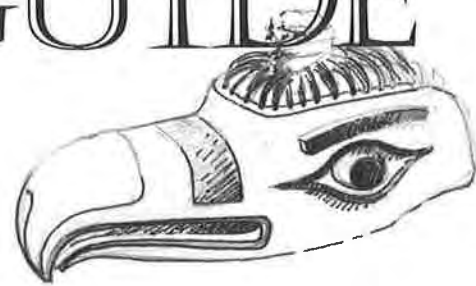


WSHM
FIELD GUIDE

to the

Hall of Washington History

2nd Edition published by the
WASHINGTON STATE
HISTORICAL SOCIETY



WASHINGTON STATE HISTORY MUSEUM ♦ TACOMA, WASHINGTON

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WSHM Field Guide

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WASHINGTON STATE HISTORICAL SOCIETY



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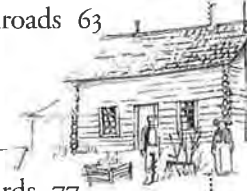
THIS GUIDE CONTAINS THREE MAIN ELEMENTS— HELPFUL HINTS FOR PLANNING YOUR MUSEUM VISIT, EXHIBIT BACKGROUND INFORMATION, AND “EXPEDITION NOTES” FOR STUDENT USE AT THE MUSEUM.

BECAUSE THERE IS NEVER ENOUGH TIME TO SEE AND READ EVERYTHING DURING A SINGLE MUSEUM VISIT, WE’VE ALSO INCLUDED MUCH OF THE EXHIBIT TEXT AS WELL AS INFORMATION ON WHAT MUSEUMS ARE AND WHY THEY EXIST.

IN ADDITION, YOU’LL FIND VOCABULARIES AND BIBLIOGRAPHIES, PRE- AND POST-VISIT PROJECTS, AND TOUGH QUESTIONS THAT CONNECT PAST TO PRESENT. SO THINK OF THE MUSEUM AS AN EXTENSION OF YOUR CLASSROOM AND THIS GUIDE AS A BRIDGE BETWEEN THE TWO.

AND REMEMBER THAT WHILE HISTORY IS IN LARGE PART THE SEARCH FOR ANSWERS, THERE MUST FIRST BE QUESTIONS. THE WSHM EXHIBIT IS INTENDED TO INSPIRE MANY.

—Stephanie Lile,
WSHM Education Director





MUSEUMS & RESOURCE CENTERS

MUSEUMS

WASHINGTON STATE
HISTORY MUSEUM
1911 Pacific Avenue
Tacoma, Washington 98402
(253) 272-3500

WASHINGTON STATE
CAPITAL MUSEUM
211 West 21st Avenue
Olympia, Washington 98501
(360) 753-2580

RESEARCH & RESOURCE CENTERS

WSHS RESEARCH CENTER
315 N. Stadium Way
Tacoma, Washington 98403
(253) 798-5914

HERITAGE RESOURCE
CENTER
211 West 21st Avenue
Olympia, Washington 98501
(360) 586-0219

CENTER FOR COLUMBIA
RIVER HISTORY
802C Officers Row
Vancouver, Washington 98661
(360) 737-2044

INTERNET ADDRESSES

<http://www.wshs.org>
<http://www.historylab.org>

BRIDGE TO THE EXHIBIT

THE WSHM FIELD GUIDE

LIFE IN WASHINGTON PRIOR to the arrival of European and American explorers, hardships of travel on the Oregon Trail, earning a living on the Wageworkers Frontier—these are some of the stories of Washington's past told in the permanent exhibit at the Washington State History Museum. And the ways these stories are told vary as much as the stories themselves. Thirty-five different human sculptures share their stories through interactive audio, and video programs describe life as a "timber beast," a railroad worker, a fisherman on the Columbia River. Six touch-screen Electronic Journals add depth to the ideas and stories presented throughout the exhibit.

Through these exhibit components as well as artifacts, knowledgeable gallery interpreters, and the "you are there" aspect of many exhibit text panels, students are encouraged to use a variety of senses and learning methods. The Expedition Notes provided at the end of each section within this Guide support this multi-faceted learning approach. Directions for using the Expedition Notes follow on page 6.

