

# Washington Interactive Quick Start Guide



*If you are new to the program, we suggest reading this entire Guide.  
If you are a returning user, focus just on this What's New Page.*

## What's New

**Decade Events:** Found in both the Student and Teacher Landing Page, the Decade Events section highlights one important event from each decade from 1900-2000. Utilize this resource whenever you feel the event might help lend understanding to a certain concept or wait until you finish all the geographical sections before studying the Decade Events.

**Animals of Washington:** Found in the Teacher Landing Page, this section highlights birds, fish, mammals, and marine mammals found in Washington, and it's done so in a fun format where students have to try and figure out which region the animal is found in. This is best used as a direct instruction technique, where you would project the page to the class, read the description, and try to figure out the answer to the question. This is an excellent beginning of class activity.

**Updated Summary and Discussion:** Found at the end of each geographical region, this is a summary of each of the articles within the region and questions that you can pose to the class. This is only found in the Teacher Landing Page and should be used as direct instruction.

## Using the Quick Start Guide

Teaching is an art. And by no means is this guide a replacement for what a good teacher can do with quality material. Instead, it's meant to give you an idea of how we've taught the class in the past and a general timeline. But as you know, lesson timing is everything. Some things that you think will move slowly, the students pick up on quickly and vice versa.

For the most part, this guide takes one lesson a day, assuming a 45 minute lesson timeframe. But again, this is dependent on you. If you blow through a lesson and you feel the students have the content, feel free to move to the next lesson.

Again, we developed this guide as just a t— a guide, not a step-by-step how-to. We assume you have some knowledge about Washington state, that you preview the material before flipping on the computer, and that you read the *Furtive* chapters before reading them to the class. These are all instructional moves that good teachers make to be prepared when it's time to teach the lesson.

We fully anticipate and **expect** that you pull in different questions, scenarios, pictures, stories, etc. because you need to make this program your own.

We encourage you to make time for the Student Challenges, Animals of Washington, and Decade Events. These are extra resources for you to utilize.

We wish you the best, and we're always looking for feedback.  
[geographyofwashington@gmail.com](mailto:geographyofwashington@gmail.com).

Regards,  
***WA INTERACTIVE TEAM***

## Getting Started...

This guide will help you become more familiar with each of the program's components and how they work to prepare you for success.

The **first component** is the student articles, which essentially are the text students will use. These articles focus on the geography, history, civics, and skills within a region of study.

The articles are found on the Student Landing Page.

The regions of study include: The North Cascades, Upper Northwest, San Juan and Whidbey Islands, Strait of Juan de Fuca, Olympic Peninsula, Willapa Hills, Columbia Gorge, Columbia Plateau/Okanogan Highlands, and the Blue Mountains.

We created the articles around geographical regions and chose not to use the traditional linear timeline approach. We found that studying our state by region better keeps students interested.

The student text is all digital.

Students read the material digitally. Gone are the days of the textbook. Students read content on their devices.

## Understanding The Process

Once you purchase the program, you'll be given student logins. Assign those logins to your students as you see fit. In order for students to login, they go to:

[www.sspublishing.org](http://www.sspublishing.org) and click on **Student Login**. and enter their credentials.

Depending on how your account was set up, students may have individual account logins or one general login that all students use. This page is called the **Student Landing Page**.

As the teacher, you will receive (via email) a separate private login to the Teacher Landing Page. This login **should not** be shared with your students. This page looks similar to the students', and you can use it when you are projecting your screen and teaching. It also includes the links to the *Furtive* chapters that the students don't have as well as other resources.

You received a link to all the assessments and answer keys with your initial email. Though the majority of this curriculum is digital, some physical pages are necessary because we've found that they help with the concepts (e.g., mapping). You will want to print out and copy the Initial WA State Map, found on the Teacher Landing Page and the last page of this guide.

Once students have their logins and their initial printed map, they are ready to begin. You should spend **considerable** time in the GEOGRAPHY and FOUNDATIONS sections of the student articles. (Note that the articles are not numbered in traditional page numbers, but by section number).

You can also give assessments after covering the Foundation lessons. See the assessment file you downloaded for further details.

