



During the visit to the exhibit

Essential Question Objectives

- EQ: How does the information from the exhibit answer your question?
- EQ: What information is missing from the exhibit that would help you answer your question?

At the end of this lesson students will...

- Review the behavior expectations.
- Use the exhibit to answer their question.
- Have an understanding of what groups or events are not included in the exhibit.

Materials

- Behavior Expectations
- Exhibit Vocabulary
- Notes sheet
- Formative Assessment 1/2 sheet

Standards

Common Core Reading

- CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

Common Core Writing

- CCSS.ELA-LITERACY.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

State Social Studies Standards

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



Activity

Do Now

- ❑ Review Behavior Expectations with students and answer any questions that they may have.

In the classroom

- ❑ Hand out the note sheets and have students attach their finalized questions and predictions to the notes sheet. Students may want to use clipboards while they are in the exhibit.
- ❑ Share the vocabulary list with the students.
 - ❑ You may want to attach the lists to the wall near the exhibits.
 - ❑ This may help students as they are reading the posters.
 - ❑ *PLEASE DO NOT ATTACH THE LISTS TO THE POSTERS.*
- ❑ Escort students to the exhibit.

1889 Exhibit

- ❑ Have the students explore the exhibit.
 - ❑ If you want the students to go in chronological order, have them begin on the left hand side of the room (Swedish Indian).
- ❑ While they are in the exhibit have them take notes on their individual sheets focusing on key details of each segment of the exhibit and how those details can help them answer their focus question.
 - ❑ It may be helpful to have students do this process in pairs. They could explain their focus question to partners, then talk through each display segment and what key details relate to the focus question.
- ❑ IF COMPUTERS/ CHROMEBOOKS ARE AVAILABLE: Have two or three set up in the room and have the student explore the timeline from the Legacy Washington project “The March to Statehood 1881-1889”
<https://www.sos.wa.gov/legacy/timeline/timeline.aspx?s=1881&e=1889>
- ❑ When each person/pair has spent time analyzing and taking notes at each display segment, they should spend time contemplating how the display as a whole helps answer their focus question, and in what ways it does not fully answer it (the last part of the note sheet).

Formative
Assessment

1889 Exhibit

- ❑ Have *each* student complete the half sheet of paper at the end of class
 - ❑ This will help to set up the post-exhibit activity

Behavior Expectations	1889 Secretary of State Exhibit
BE SAFE	Move and interact with others appropriately; treat the exhibit with care;
BE RESPONSIBLE	Complete all tasks & assignments; ask questions; take advantage of this unique learning opportunity
BE RESPECTFUL	Follow teacher directions; respect ideas of others; exhibit common courtesy
BE ENGAGED	Complete work on time; do your best, always



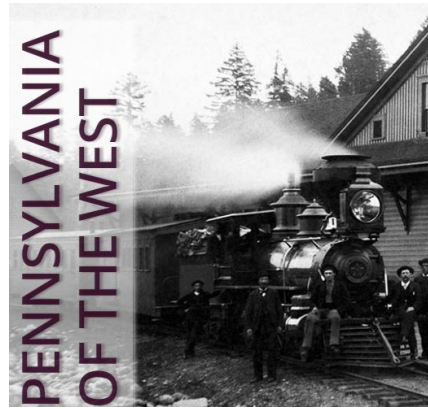


Exhibit Vocabulary



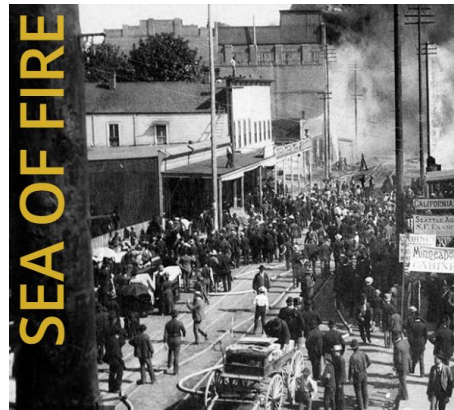
seekers	searchers (for something)
so-called	(what people commonly call a/not really a)
fertile	life-giving
profitable	money-making
plentiful	(existing in very large amounts)
railroads	(sets of steel tracks for trains)
territory	(land area owned or controlled by someone)
a mere	only a little
had soared	had flown (beautifully)
territorial	land-based
transformation	change
boomtowns	(cities with lots of energy and money)

countrymen	other people who live in the same country
perils	dangers
exodus	leaving/quitting (of a large number of people)
journey	trip
harbor	safe place (for boats)
blacksmith	(worker who makes horseshoes, metal objects, etc.)
blazed	burned/created
legacy	(something given to future people)
descendants	(children, grandchildren, etc.)