Before your museum visit, we suggest you prepare your class by doing two or three of the pre-visit activities described in this Guide. You may also call the WSHM Education Department and request a set of pre-visit materials for use in your classroom.

PREPARATION, FOLLOW-UP, AND WHAT TO DO WHEN YOU'RE HERE

MAKING THE MOST OF YOUR MUSEUM VISIT

TIPS FOR A SUCCESSFUL MUSEUM VISIT

- ❖ Prepare and follow up by using some of the pre- and post-visit projects described
- ❖ Have enough chaperones (1:5 is the required adult/student ratio)
- ❖ *Assign student projects before your visit, making use of the Expedition Notes during your visit*
- ❖ Discuss appropriate museum behavior with your students before you arrive
- ❖ Have your classes divided into teams or groups prior to arrival
- ❖ Leave backpacks, auto flash cameras, and portable electronics at school or on the bus
- ❖ Make a preparatory visit to the museum before bringing your class
- ❖ *Please arrive at your scheduled time—not before, not after*
- ❖ Take the above suggestions seriously

TIME ALLOTMENT

PLAN TO SPEND ABOUT TWO HOURS TOTAL AT THE MUSEUM. Your visit will begin with a fun and informative orientation (about 15 minutes long) after which your group will be escorted to the exhibit hall and directed to areas by group. Have Expedition Notes or assignments ready for each group prior to arrival—*students need to have a focus*. Once in the exhibit, student groups (1 adult with 5 students) will be able to move through the space at their own pace.

LUNCH & PHOTOGRAPHY

WE HAVE VERY LITTLE SPACE TO ACCOMMODATE SCHOOL LUNCHES. Please eat before or after your arrival at the museum. Weather permitting, groups may use the outdoor amphitheater and plaza area for eating lunch. *Food, gum, backpacks, and flash photography are not allowed in any of the exhibit galleries.*



HELP YOUR CHAPERONES HELP YOU

CHAPERONING—IT'S A BIG JOB

MAKE SURE YOU HAVE ONE ADULT TO ACCOMPANY EVERY FIVE STUDENTS. Here's why: The museum does not offer "traditional" tours in the Hall of Washington History. Due to the self-paced, interactive nature of the exhibit, we encourage groups to be self-directed and to use the activity sheets provided in this Guide. We rely on chaperones to help make students' museum visits positive and productive. They are there to assist students with gallery activities, protect students from getting lost or separated from their group, and to set an example of and enforce appropriate and considerate behavior.

EFFECTIVELY PREPARE YOUR CHAPERONES BY:

- ❖ Making up a packet of information about the museum and giving it to them prior to the day of the field trip
- ❖ Giving them a list of students for whom they are responsible (it's also helpful if your students wear nametags and dress in school colors)
- ❖ Providing them with a schedule for the day (i.e. arrival time, gallery time, departure time, and lunch information)
- ❖ Letting them know that they are along to assist and supervise the students; that they are not to let the students roam the museum unescorted; and that their assistance and attentiveness is not only greatly appreciated by you, but by museum staff as well

DON'T GET CAUGHT WITHOUT YOUR OXEN, USE THIS

FIELD TRIP CHECK LIST

TWO MONTHS BEFORE YOUR VISIT

- ❖ Call the museum Group Coordinator at (253) 798-5876 to make a reservation for your class

TWO WEEKS BEFORE YOUR VISIT

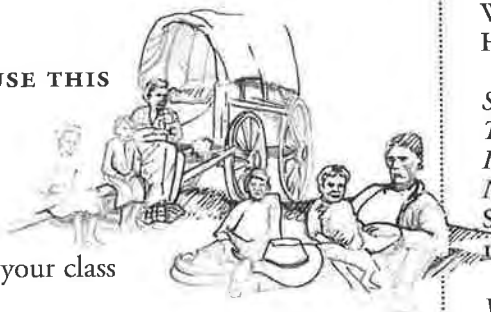
- ❖ Make sure all school paperwork is turned in
- ❖ Send out permission slips for students
- ❖ Contact parent chaperones
- ❖ Make sure you have received a confirmation letter from the museum stating the date, time, and exhibit scheduled for your class field trip