READ FURTIVE: *Furtive* is the companion novel that corresponds with the regions of study and whets the students' appetite for learning. As you are studying the GEOGRAPHY and FOUNDATIONS lessons, we recommend reading the prologue after the students have completed a couple of articles. Then, have the students complete another couple of articles and read Chapter 1. After completing that, have students complete the last of the GEOGRAPHY and FOUNDATION lessons and read Chapter 2.

You can always find out which chapters to read and when in *Furtive* at the Teacher Landing Page and on pages 5 and 6 of this guide.

**\* Note: If you've purchased the *Furtive* novel (physical book) for each student, we recommend collecting them after reading the corresponding chapters, as you don't want students reading ahead!**

Once you have taken the students through all of the GEOGRAPHY and FOUNDATIONS articles, students are ready to start to learn about the specific geographical regions and read more from *Furtive*.

So now you're ready to start the first region: **The North Cascades**.

Students log in and go to the Student Landing Page and scroll down to student articles. They should choose the first link, **The North Cascades 1.0**. It's important that you highlight the learning target and success criteria of the article. Additionally, many of the articles have **bold text** that indicates an important word, and it's worth having discussions around the vocabulary word or phrase or have students look the vocabulary up or keep a journal of key vocabulary they encounter.

Students can read the article individually or follow along as you read or as the narration does. Once you finish the article, you can elect to discuss what you've read or have students complete the exit ticket/discussion/question.

Depending on the region of study, you may have up to ten corresponding articles. Once you finish reading all of the related articles (For example - the first region, The North Cascades, has three articles), it's time to have students take the assessment. Each regional assessment is based upon all the articles in that region. You can elect to give the assessment open notes or not.

Once the students finish the assessment, it's time to look at the Picture Galleries. Each picture has a description that's a good starting point for further discussion. You and the students can access the Picture Galleries via the Landing Page.

We recommend that you go through and guide the students in the Picture Galleries. There are great opportunities for dialogue here, rather than just assigning students to blow through the Gallery quickly and take the assessment. After reading through the Picture Gallery (preferably together), give the assessment, which is based on the material that the particular Gallery covered.

After the Picture Galleries, we like to give the Map Skills Assessment or use it as an in-class activity. Either way, it gives students a chance to practice their geography and map reading skills. There is a Map Skills Assessment for each geographical region.

And lastly, you'll read the corresponding chapter(s) in *Furtive*. By reading the articles and going through the Picture Gallery first, students will have some background when reading/listening to the novel. You will find that the *Furtive* storyline will be highly engaging for the students. There is also an assessment on the *Furtive* chapters as well if you would like to give an assessment over the chapter(s) reading.

Finally, it's good to revisit key information about the region by utilizing the Summary and Discussion link found in each region of study (only on the Teacher Landing Page). This is meant for direct instruction and is a good review to review with students. It will also give you additional questions to pose to students.

The process of reading the student articles, viewing the Picture Galleries, doing the Map Skills, reading *Furtive*, and reviewing the overall information in the summary is repeated for each region of study.

### **Furtive Books and Chapters**

For Furtive I, here are the chapters and when you should read them.

**Prologue, Ch. 1, Ch. 2:** Read as you're going through the geography and foundations sections.

**Chapters 3 and 4:** Read after studying the North Cascades.

**Chapter 5:** Read after Upper Northwest

**Chapter 6:** Read after Puget Sound Lowlands.

**Chapter 7:** Read after San Juan / Whidbey Island

**Chapter 8:** Read after Strait of Juan de Fuca

**Chapter 9:** Read after Olympic Peninsula

**Chapter 10:** Read after Willapa Hills and Columbia Gorge

**Chapters 11, 12, 13:** Read after Columbia Plateau/Okanogan Highlands

**Chapters 14 - 19, and Epilogue:** Read after Blue Mountains

## **Furtive II Chapters**

For Furtive II, here are the chapters and when you should read them. You will need to purchase DLC-1 in order to view.

