

LESSON - Learning About Ethnic Communities Located Along a Specific Heritage Corridor or Region of Washington State

[using one of NW Heritage Resources' cultural heritage tour guides of Washington; it may also be helpful to have a map of Washington state on hand]

Learning Objective: Students will demonstrate an understanding of the different ethnic communities that can be found along a specific heritage corridor (route or region) of Washington state and why they are located there.

Lesson Summary: Students use one of NW Heritage Resources cultural heritage tour guides of Washington to help them learn about different ethnic communities that are found along a specific heritage corridor (or region) of the state. They also use the guide to help them understand why these ethnic communities have come to be located in this region.

Lesson Outline

1. Students are given a copy of one of NW Heritage Resources' cultural heritage tour guides for Washington. They are asked to look through the guide book (text pages, maps, CD track listings, and other information), and to listen to some of the CD recordings.
2. While the students are reviewing the content of the tour guide – text, maps, and recordings – they are asked to make a list on a piece of paper of 6 people or groups of people, that they find along this particular heritage corridor or region in Washington, and the different ethnic heritage that those 6 people or groups represent. **For example:** *Huong Viet Performing Arts Group* – Vietnamese [Some ethnic backgrounds will be easier to identify than others] Students can list more than 6 if there is time.

[In the case of the *Cascade Loop Heritage Tour – South* guide, for example, they will find: Native American (Snohomish, Skykomish, Wenatchi – some of these are historic, and are not now living in this area of WA state), Latvian, Vietnamese, Norwegian, Mexican American, Czech, German/Bavarian (even though there are people of German/Bavarian heritage living along this route, there are also people who practice Bavarian art forms and traditions even though they aren't themselves Bavarian – such as Bob Johnson the alpenhorn player) Armenian, Scottish, Anglo-American, Dutch, Swedish. Can you guess some people's ethnic heritage by their last names?]

3. Students are then asked to locate where the people or groups of people who are of these ethnic backgrounds are located along the heritage corridor (route) in the cultural heritage tour guide. They can use the maps in the cultural heritage tour guide, a Washington state map or both. Students will either write the names of the towns (or other locations) next to the corresponding people and ethnicities that they had earlier listed on the piece of paper or they will indicate the location of each person and ethnic group on their list by pointing to the place where they can be found on the map. [They can also be asked to do both – to reinforce map using skills]

Questions for discussion:

Based on what you have read or listened to of the tour guide, can you suggest reasons why this ethnic group would be located in this part of Washington state? From what you've learned from the local histories you have read in the guide, have the ethnic communities of this region changed over time?