

## Activity 22: Murals

**Meets EALR:** Social Studies, Social Studies Skills

Social Studies Skills 5.1	Uses critical reasoning skills to analyze and evaluate positions.
Social Studies Skills 5.2.2	Uses a graphic organizer to organize main ideas and supporting details from visuals and literary, narrative, informational, and expository texts.
Social Studies Skills 5.4	Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.
CBA	Cultural Contributions

**Objective:** Students observe the Bill Haddon Mural images via Power Point and photos and are introduced to various perspectives and historical biases. Students make their own mural of Issaquah history, each student contributing a portion.

**Materials:** Bill Haddon mural pictures, Power Point of the Bill Haddon Mural, pamphlet explaining the mural, large butcher paper, crayons, pens or other coloring materials

**Note to Teacher:** There are many biases shown in this mural. This lesson provides an opportunity to teach how those who record history have an affect on how people and events are portrayed in history. It is an excellent opportunity to point out biases.

### Procedure:

1. Show the Bill Haddon Mural Power Point images, discussing what is shown in each section of the mural.
2. Explain that this mural is how one person saw Issaquah's history.
3. Using the pictures of the mural, discuss which people and which events this artist chose to represent Issaquah's history. Pose the question, "What people or events would you choose if you were to illustrate the history of Issaquah?"
4. Discuss what a bias is, and how biases can affect the history that is recorded. Point out the following biases in the mural:
  - There are far more men represented.
  - Specific people represented tend to be wealthy businessmen. The large portrait of the Native American, lumberjack and miner are "typical" samples.
  - The Casto incident (sometimes referred to as a "massacre") shows Native Americans that are probably inaccurate. The Native

Americans in this area did not wear loincloths. By this time in Issaquah history they were probably in western dress, and they were probably not carrying torches. A total of three white people died and two Native Americans. The Native Americans that killed the Castos were actually employed by Mr. Casto.

- The illustration of the Chinese men being shot is labeled as the “Chinese Riot” or “Chinese Massacre.” The Chinese people were not rioting or massacring anyone. The white settlers were the ones running the Chinese people out of town. This was actually an anti-Chinese incident. There were four Chinese people that died. Again, the clothing/hairstyle depiction is probably not accurate.
5. Use these inaccuracies to point out the importance of careful research, attention to detail, and consideration of all perspectives when portraying history.
  6. Inform the class that they will be given an opportunity to create their own mural, depicting what they view as the most important people and events in Issaquah’s history.
  7. Review the timeline and photos in the history kit. Feel free to expand beyond these resources for ideas.
  8. On the board, list the people and events they wish to illustrate in their mural.
  9. In small groups, students illustrate a portion of the mural.
  10. Display the final product in the hallways, library or cafeteria.