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SEATTLE'S WATERFRONT HISTORY CURRICULUM



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THIS PROJECT WAS MADE POSSIBLE BY:

DEPARTMENT OF ARCHAEOLOGY AND HISTORIC PRESERVATION
SEATTLE OFFICE OF THE WATERFRONT AND CIVIC PROJECTS
PORT OF SEATTLE



SEATTLE WATERFRONT HISTORY CURRICULUM

VIRTUAL TOURS SEATTLE MUSIC/LGBTQ+ LESSON SUMMARY

Inquiry Description

This lesson will have students complete a virtual tour using HistoryLink.org Walking Tours. While this lesson is intended to be used for the [Pioneer Square Music](#) tour, but is also easily adapted to be used for the [Pioneer Square LGBTQ+ History](#) or other tours that are available on the site.

This lesson will have students go through a self-guided tour of the history of music in the Pioneer Square/ Seattle Waterfront district. In this lesson students will read sources and analyze images to answer the question “What is the unique history of a city?”

Standards

Washington State Social Studies Standards

- SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event
- H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.
- H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by technology and ideas
- H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events

Learning goals/ Objectives

At the end of this lesson students will be able to:

1. Read secondary sources to find information about the history of a city
2. Find key details in source material
3. Analyze images about important sites on a virtual tour
4. Develop questions about the history of a city
5. Use information and cite information correctly to answer a question about the history of a city
6. Use the tour template to create a tour of their community

Focused Inquiry

Compelling Question: What is the unique history of a city?

Staging the question:

Students will brainstorm what makes the history of Washington state and their city unique. This can be done individually or in groups. The purpose of this is to have students share what they know about the state and their community.

Teachers should encourage the students to share what they know. This is a bit of a show and tell of the things and are outside of the textbook or what they have covered so far in the class. Teachers could narrow the scope of the conversation to pop-culture, sports, National Parks, famous people, etc. This might get students to think of how important and differentiated the history of Washington is.

Teachers could collect the ideas onto a word wall or anchor chart.

Supporting question(s): *Pioneer Square Music*- In what ways was music important to Seattle? *Pioneer Square's LGBTQ+ History*- How can a social movement change a city?

Formative Performance Task:

Students will be using the internet to go on a self-guided virtual tour using the HistoryLink.org tours link. The structure of this lesson could be used for either the "Pioneer Square Music" tour or the "Pioneer Square's LGBTQ+ History" tour. Teachers will need to adjust the Supporting Question for the tour that they want the student to explore. For the purpose of this lesson both questions will be added to the student handout.

Students will explore the tour and take notes (Student Handout #1) on 5 sites from the tour. Pay attention to important people/ events, image analysis, and questions that students have about the location.

When students complete the notes they will use the information to answer the supporting question, *Pioneer Square Music*- How important is music to the history of Seattle? Or *Pioneer Square's LGBTQ+ History*- How did a social movement change a city? Students should use direct evidence from the tour to support their answer.

Featured Source(s):

- [Pioneer Square Music](#)
- [Pioneer Square LGBTQ+ History](#)

Argument:

Students should use information from the virtual tours to answer the supporting question for the chosen tour. *Pioneer Square Music*- In what ways was music important to Seattle? Or *Pioneer Square's LGBTQ+ History*- How did a social movement change a city? Students should use appropriate evidence from this lesson and well thought out reasoning to support their answers.

This could be in written form, in a presentation, or in a creative one-pager.

Take informed Action:

Students will create a tour that shares the unique history of their community. Some ideas could include but are not limited to:

- The history of the school(s) in their community
- The history of popular restaurants

- Pop-culture (music, movies, books, TV)
- Social Movements
- Major events- Natural disasters, changes to infrastructure, etc.
- Sports
- Famous people

Students should create their tour in such a way that an authentic audience could engage with it.

Possible resources for the tour

- HistoryLink.org
- [Washington State Archives](http://WashingtonStateArchives.org)
- [Washington State Library](http://WashingtonStateLibrary.org)
- [Washington State History Museum](http://WashingtonStateHistoryMuseum.org)
- [Legacy Washington Project](http://LegacyWashingtonProject.org)
- Local college/ university archives
- [Digital Public Library of America](http://DigitalPublicLibraryofAmerica.org)

Teacher Note: Teachers should review the podcast oral histories from the tours to make sure that they meet the community expectations or your school. The oral histories are personal stories that are about the lived experiences of the individuals and may contain language and/ or content that is not appropriate for all students.

Student Handout #1

Name:

Virtual Tour Notes Sheet

Directions: As you go through the HistoryLink.org Tour review at least 5 sites on the tour. Take notes and complete the chart below. When you are completed, use the information to answer the question *Pioneer Square Music*- In what ways was music important to Seattle? Or *Pioneer Square's LGBTQ+ History*- How did a social movement change a city? You will need to use specific evidence from the tour to support your answer

Site Location	Key Details from the reading	Important people/ historical events	What do you notice about an image(s) of the site?	What questions do you have about this site?