

**COURSE TITLE:** EXPLORING SEATTLE'S CULTURAL SITES

**WA CLOCK HRS:** 50

**NO. OF CREDITS:** 5 QUARTER CREDITS  
[semester equivalent = 3.33 credits]

**OREGON PDUs:** 50

**PENNSYLVANIA ACT 48:** 50

**INSTRUCTOR:** Peter Chausse  
walkportland@msn.com

#### **COURSE DESCRIPTION:**

In this diversified driving tour experience, you'll make your way to at least 30 cultural and historic sites in the Seattle Metro Area, where you'll discover cultural museums, historic sites, beautiful cultural gardens, and a blend of the area's visual and performing arts. Along the way, you'll develop dozens of ideas for bringing the study of Seattle's culture to your students, both in the classroom and on field trips.

This course is appropriate for teachers of all subjects, grades K-12. Upon registration with the Heritage Institute, the instructor will send the course manual free of charge. Choose and read an additional text resource from the annotated bibliography on pages 8 & 9 of this syllabus.

The Co-Instructor for this course is Jake Gordon, M.S. Ed.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. Learned the cultural history of Seattle, from the Native Americans tribes that once inhabited the area, to pioneers and the story of the Gold Rush.
2. Discovered the significance of European, Asian and African Culture in Seattle, past and present.
3. Explored the variety of visual and performing arts in the Seattle area, and how art helps shape the culture of the Metro area today.
4. Learned the history of aviation in Seattle, with visits to several aviation museums and historic aviation sites.
5. Understood the importance of remembering the past, by visiting several memorials in the metro area (War Memorials, Firefighter Memorial) and historic cemeteries.
6. Become familiar with the importance of science, technology and transportation in today's modern society with visits to the Museum of History & Industry, The Pacific Science Center, the Burke Museum of Natural History & Culture, and other museums.

#### **COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

#### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

#### **UNIVERSITY QUARTER CREDIT INFORMATION**

##### **REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

#### **CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor

numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

Instructional manual from the Instructor. One additional text required **selected from** the annotated bibliography. Cost depends of book selection.

None. All reading is online.

### **MATERIALS FEE**

• The materials packet can now be acquired from the instructor via email at no cost. After registration, please contact Peter Chausse at [walkportland@msn.com](mailto:walkportland@msn.com) to acquire the materials.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1:**

Read the articles in the workbook. These articles, which focus on background information for each site, will provide insight into the city's culture. Respond to focus questions about the articles by writing short paragraph answers.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #1".

#### **Assignment #2:**

Search for pertinent materials available to you in your school library, Education Service District and/or local library. Compile an annotated bibliography to submit to the instructor.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #2".

#### **Assignment #3:**

Complete a web search of available web sites concerning any of the sites or topics involved in this study that may be appropriate for your personal studies and/or for future student use and submit an annotated list to the instructor.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #3".

#### **Assignment #4:**

As you travel to 30 of the sites in the Driving Tour:

Record what you actually find at each site in the "Field Journal". The Field Journal will ask you to compare what you read about each site in the above mentioned workbook to what you actually find by writing a paragraph or two about each site – Also, the field journal asks for pictures, pamphlets, maps and notes about other pertinent information to confirm actual site visits.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #4".

#### **Assignment #5:**

Give your impression of each site and make teaching suggestions.

Discuss how the site could be used to expand your teaching regarding any curriculum area.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #5".

**Assignment #6:**

After you have completed all your site visits, discuss the sites that were most valuable to you, and put together ideas that might work best for your students.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #6".

**Assignment #7:**

Read one of the books listed in the bibliography. Then, write a 2-3 page report summarizing the highlights of the material, and how it applies to your teaching assignment.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #7".

***This completes the assignments required for Hours.***

***Continue to the next section for additional assignments required for University Quarter Credit***

**ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT****B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

**Assignment #8: (Required for 400 and 500 Level)**

Utilizing the format provided in the workbook, your completed Field Journal and any other information gathered on your site visits, create a series of at least five classroom or field based lessons. The lessons may include student work and can focus on museums, gardens, memorials, historic homes, historic sites, cemeteries, art works, or any other portion of the curriculum that would be appropriate. State the topic, grade level, learner outcomes, procedure, disciplines to be integrated and assessment techniques to be used.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #8".