ONE WEEK BEFORE YOUR VISIT

- ❖ Confirm with parent chaperones and send them museum prep materials
- ❖ Collect permission slips from students
- ❖ Complete one or two pre-visit activities as described in this Field Guide

THE DAY OF YOUR VISIT

- ❖ Collect individual payment from students or secure check for payment prior to arrival, and be sure to bring your confirmation letter
- ❖ Make copies of group lists for chaperones
- ❖ Make sure your drivers have money for parking (some bus parking free)
- ❖ Have student exhibit worksheets ready and projects assigned



Washington History GENERAL BIBLIOGRAPHY

ELEMENTARY

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A Historical Album of Washington. William Cocke. Brookfield: The Millbrook Press, 1995

SECONDARY

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Exploring Washington's Past. Kirk & Alexander. Seattle: University of Washington Press, 1990

Place Names of Washington. Robert Hitchman. Tacoma: Washington State Historical Society, 1985

Sexless Oysters and Self-Tipping Hats: 100 Years of Invention in the Pacific Northwest. Adam Woog. Seattle: Sasquatch Books, 1991

Washingtonians: A Biographical Portrait of the State. Seattle: Sasquatch Books, 1988

Peoples of Washington: Perspectives on Cultural Diversity. White and Solberg. Pullman: Washington State University Press, 1989

The Pacific Northwest: An Interpretive History. Carlos Arnaldo Schwantes. Lincoln: University of Nebraska Press, 1996 (2nd edition)

Museum Goer's VOCABULARY

ARTIFACT

An object of human workmanship, especially a tool, weapon, or ornament of archaeological or historical interest. In the Washington State History Museum, artifacts relate to people, places, and events in Washington state history.

FOR EXAMPLE: *a tool might be the Iron Chink, a machine used to gut and clean salmon; a weapon might be a trade musket; an ornament might be a mask or labor union pin.*

EPHEMERA

Usually printed paper the relevance of which lasts only a short time.

FOR EXAMPLE: *a poster, ticket stub, or junk mail.*

MUSEUM

A building or place in which works of artistic, historical, or scientific value are cared for and exhibited.

PRE-CONTACT/ TRADITIONAL TIME

Prior to contact with European explorers.

B.P.

Before Present; especially as in archaeological or geological terms.

EPHEMERA EXAMPLE:
IWW stickerette



LOOK, LISTEN, AND TOUCH...

EXPLORING THE MUSEUM

EVEN MERIWETHER LEWIS was given crash courses in botany, ornithology, topography, and anthropology before being sent off on his famous journey. Preparation and a means by which to make comparisons was essential to the gathering of information throughout Lewis & Clark's exploration of the Louisiana Purchase and beyond. Prepare your students for their museum visit by discussing different kinds of museums and the focus of this museum in particular.



WHAT IS A MUSEUM?

AMUSEUM IS A HOME FOR PUBLIC EXHIBITIONS. There are many kinds of museums, the primary varieties being history, natural history, art, science, and children's. Some museums, such as history and art museums, maintain collections of artifacts or works of art, while many science and children's museums do not have collections but focus entirely on exhibits that explain ideas or concepts. This is where the main difference lies in the world of "touchable" and "not touchable" exhibitry.

The mission of the Washington State Historical Society is primarily to collect, preserve, and interpret artifacts, ephemera, photographs, letters, and journals that relate to the people, places, and events in Washington history. And you can bet, where irreplaceable artifacts are concerned, it creates a look-but-don't-touch zone. Such areas of the exhibit are protected either with plexiglass casework or "invisible curtain" alarms and will be pointed out to you by your Museum Greeter.

ADDING VALUE TO YOUR VISIT

USING THE EXPEDITION NOTES

EXPEDITION NOTES relating to exhibit theme areas are at the end of each section. Those that appear at the end of this introductory section encompass the *entire* Hall of Washington History. The "junior explorers" Expedition Notes on transportation and "things to wear" are geared especially to the K-2 grade range.

Theme area Expedition Notes have been developed in three levels: Level I being suitable for 2nd-4th grade students, Level II for 4th-7th grade, and Level III for 7th-12th grade. *Please review the activity sheets and select the level best suited to your students as well as make a commitment to following up on the activity sheets after your visit.* Please feel free to make copies of the Expedition Notes for your students directly from the Guide.

