## Washington State CBA: Dig Deep

4th-5th

Individual Culminating Activity

Meets Social Studies EALR

**History:**

2.1.1 Compare and contrast ideas in different places, time periods, and cultures

3.2: Understands the interactions between humans and environments.

4.1 Understands historical chronology.

4.2: Understands and analyzes the causal factors that have shaped major events in history.

Geography

**Reading:**

1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.

1.3.1 Understand and apply new vocabulary.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text.

2.1.7 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text.

3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

**Writing:**

1.2 Student uses style appropriate to the audience and purpose

2.2 Student will learn to write in a variety of forms and for different purposes

4.1: Analyzes and evaluates others’ and own writing.

The following lesson may be used as a culminating activity to satisfy the Dig Deep CBA for 4th/5th graders.

***Overview***: Students will take the perspective of a member of the Denny Party that arrived in the Alki area in the 1850’s. They will write a letter to a friend or family member living in Illinois, as they describe the tools, games, methods of transportation and the people that they encounter on a daily basis. Included in the letter will be at least three different artifacts from the time period and their uses.

In order to accomplish this task, students will complete a timeline of important facts and events from the late 1800’s. They will analyze artifacts, primary documents, and secondary sources from the Museum Heritage Trunk and complete lessons that will help them better understand what it was like to have lived in the Alki/Seattle area during this time period.

***Essential Question*:** How do the artifacts from the Museum Heritage Trunk reflect the culture of Washington State in the late 1800’s? What do the artifacts tell us about the similarities and differences between the two cultures living in the area at that time?

***Central Guiding Questions*:** What things were necessary for the early Pioneers to settle the city of Seattle? How did the Native Americans of the region help the pioneers in this effort? Who were the key figures involved in the establishing of the city of Seattle?

***Background Information:*** The Museum Heritage Trunk contains artifacts, photos, and primary documents from the earliest days of Seattle. This lesson is a culminating assessment piece that asks students to write a letter from the perspective of someone living in the area at the time and to create a timeline showing the chronological sequence of the important events that lead to the establishment of the city of Seattle. Students will have analyzed the materials in the Heritage Trunk through a series of lessons and will have practiced creating a time line as a whole class. The Dig Deep Documentation offers checklists and graphic organizers that will help students evaluate their own work and to successfully complete the project.

Primary Sources Include:

* artifacts from Museum Heritage Trunk
* ledgers and documents from Trunk
* photographs of time period

Other materials:

* Dig Deep Rubric
* Dig Deep Checklists
* strips of paper for timeline

Secondary Sources Include:

* Books from Museum Heritage Trunk
* A Brief History
* Welcome to the Green Land Reader’s Theater

***Instructional Activities:***

Because this is a culminating activity, students should have already had ample exposure to the artifacts and documents in the Log House Museum Heritage Trunk. The lessons in this binder are suggested in order to give the appropriate background knowledge.

The assignment:

Part 1:

Pretend you are a member of the Denny Party, living in Seattle in the late 1800’s. Please write a letter to a friend or family member still living in Illinois. Describe the geography, the tools and the people that are living in the area. Please use evidence from artifacts or primary sources to develop a historical account of that time period. Include at least three artifacts and their uses in your letter. You may use any information from the Museum Heritage Trunk in order to complete the assignment.

Part 2:

Using available resources such as the document “A Brief History”, artifact descriptions and appropriate text, you will create a timeline that begins with the arrival of the Denny Party at Alki and ends with the Battle of Seattle. The timeline should include important events and milestones that occurred in the late 1800’s.