Thank you for helping me discover the greatness of history! It was so fun. And it was an adventure of a lifetime. I loved it! It was one of the best times of my life. Thank you so much.

You guys are the BEST Of all!!

So much! It was so much fun! The favorite part to dress up! The favorite was wearing the white apron/skirt with the scarf. (I don’t know what it was called) but it was amazing to see all the medical equipment you have. It was even more amazing to see the big aneurysm and how it was found. Thank you for even making this museum! Without it I would have never had fun. Best Field Trip EVER!!

WSHM School Programs Evaluations 2009-2010
Who comes to the museum?

- Students from across Washington state and even Oregon!
- Visitors from foreign countries & student exchange groups.
- Tour groups like Elderhostel and Gray Line Tours.

For the 2009-2010 school year:

School Programs has worked with 11,885 visitors from July to May.

Evaluations are sent electronically to coordinators of all scheduled field trip visits.
WSHM School Programs

Overview of Programs Offered

2009-2010

Dear Washington Museum,

Your museum was awesome! It has so many fun places! My favorite places there are the movie room, the dress up room, and especially the cafeteria room. I learned lots of things there. I hope to go there some time.

From,
Dubem

P.S. Your staff is nice too.

Thank You!!!
Self-Guided

- Groups work in the galleries independently with worksheets designed by the teacher or from the Field Guide.

- Docents assist students by interpreting objects and answering questions in the galleries.

- Teachers sometimes focus on temporary exhibits.

- Not allowed in History Lab space.
From the moment a class walks into the History Lab, the excitement begins. Students become detectives in this engaging, one-and-a-half hour facilitated field trip where they learn about historical evidence by using the "Tools of the History Trade."

Artifacts, ephemera, images, and electronic media are all tools that students use to solve a particular mystery in Washington state’s history. Armed with a map, a clue, and a code, they must crack the case and find the answer to one of Washington’s many secrets.
Facilitated:
Ghosts of the Great Hall

Our Ghosts of the Great Hall programs feature local professional actors performing a series of dramatic monologues. At the conclusion of each, the actors encourage students to ask questions about the event and the life of their character. Special pre- and post-visit materials are provided.

Click on the speaker icon to listen to this story from our Disaster! program (highlighted in the COLUMBIAKids' Fall 2009 issue):

What was the "White Monster of 1910?" Charles Andrews, an engineer for the Great Northern Railroad, saw it all.
Ghosts of the Great Hall:

Disaster!

Natural Disasters and Catastrophes in the Pacific Northwest

Earthquakes, grasshoppers, and volcanoes! No, it’s not a blockbuster movies, it’s fall at the Washington State History Museum! Come shake, rattle, and hum with characters from Washington history. From natural history to native legends, students investigate the human history behind these catastrophic events, using artifacts, photographs, and ephemera.

Some of the educational topics addressed:
Natural Settings, Geology & Geography,
Washington’s Volcanoes & The Pacific “Ring of Fire”
What makes the Evergreen State unique? Join iconic figures from Washington to explore the culture, industry, and ecology of the Pacific Northwest. From lumber camp cooks to rockstars, these characters will inspire students to “dig deeper” into the stories and people from the state they call home. *This program compliments the featured exhibit, “Icons of Washington History.”*

Some of the educational topics addressed:
Labor & Social Movements, Ecology & Wildlife, Industry, Northwest Art & Popular Culture
Ghosts of the Great Hall: Unsolved Mysteries

What notorious northwesterner stole over $200,000 and was never found? What was the “Great Tozier Heist”? Who—or WHAT—is Sasquatch? Students investigate these and other famous northwest puzzles as they explore the museum galleries to unlock these secrets and come to conclusions of their own.

This program focuses on inquiry-based learning and artifact examination. It has been used to fulfill a “Dig Deep” CBA by educators.
Dear Washington State History Museum,

Thank you for the excellent opportunity to give students a hands-on glimpses into the past. I appreciate the diligent volunteer staff who work hard to share history with children while protecting our Washington Museum in a caring manner.

I especially enjoyed the early 20th century sections. We have been studying internment camps, concentration camp, the Great Depression, and the two World Wars in our study of Washington. We have touched on many of the concepts you have showcased in the museum. The class loved the trip. Thank you.
During which month did you visit the museum?

Percentage of Respondents

- September: 0%
- October: 10%
- November: 20%
- December: 30%
- January: 40%
- February: 50%
- March: 60%
- April: 70%
- May: 80%
My group participated in:

Percentage of Respondents

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Guided</td>
<td>80%</td>
</tr>
<tr>
<td>History Lab</td>
<td>20%</td>
</tr>
<tr>
<td>Ghosts of the Great Hall</td>
<td>10%</td>
</tr>
</tbody>
</table>
Please rate your overall museum experience:

- **Excellent**: 70%
- **Good**: 10%
- **Fair**: 0%
- **Poor**: 0%

Percentage of Respondents
Sample Comments

• Your museum is such a gift to Washington. It is remarkable in the layout and ways it engages children. It invites curiosity and exploration in the spirit of great storytelling. Bravo!

• Our students were very engaged with the excellent way the exhibits were artistically and historically displayed. The museum targets so many things that students can relate to and yet holds the attention of adults as well. The curriculum we received ahead of time was outstanding. We could have spent a whole term on it.

• This is one of our 4th grade classes favorite field trips each year. It integrates beautifully with our curriculum and content of Washington State history that we study for the Trimester. This field trip has always been our culminating event because everything our students has studied magically comes to life during the visit.
Please rate the specific aspects of your field trip experience.
Sample Comments

• I came to view the museum by myself before I brought the students and found all the volunteers knowledgeable and friendly. All my emails were answered promptly and completely. We felt welcomed and wanted.

• The Icons of Washington exhibit nicely complemented our study of Washington state history. We enjoyed all the interesting pieces in this exhibit. It was very intriguing.

• My class had a wonderful time of learning and came back to the classroom excited about what they learned and experienced.
Were you able to use the museum’s educational materials prior to your visit?

Percentage of Respondents

- Yes: 80%
- No: 20%
Sample Comments

• The suggestions for lessons and follow-up were excellent. The map was important for us to show each group where they would begin their exploration. We used some of the trade books listed in the bibliography. We were able to select activities that coordinated with our curriculum.

• Every time I get them [your materials] out, I realize I should have done MORE pre-teaching from them. They are excellent sources that summarize the different periods of history.

• I used some of the field guide worksheets and I also used your website information about icons to prep students about what things to look for in the museum.
Do you have any suggestions for future programs or historical themes?

• No. You keep on doing the great job you always do. I have been visiting each year for the past thirteen, and I never intend to stop as long as I am teaching fourth grade. Our social studies curriculum is the study of Washington state.

• Please, please, please continue the Icons and actors portraying legends and folks from the past to help our state's history to come alive.

• You are targeting every aspect needed and I am very proud to have this museum in our community.
What do you think the most significant aspect of the museum visit was for your students? What made the greatest impact (positive or negative)?

- Making the connection between what we study in class through books, pictures and websites to real life objects and exhibits really pulls everything together for them.

- The movie (Columbia River) and overall experience made so much of the state's history real to my students. This experience provides an invaluable framework to deepen their knowledge of the people and their stories.

- The fact that your museum is very kid friendly and interactive is vital to the success of this trip. Even as an adult, every time I go there (been going for 10 years), I find more information in a spot/drawer/nook that I didn't notice before. 4th graders look forward to and learn best from touching and doing.