers and Scows](#)
- [Transport of Natural Resources](#)
- [Shaping the Landscape](#)

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ADDITIONAL ONLINE RESOURCES

These resources are not necessarily directly related to the 520History.org curriculum, but will provide additional resources to explore cultural groups who came to this area.

HistoryLink.org has identified dozens of great online resources that will link students, educators, librarians, and parents to primary sources, curricula, educational materials, and places to visit that will enrich the study of immigration.

CURRICULUM

- **Since Time Immemorial: Tribal Sovereignty in Washington State** A curriculum created through a partnership between the Office of the Superintendent of Public Instruction's Indian Education department and Washington State tribes. It covers tribal history, culture, and sovereignty.
- **King County and Western Washington Cultural Geography, Communities, Their History and Traditions:** A curriculum with cultural community essays about Puget Salish, Chinese Americans, Asian Indians, Laotian Americans, and Arab Americans.
- **What's the Story: Past and Present** These Northwest African American Museum curriculum packets include stories about the journey of African Americans from Africa to the US to the Pacific Northwest, and the challenges they faced and the contributions they made, and what you can learn from everyday stories from the Black community.
- **World Religions and Spirituality** In this curriculum from the Rainier Valley Historical Society, students are exposed to many of the world's major religions, as well as forms of spirituality that are not organized religions. They learn about the important historical traditions that make up the community in which they live.

FIELD TRIPS

- **Neely Mansion, Auburn:** Members of the Neely family were among the earliest settlers in the Kent area and played a major role in its development in the 1850s. Their farm consisted of 200 acres with a dairy and an orchard.
- **Nordic Heritage Center, Seattle:** The Nordic Heritage Museum's school tours feature the Dream of America exhibit. Students travel back to nineteenth-century Scandinavia to begin the journey to America through the exhibit's lifelike settings and period artifacts. The voyage continues as students board a ship to cross the Atlantic, disembark at Ellis Island, and settle in the Pacific Northwest and Ballard, Seattle.
- **Northwest African American Museum, Seattle:** The interactive and inquiry-based school tours at NAAM provide an in-depth look at the history, art, and culture of African Americans in the Pacific Northwest.

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SOCIAL STUDIES EALR 2: CIVICS

- **1.1.1** Understands the key ideals of unity and diversity.
- **1.1.2** Understands and applies the key ideals of unity and diversity within the context of community.

SOCIAL STUDIES EALR 3: GEOGRAPHY

- **3.1.1** Understands how the environment affects cultural groups and how cultural groups affect the environment.
- **3.1.1** Understands how technology and ideas have affected the way people have affected the way people lived and changed their values, beliefs, and attitudes. (Grade 4)
- **3.2.1** Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present. (Grade 7)

SOCIAL STUDIES EALR 4: HISTORY

- **4.2.1** Understands and analyzes the causal factors that have shaped events in history.
- **4.2.3** Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.

SOCIAL STUDIES EALR 5: SOCIAL STUDIES SKILLS

- **5.4.1** Uses critical reasoning skills to analyze and evaluate positions and uses inquiry-based research.

READING EALRS

- **1.3.2** Understand and apply content/academic vocabulary critical to the meaning of the text. Use new vocabulary in oral and written communication and content/academic text.
- **2.1.3** State the main idea of an informational/expository text passage and provide three or more text-based details that support it.