**Assignment #9: (Required for 400 and 500 Level)**

Implement the unit of lessons with students. Write a summary of the lessons as described in the workbook.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #9".

**Assignment #10: (500 Level ONLY)**

In addition to the 400 level assignments, complete **one** of the following:

**Option A)**

Write 2-3 pages comparing and contrasting the sites you visited in this course with your community. Discuss how these ideas can be implemented close to your school.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #10A".

OR

**Option B)**

Prepare a photo-journal/display of the sites visited in this course for use within your teaching setting. Discuss how you will use the project with a statement of:

- How the display will integrate with current curricula.
- Timetable for when it will be used.
- Description of student learning outcomes.
- How you will assess the effectiveness of the project

Size of photo-journal/display to be discussed with and pre-approved by the instructor.

**Send to instructor:** [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #10B".

OR

**Option C)**

Another assignment of your own design with prior approval of the instructor.

**Send to instructor: [walkportland@msn.com](mailto:walkportland@msn.com) Subject line to read "Seattle's Cultural Sites #10C".**

### **C. INTEGRATION PAPER**

Assignment #11: (Required for 400 and 500 Level)

#### **SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments.)**

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"**

#### **INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

#### **QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Peter Chausse, B.S.** is a former elementary school teacher, who has specialized in teaching his students about trees, plants, urban parks and natural areas.

Before beginning his teaching career, Peter earned a degree in Forestry from the University of Maine. His training included coursework in Dendrology (tree identification), Forest Management and wood product usage.

In the early 1980's, Peter worked for the U.S. Forest Service in the state of Washington, where he focused on tree identification and scientific observations. Since 1994, Peter has taught a course through The Heritage Institute titled, 'Studying Portland's Trees' During the course, participants learn how to recognize several dozen tree species as they explore Portland's parks and historic neighborhoods on foot. Ideas for the integration of tree study with math, art, science, literature, writing and social studies activities are presented and discussed.

Peter has had a lifelong love of trees, and is eager to help you acquire more tree knowledge. He is also dedicated to helping you bring this information to your students in fun and meaningful ways.

#### **Co-Instructor:**

Jake Gordon, M.S. Ed., graduated from Western Oregon University. He became a teacher due to his desire to share the world with his students and give them the skills needed to explore and understand the world around them.

In 2017 Jake took an academic sabbatical to pursue his graduate studies. He moved to Germany and completed a year of graduate studies at the world-renowned American Studies Leipzig Institute at the University Leipzig. With an expanded worldview and knowledge base, Jake returned to Oregon, where he earned an M.S. in Social Studies Education from Western Oregon University in June 2019.

He currently teaches social studies and geography at Adam Stephens Middle School in Salem, Oregon. In addition to teaching, Jake is an elected member of the Center for Geography Education in Oregon.

### **BIBLIOGRAPHY**

#### **EXPLORING SEATTLE'S CULTURAL SITES**

Bass, Sophie Frye and Florenz Clark. *Pig Tail Days in Old Seattle*. 1973 Binford & Mort, Hillsboro, OR. ISBN #9780832302060  
This book is an historical discussion of Seattle's history through anecdotal accounts, many of which relate to the cultural diversity of the city.

Chansanchai, Athima. *100 Things to Do in Seattle Before You Die*. 2015. Reedy Press, LLC. St. Louis, MO. ISBN #9781935806912  
This book provides information about a wide variety of cultural and historic attractions in the Seattle area. Background information about each venue provides further insight into Seattle's cultural heritage.

Dorpat, Paul. *Seattle; Now & Then*. 1990. Tartu Publications, Tartu, Estonia ISBN #9780961435714  
This book provides a pictorial history of Seattle, and include captions which focus on the city's history and culture.

