

LESSON: Learning About Occupational 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 Objectives: Students will demonstrate an understanding of the occupational (work) 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 occupational (work) traditions or 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 occupations 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 different kinds of jobs or work they find that people do along this particular heritage corridor or region in Washington. **For example:** *fruit orchardist*. Students can list more than 6 occupations if there is time. [In the case of the *Cascade Loop Heritage Tour – South* guide, for example, they will find: railroad fireman/ engineer, dairy farmers, Boeing aerospace workers, loggers, musicians, dancers, woodcarvers, Search and Rescue workers, river rafters, skiers and ski area workers, mural painters, metalworkers, fruit orchardists, vintners, horse outfitters, forest service workers, wool carding mill operators, fishermen, antique store owners, crop farmers, decorative painters (Norwegian rosemaling), sawmill workers, knife maker, logging show performers, candy maker, luthier, restaurant owners, knitter, hydroelectric dam workers, Coast Guard officer, historians]
3. Students are then asked to find where the people who have these occupations 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 occupations that they had earlier listed on the piece of paper or they will indicate the location of each occupation 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]

Question for discussion: Based on what you have read or listened to of the tour guide, why do you think this occupation is located in this part of Washington state?