**Prologue, Ch. 1:** Read right away

**Chapters 2-5:** Read after DLC 1.0 and DLC 1.1

**Chapters 6-7:** Read after DLC 1.2 and DLC 1.3

**Chapters 8-13:** Read after DLC 1.4

**Chapters 14 - 21, and Epilogue:** Read after DLC 1.5

---

## **Furtive III Chapters**

For Furtive III, here are the chapters and when you should read them. You will need to purchase DLC-2 in order to view.

**Prologue, Ch. 1:** Read right away

**Chapters 2-5:** Read after DLC 1.0 and DLC 1.1

**Chapters 6-7:** Read after DLC 1.2 and DLC 1.3

**Chapters 8-13:** Read after DLC 1.4

**Chapters 14 - 21, and Epilogue:** Read after DLC 1.5

*Next up: Day Planning*

## Day 1:

**Overall, you want students to begin to think about Washington state and learn the directions of a compass. You also want students to familiarize themselves with the Student Landing Page.**

Assuming you've set up your room with at least one section of wall dedicated to the time periods students will be studying (see the Time Breakdowns Page on **page 19 and 20** of this guide) and that students have a physical copy of the WA INTERACTIVE BLANK MAP, (**the last page of this guide**) you're ready to get started. We would also recommend that you have a large WA Map in your classroom.

Brainstorm with the students what they think they know about Washington state. That can be facts (ie., we have the Seattle Seahawks) to areas or places the students have been.

Ask where each of the students was born, and their parents, and so on. If their parents were born in Washington, you might consider putting pins on the map that show that information.

Before handing out the WA INTERACTIVE BLANK MAP, give the students a blank piece of paper and have them attempt to draw the border of the state and anything they can think of that they could label (ie., Columbia River). Share those with each other and have students put their map in a folder or binder.

Have students log in to their devices (assuming you've given the students their credentials) and take a few minutes to have them explore the Student Landing Page. You should have your Teacher Landing Page projected as well so students see that your screen is nearly identical to theirs. (Do not give out your credentials or have students access the Teacher Landing Page).

Have students go to the first geography lesson, the **Geography Intro**, and discuss the learning target and the uses for a compass, a device invented by the Chinese 2000 years ago. Review direction. It always helps to have students know which wall of the classroom is north, south, east, west. Many teachers have their walls labeled as such. Have students complete the questions at the bottom of that article.



## Day 2:

**You want students to understand longitude, latitude, and GPS and to be proficient in finding GPS coordinates within Google Maps.**

Begin a discussion about longitude, latitude, and GPS by asking students if anyone knows what those are and what they might be used for.

Have students log in to the Student Landing Page as well as you login to the Teacher Landing Page and go to the geography lessons, specifically to **Geography 1.0**. Once there, read and discuss the information, stopping when appropriate.

Have students go to Google Maps ([maps.google.com](https://maps.google.com)) and find the GPS coordinates for various things in Washington state. State parks and landmarks (like the Space Needle) are good places. This is a good time to have students set up their own WA MAP digital map using Google Maps ([mymaps.google.com](https://mymaps.google.com)).

Have students show you their answer for the Exit Ticket.

## Day 3:

**Discuss landforms thoroughly. Because the Picture Galleries include so many landforms, it will be important for students to be able to identify them when they see them.**

Before beginning any content, explain to the students that they or you (through read-aloud) will be reading a novel that accompanies the things they are learning. This novel is called *Furtive*.

*(At this point, it is assumed you've downloaded the book, found by scrolling down on the Teacher Landing Page, and are projecting it as you read or are reading it as a read-aloud, or you purchased the physical book and are reading from that.)*

**Read The Prologue and have a discussion about it.**

*Tip: If you have physical copies of Furtive that you've handed out, collect them back, as you don't want students reading ahead.*

Have students log in to the Student Landing Page and you to the Teacher Landing Page. Navigate to student articles and to the student article, **Geography 1.1**. Take a large chunk of time to discuss each landform and see if students can identify landforms they might know about in Washington state.

If time allows, have students search for landforms in Washington state and share what they find. Then, have students complete the exit ticket.

**Day 4:**

**Today is about continuing to set the stage for *Furtive* and learning about coastal erosion.**

Read *Furtive - Chapter 1* and discuss.