Elenga, Maureen. *Seattle Architecture: A Walking Guide to Downtown*. 2007. Seattle Architecture Foundation, Seattle, WA. ISBN #9780961435714

In this book, nine walking tours are outlined, and the architecture from a variety of neighborhoods is interpreted.

Lukoff, Benjamin. *Seattle: Then & Now*. 2015. Thunder Bay Press. San Diego, CA ISBN #9781910496008  
Seattle's past and present is captured through historical and modern photos. Historical and cultural venues are featured and interpreted.

Morgan, Brandt. *Enjoying Seattle's Parks*. 1979. Greenwood Publications, Westport, CT. ISBN #9780933576018  
Historical information is provided relating to Seattle's extensive park system. Historical and cultural attractions found within Seattle's parks are discussed.

Sale, Roger. *Seattle: Past to Present*. 1976. University of Washington Press, Seattle, WA. ISBN #9780295955216  
This book interprets the history of Seattle and the people who established the city. It also provides information about the modern city.

Thrush, Coll & William Cronon. *Native Seattle: Histories from the Crossing Over Place*. 2007, University of Washington Press, Seattle, WA. ISBN #9780295988122

This book focuses on the native people of the region and the development that occurred during Seattle's earliest days.

Warren, James R. *Seattle: 150 Years of Progress*. 2001. Heritage Media Corporation, Dallas, TX ISBN #9781886483521  
This book is a thorough history of Seattle, from its beginnings in 1851 up through the beginning of the 21st Century.

Warren, James R. *King County and its queen city, Seattle: An Illustrated History*. 1981 Winsor Publications, Portland, ME. ISBN #9780897810388

This comprehensive book includes both historical and cultural information about the city through both narrative accounts and photography.

Wyatt, Roberta Frye. *Four Wagons West: The Story of Seattle*. 1993. Binford & Mort Publishing, Hillsboro, OR. ISBN #9780832302947  
This book tells the story of early Seattle pioneers through anecdotal accounts.

## Websites

[www.museumofflight.org](http://www.museumofflight.org) This website provides information about visiting the Museum of Flight.

[www.chihulygardenandglass.com](http://www.chihulygardenandglass.com) Great information about this amazing garden and museum, located at Seattle Center.

[www.pikeplacemarket.org](http://www.pikeplacemarket.org) Information regarding the history and culture of this Seattle icon.

[www.mohai.org](http://www.mohai.org) This website provides lots of information regarding the Museum of History & Industry.

<http://www.empmuseum.org/> This website provides information for the EMP Museum. Experience Music Program is a great cultural museum that examines popular culture.

<http://www.wingluke.org/> The Wing Luke Museum of the Asian Pacific American Experience features a variety of exhibits on Asian Pacific Americans.

<https://www.nps.gov/klse/index.htm> This website provides information about Klondike Gold Rush National Historical Park. It discusses the role Seattle played in the Klondike Gold Rush.

[www.seattleartmuseum.org](http://www.seattleartmuseum.org) This website provides insight into the Seattle Art Museum's collection, and educational opportunities for students.

[www.seattleaquarium.org](http://www.seattleaquarium.org) Here you will find information about the aquarium's living creatures, as well as educational opportunities for students.

[https://en.wikipedia.org/wiki/Tillicum\\_Village](https://en.wikipedia.org/wiki/Tillicum_Village) This website provides information about this historic landmark that focuses on the culture of Native Americans of the Seattle area, past and present.

<http://www.seattlejapanesegarden.org/> This website provides information about the Japanese Garden. The Garden provides a deeper look into Japanese culture and its importance in Seattle's culture.

<http://www.burkemuseum.org/> This website provides information about the Burke Museum of Natural History & Culture.

<https://www.nordicmuseum.org/> This website focuses on the Nordic Heritage Museum. Exhibits focus on Nordic culture and art.

<http://www.seattlechinatownid.com/> This website provides resources for learning more about Seattle's Chinatown, past and present. This is a partial list. Dozens of additional websites are listed in the handout.