exclusion	(when something is kept out or not included)
immigration	(entering into a country)
resented	disliked (because of mistreatment)
occupants	people (who are living in a building, etc.)
incident	event
particularly	especially
prevalent	common
approximately	about
employees	workers
endured	lasted through/tolerated
frigid	very cold
grueling	very difficult
transcontinental	(going completely across a country)
frontier	edge of something/unexplored area
enticed	attracted
temperate	mild/not extreme
majestic	beautiful
thriving	successfully growing
influential	famous and important
journalist	professional writer

promptly	quickly
penchant for	desire for
adjacent	(next to)
lumber	(wooden planks, beams, etc.)
annually	every year
concluded that	decided that
journey	trip
journalists	professional writers
harrowing	stressful and terrible
perilous	dangerous
required	needed/demanded
haul	drag/carry
terrain	land
harshes	ruins (by being loud or angry)
formidable	difficult/impressively strong
stampede	(sudden, wild rush of lots of people or animals)
cumbersome	big (and awkward)
strenuous	difficult
griped	complained
continually	constantly



succumbing	giving in
blaze	fire
urban	city-based
overturned	(turned over/rolled over)
assistant	helper
doused	poured liquid on
bathed	washed/covered
scant	very little
resources	useful things/valuable supplies
stationed	placed/assigned
ravaged	destroyed
emerged	came out/became visible
ignited	(started a fire/caught on fire)
scorched	burned
patron	customer/financial supporter
initially	at first

fled	ran away/escaped
casualty	death
banded together	worked together
reconstructed	rebuilt
in the wake of	after
estimated	guessed (a number)
era	time in history
bustling	hurrying/very busy
disputes	arguments
spectacular	amazing
theorists	people (who try to come up with explanations for things)
vagrants	homeless people
catastrophe	terrible event
and spur	and encourage
transforming	changing



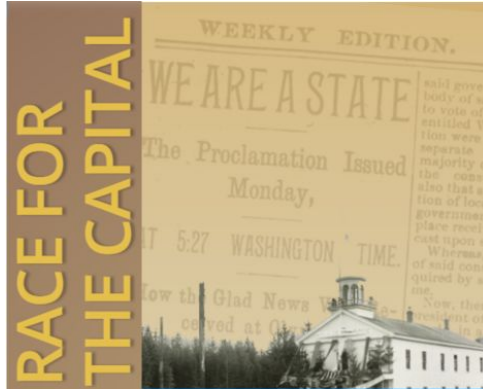
DELEGATES

explosive	(able to explode/very emotional)
delegate	person (who does things for someone else)
populist	(related to what regular, ordinary people like and want)
considered	carefully thought about/believed
cross-section	(thin slice that can be looked at)
entrepreneur	small business starter
captured	(taken prisoner by force)
incarcerated	put in jail
ranked among the	was one of the
tireless	constant/very energetic
thrifty	money-saving
convey	bring across
fundamental	basic
governing	controlling/ruling
principles	rules/ways of thinking
journey	trip
schemes	big plans/layouts/dishonest plans
corporate	(related to big business)

hereafter	after now
controversial	(something that causes arguments between people)
delegates	people (who do things for other people)
singular	amazing/surprising (or: single)
remarkable	amazing and interesting
ambition	desire to do great things
glean	gather
mentors	respected teachers
minimal	(almost nothing/very little)
appointed	selected/hired
marshal	gather together
inconsistent with	not agreeing with/not matching with
chaired	organized/managed
judiciary	(related to judges and the court system)
legendary	famous
denounced	criticized/insulted
comprised	contained/made up
liberty	freedom
avowed	promised



imminent	happening soon	overwhelmingly	almost completely
constitutional convention	(big meeting to create the Constitution)	crusader	(person who tries to improve things or change things)
legislative	law-based	advocated	(fought for/pleaded for)
suffrage	right to vote	suffragists	(people who believe that everyone should have the right to vote)
fraught with	filled with/full of	constitutional	(agreeing with, or related to, the Constitution)
complications	difficulties	resolution	(formal statement about something)
navigation	(driving or flying a vehicle to somewhere/figuring out how to get somewhere)	omitted	left out
moguls	powerful people/ski slope bumps	repugnant	disgusting
acquire	buy/own/receive	principles	ways of thinking/basic truths/rules
encounter with	meeting with	declaration	(official, public statement/document with such a statement)
lobbyists	people (who try to change laws)	petitions	written requests
gutted	(stripped of everything inside)	guaranteed	(promised that something will definitely happen or that something will definitely work as described)
adequate	(good) enough	urging	strongly encouraging
profane	ungodly/ruin	democracy	(system or country where leaders are chosen by votes)
biographer	(writer about people's lives)	considered	thought about/believed
audacity	bold courage	exempt from	(not having to pay/not having to obey)
asserted	strongly defended/strongly expressed	opted to	chose to
perpetual	constant (forever)	referendum	public vote



omitted	left out
failed to	did not
garner	gather
touting	advertising/talking well about
contenders	(people who might win a fight/contest)
barbs	adds a sharp point to

superfluous	unnecessary
accused	(charged with a crime)
corporate	(related to big business)
allegiances	loyalties
opted to	chose to
captured	(taken/took control of)



Notesheet

Name:

Write your question or questions of focus here:

Display
Segment

Notes:

How related to my question?

**The Swedish
Indian**

**Pennsylvania
of the West**

Sea of Fire



Delegates

**The Rising
Star**

**Race for the
Capital**

What answers to my focus question have I found, and what information do I still need to fully answer the question?



EXIT TICKET

Name:

How well did the exhibit help answer your question?
GOOD *OK* *NOT AT ALL*

If you answered "OK" or "Not at all" what other information did you need?

What groups/ events/ locations/ people were not included, but should have been?

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