Have students log in to the Student Landing Page and you to the Teacher Landing Page. Then, have them navigate to the student article, **Geography 1.2**. This article is about coastal erosion, which plays a large role in Washington's history.

Read and discuss the terms and have students do a search on coastal erosion, tidal erosion, etc. and walk around the room looking at the different examples they find on their devices.

Complete the Exit Ticket.

**Day 5:**

**Today is a combination of using the world map and the counties map and making sure students understand relative size and location.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to the student article, **Geography 1.3**. This is the world map. Spend considerable time here, asking students to find various places you choose. The goal is for students to be somewhat proficient at navigating the map.

Once you've finished the exit ticket from Geography 1.3, move to **Geography 1.4**, which deals with counties. Explain what a state county is and ask students questions about the counties, such as "What counties border water?"

Have students complete the exit ticket from Geography Lesson 1.4.

## Day 6

**Learning about Washington's many rivers is your goal for today.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page. Then, have them navigate to the student article, **Geography 1.5**. This is the last of the Geography Lessons. Today's lesson is about rivers.

Take considerable time going through the key terms and have students search some of the rivers listed to get an idea of what some of the rivers look like. Ask questions like, "What rivers are north of Wenatchee?" or "Which rivers flow into the Columbia?"

Next, have students take out their WA INTERACTIVE MAP and carefully draw in the two largest rivers in our state, the Columbia and the Snake. You could also have students draw more rivers should you want to, especially if there are local nearby rivers. Have students complete the exit ticket.

## Day 7

Let students know that today you're moving into the Foundations Lessons. These are important as they will help students once you begin the Geography Regions.

Have students log in to the Student Landing Page and you to the Teacher Landing Page. Then, they can navigate to student articles, **Foundation 1.0**, which introduces students to Washington state.

Read (or use narration) for this section, pausing when you feel you need to in order to clarify or ask questions.

Review and talk about *Furtive*, what you've already read (Prologue, Chapter 1) and then read Chapter 2 and discuss.

## Day 8

**Spending considerable time with chronology today is important!**

*This is arguably the most important lesson thus far...*

Because the curriculum is based and taught through geographical regions, students don't learn the material in a linear fashion. This may seem counterintuitive, but trust us. In order for students to understand easier, we broke the curriculum into four main time periods. Hopefully, you have a bulletin board somewhere in your room that you can use.

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to the student article, **Foundation 1.1**. Read through both pages and note that it will be important for students to recognize what time frame the article is written in when reading a Student Article.

To give context, have students note on paper or in a journal the different time periods, and certain events and inventions that occurred during that time period. For example, the invention of the car would go under 19+.

Brainstorm with students or have them search major inventions and/or events and discuss as a class where those events would fall under.

EP

AE

EG

19+

Have students complete the exit ticket.

## Day 9

**Today sets the stage for geographical markers on a map that students need to know as reference points.**

For today's lesson, students will need their WA INTERACTIVE MAP.

Have students log in to the Student Landing Page and you to the Teacher Landing Page. Navigate to the student article, **Foundation 1.2**, and discuss with them that it is important to memorize a few key geographical markers, which are in Foundation 1.2 in this case.

Have students copy all the geographical regions on their own maps. Once they finish, have students do a search for facts about each of the locales. For example, students could look up something about Bellingham and share with a partner or as a class.

## Day 10

**Understanding the diverse climate in Washington state is the focus of today's lesson.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 1.3** and discuss climate, precipitation, etc.

Have students do a search for Sequim and look at a few pictures and share any facts they might find interesting.

Have students take out their WA INTERACTIVE MAP and lightly shade the map similar to the way it's shown in this lesson.

## Day 11

**Having students understand Washington's geographical regions is the focus of today.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 1.4**. Discuss the geographical regions of study and ask questions about weather, population, elevation, etc. **Give Foundation Assessment 1.**

Have students take out their WA INTERACTIVE MAP and trace out the geographical areas. It will help if they do this in pen since the last time they used the map, they shaded it in, most likely with crayons or colored pencils.

## Day 12

Now that students have an idea of the geographical regions of study, it's time to start to study them more in-depth. Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 1.5**. Discuss the characteristics of the coast.