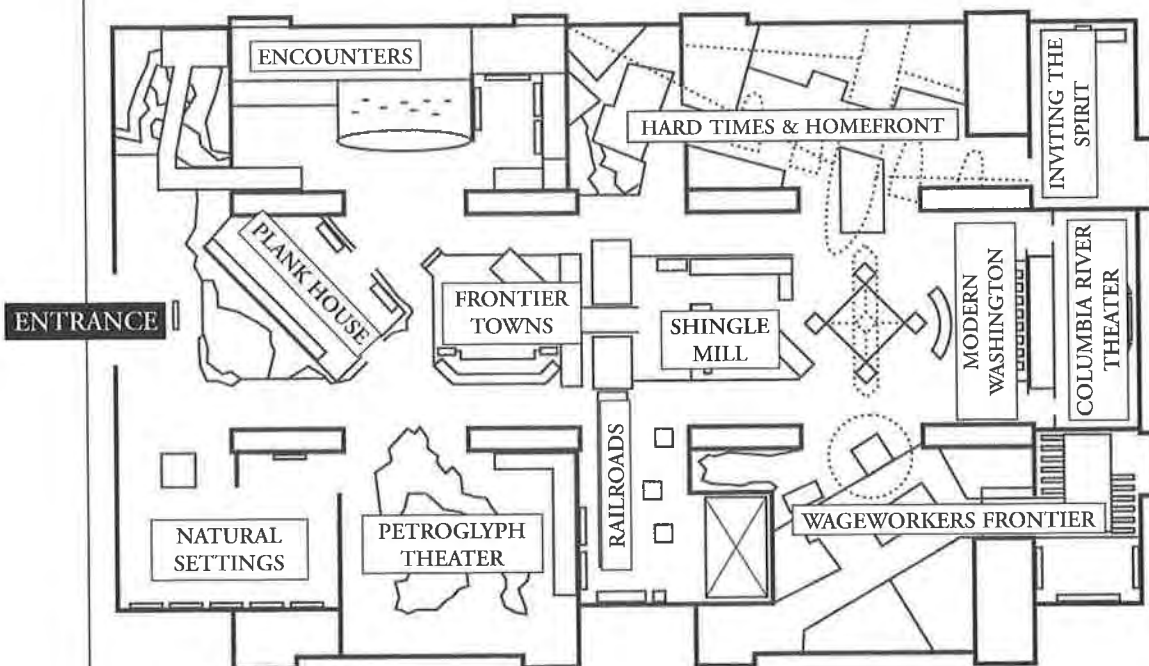
TIPS FOR USING THE EXPEDITION NOTES:

- ❖ Select the difficulty level (I,II,III) that is most appropriate for your students
- ❖ Don't assign more than two different activity sheets per student
- ❖ Disperse the topics throughout your student groups (*for example:* Group 1 does Natural Settings; Group 2 does Native Heritage; Group 3 does Encounters, etc.) This helps disperse the student groups throughout the exhibit hall, prevents overload, and allows for topical review and reporting by each group when back at school.
- ❖ When searching for answers, students must use a variety of sources (i.e. audio, video, text, photo flipbooks, artifacts, and gallery interpreters)

FINDING YOUR WAY AROUND WASHINGTON



FINDING YOUR WAY AROUND THE EXHIBIT



MAPPING WASHINGTON

Use this blank map of Washington for the suggested activities on pages 18, 19, and 76. Students may also use it as a base for mapping such Washington features as mining and other historic sites, birthplaces, population centers, natural resources, and historic throughways.



STORIES OF WASHINGTON

Familiarize yourself, your chaperones, and your students with this pocket-sized exhibit map.

There are many paths through the exhibit, with each area being dedicated to a particular theme in Washington history.

Before Visiting TRY THIS

Have your students bring in artifacts from home that date to pre-1950. Try to match the items with a suitable exhibit area. To help the students learn more about each area, use the table of contents at the front of the Guide.

Ask these questions:

- ❖ What is the object?
- ❖ Who made it?
- ❖ What was it used for?
- ❖ What story can it help tell?
- ❖ In what exhibit section would you place it?