Ask students if they've been to the coast, and if so, where. **Give Foundation Assessment 2.**

If time allows, have students do a search for different Washington beaches to get an idea of the beauty of the coast. Have students complete the exit ticket.

## Day 13

**Today, you'll go through two lessons as you continue discussing geographical regions.**

The more in-depth geographical region study continues. Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 1.6**. Discuss the characteristics of the Willapa Hills.

Have students complete the exit ticket.

Continue on to **Foundation 1.7**, the Puget Sound Lowlands. Discuss the characteristics and complete the exit ticket.

**Give Foundation Assessment 3, which covers articles 1.6 and 1.7.**

## **Day 14**

**Like yesterday's lesson, you'll be covering two geographical regions today.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 1.8**. Discuss the characteristics of the Cascades Region. Complete the exit ticket and then **give Foundation Assessment 4**.

Continue on to **Foundation 1.9**. Discuss the characteristics of Okanogan Highlands and Columbia Plateau. Complete the exit ticket.

## **Day 15**

**The last of the geographical regions.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 2.0**. Discuss the characteristics of the Blue Mountains.

Complete the exit ticket. Have students take **Foundation Assessment 5**.

## **Day 16**

**Now that the geographical regions are covered, it's time to hit the industries and exports.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 2.1**. Discuss.

Have students list other industries in Washington state they can think of or perhaps their family works in, and how such industries create jobs. A key question to ask: **How does Washington's location and physical geography impact its economy?**

Students complete the exit ticket.

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to **Foundation 2.2**. Discuss and complete the exit ticket. A key question to ask: **What geographic features make Washington an attractive trading partner?**

## **Day 17**

### **Our state government and a bill becoming a law.**

Have students log in to the Student Landing Page and you to the Teacher Landing Page, and navigate to Foundation 2.3 and Foundation 2.4. Discuss and complete the exit tickets, then take the **Foundation 6 Assessment**.

## **DAY 18**

### **Today focuses on exploring Foundation 2.5, Washington's constitution.**

Have students read the article and discuss, taking time for the discussion question at the end. Also, this article links to both websites for the Washington state and Oregon state legislatures. It might be worth showing students what that looks like.

## **DAY 19**

### **Native Americans**

The last of the Foundation Articles centers around Native Americans. Many of the articles the students will study revolve around Native American culture and way of life. This is the introduction. Provide time to discuss the article with your students and the three important discussion questions at the end of the article.

## **THIS COMPLETES THE GEOGRAPHY AND FOUNDATION SECTIONS.**

Next, you'll begin the study of the Geographical Regions.



### **For Each Region of Study:**

**The Geographical Regions of Study are all structured the same.** Your first stop is always the student articles within each region. For example, the first region of study is the North Cascades. There are three student articles: North Cascades 1.0, North Cascades 1.1, North Cascades 1.2.

We recommend reading and discussing the student articles first.

After completing those, you should move to the Picture Galleries. We **recommend** that you view the galleries as a class and read each caption and discuss how the information relates to the student articles you've read.

Next, read the corresponding **Furtive** chapters. Then go over the summary and discussion sections at the end of each region with the whole class as direct instruction. The summary and discussion are found only on the Teacher Landing Page.

After that, it's time to take the assessments over the region of study, which includes a Map Skills Assessment.

This pattern repeats itself for each region of study. Assume that for each teaching day, you'll go through at least one student article.

We built the program with a 15-week semester in mind, and there's plenty of wiggle room to incorporate other activities and to take class time to participate in the student Challenges found on the Teacher Landing Page.

We encourage you to use the student Challenges throughout the program to engage the students further. You can use the Challenges at any time during the program. Many teachers use them as an entry task for the day.

**Animals of Washington** is a resource, and like the student Challenges, is another way to engage kids and get them thinking about Washington state geography and ecosystems. You can utilize this resource at any time, and it's found in the Teacher Landing Page. This also makes for a good entry task.

### **Washington Beyond and Decade Events**

The student articles in the Washington Beyond section and the Decades Events vignettes should be utilized after all the geographical regions of study are completed. This provides background and schema when dealing with topics and events found in both Washington Beyond articles and the Decade Events vignettes.

Once you finish with all the regions of study (including Washington Beyond and Decade Events), you're essentially done, though many teachers like to continue the story and learning with the DLC-1 and DLC-II, both of which are downloadable content. Both DLCs are an additional purchase.

### **The Midway and 2nd Half Assessments**

A larger, comprehensive assessment can be given at the halfway point, when students have essentially covered the curriculum's first half. The midway assessment should be given after completing **The Strait of Juan de Fuca**. This is a larger test that could be given as an open-note, open-book test.

The 2nd half assessment covers the Olympic Peninsula and the remaining articles through the Blue Mountains. Like the midway assessment, the 2nd half assessment is more comprehensive. The 2nd half assessment DOES NOT include questions from Washington Beyond articles or Decade Events.

### **Since Time Immemorial: Tribal Sovereignty in Washington State**

In 2015, the Legislature passed Senate Bill 5433 requiring *Since Time Immemorial: Tribal Sovereignty in Washington State* or other tribally-developed curriculum be taught in all schools. All 29 federally recognized tribes have endorsed the use of the Since Time Immemorial curriculum.

The state's middle school curriculum is divided into four units. We suggest teaching **Unit 1A: Territory and Treaty Making** after studying the Olympic Peninsula student articles.

For **Unit 1B, The Walla Walla Treaty Council of 1855**, we suggest studying this unit after finishing The Blue Mountains student articles.

For Unit 2: We suggest studying **Unit 2: New Technologies and Industries** and **Unit 3: Contemporary Washington State**, we suggest teaching both of these units after reading the Washington Beyond student articles. **Tribal Histories and People of Washington**

Two other sections are also found on the Teacher Landing Page. The People of Washington is a resource if you or your students are looking for people to study who are connected to Washington state history. The other is the Tribal Histories.

## Time Breakdowns

In Foundation 1.1, students learn about the time periods used within Washington Interactive.

Earliest People - 5,000-13,000 years ago.

Age of Exploration - 1700-1800

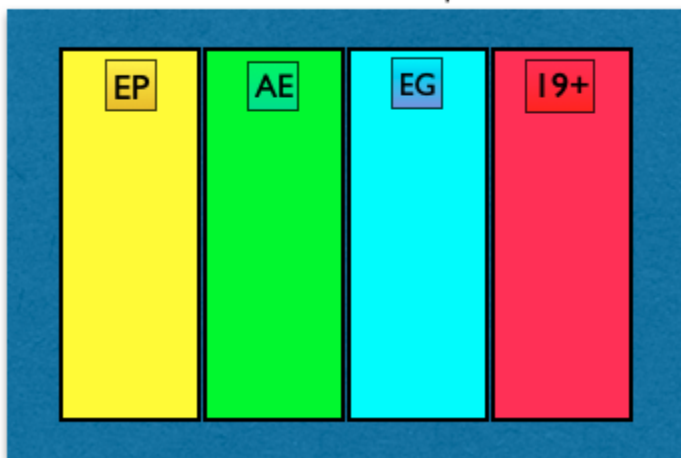
Expansion & Growth - 1800-1900

1900s and beyond - 1900s and beyond

### \* Teaching Tip:

We suggest creating a bulletin board chart in the classroom with the four time periods and adding information to the chart after the class reads an article. See below for an example.

*Bulletin Board Example*



We also suggest putting each student article into the appropriate time period on the bulletin board. For example, under the EP of the bulletin board you could have: *Primitive Stone Tools (from Earliest People Article)*

We also put major inventions or discoveries during those periods to give students references. We've provided some of those on the next page.

5000-13000 Years Ago:

Agriculture  
Pottery  
Wheels  
Writing

1700-1800:

1712 - Steam Engine  
1783 - Hot Air Balloon

1800-1900:

1877 - Phonograph (initial record player)  
1877 - Telephone  
1879 - Light Bulb  
1888 - Camera

1900 Beyond:

1903 - Airplane  
1907 - Plastic  
1927 - Television  
1940s - Computer  
1946 - Microwave

Name: \_\_\_\_\_

Period: \_\_\_\_\_

