

1870-1910: Years of Growth & Change

What you will find in this Portable Museum

Artifacts:

Woodworking plane	Button hook	Shoemaker's last	Carbide lantern
Apple peeler	Boot jack	Curling iron	Float
Stereopticon and cards	1909 Sears catalog	Flaring lard pail	Gold pan
Photo plate holder	Sad iron	Cylinder record	Book
Button shoes	Railroad spike		

Large Display Photographs:

Lizzie M. Ordway	Loggers, c. 1907
Chin Gee Hee	Weighing gold
James J. Hill	Girls on Porch, 1900
Soap Making, c. 1910	Denny cabin, 1899
Family on beach, c. 1910	

Documents:

Seattle Daily Times article heralding gold rush, 1897	Northern Pacific Railroad poster Official Railroad and Marine Gazette and Hotel Guides
Telegram Announcing statehood, 1898	
Report of fatal accidents for year ending March 31, 1891	Receipt of application to purchase railroad land
Educational Statistics: Public Schools of Pierce County	Seattle City Directory excerpts
Probate court record	
New Tacoma Census, 1873	Kingsford's Oswego Starch advertising card, 1880's
Report to the Governor re-opening Indian Reservations	Roslyn Public Schools report book for Cora Dollart
Letter regarding controlling cattle disease	Dance program
Letter regarding protecting fish resources	Alaska- Yukon-Pacific Exposition Official ground plan
Letter requesting information on immigration	Alaska- Yukon-Pacific Exposition post cards

Map Transparencies

-
- "The Evolution of Territorial Boundaries"
 - "Railroads 1890 and 1980"
 - "Population Distribution and Density: 1860, 1920, 1940, 1980"

Other

Slide Carousel	Tape/CD: Slide Show
Teacher's Manual	Tape/CD: Music and Oral Literature
Textbook: <i>Washington State</i>	

KEY CONCEPTS

I. Between 1870 and 1910, Washington's non-Native American population grew from 24,000 to over one million, an increase of 48 times

- A. Newcomers to Washington left homes for a variety of reasons
 - 1. Unfavorable political and economic situations
 - 2. Limited employment possibilities
 - 3. Limits on personal rights and/or religious freedom
 - 4. Search for adventure
- B. People left other countries and states to find:
 - 1. Inexpensive land
 - 2. Abundant natural resources
 - 3. Geographic characteristics similar to their homeland
 - 4. Freedom
 - 5. Employment opportunities

II. Railroads revolutionized the history of Washington State

- A. Transcontinental railroad
 - 1. Communities, such as Seattle, Tacoma, Olympia, and others competed to become the terminus of the Northern Pacific.
 - a. In 1873, Tacoma was selected as the terminus of the first transcontinental railroad to reach Washington State
 - b. In 1893, direct transcontinental service to Seattle by the Great Northern Railroad began
- B. Railroads ensured rapid population growth
 - 1. Moving to the area became much easier
 - 2. Railroads promoted the areas along their routes
 - a. Sold land along the routes
 - b. Offered reductions in fares to people traveling to the Northwest
 - 3. Numbers of jobs increased

III. Between 1870 and 1910, Washington's population became more diverse. It included Native Americans and African Americans, people from China, Japan, the Philippines, Europe, Canada, and other parts of the United States

- A. Native Americans
 - 1. Most lived on reservations during this time
 - a. Some labored in the new industries owned by the new settlers, such as shipping, agriculture, and fisheries
 - b. Some tried to live their old ways on reservations
 - 2. Tension between Native groups, the settlers, and the government were caused by:
 - a. The government's policy of "forced removal" to reservations
 - b. Government's failure to keep treaty obligations
 - c. Attempts by non-Natives to take reservation land for agriculture or mining
- B. Jobs for immigrants
 - 1. Western Washington
 - a. Logging
 - b. Mining
 - c. Shipbuilding
 - d. Fishing
 - e. Working in canneries
 - f. Working in mills

2. Eastern Washington
 - a. Farming
 - b. Mining
 - c. Building railroads
 3. They also worked as tradesmen, small business owners, and entrepreneurs throughout the state
- C. Ethnic minorities
1. Daily lives at home were much like the lives of other settlers with similar occupations
 2. Discrimination in hiring was particularly felt when jobs were scarce
 3. Violations to civil rights included exclusive hiring practices and exclusions from particular neighborhoods

IV. Between 1870 and 1910, Washington's towns and settlement patterns became well established, and the state's economy became dominated by extractive industries and agriculture

- A. Western Washington - Lumber mills, logging camps, and coal mines offered the first employment opportunities for men who moved to Western Washington. During the 1870S, auxiliary industries arose and by the 1880's, people made their living by:
1. Shipping - building, operating, and servicing the steamships, sailing vessels, and barges
 2. Catching and canning fish
 3. Logging and milling timber
 4. Manufacturing: leather, shoes, harnesses, clothing, rope, soap, hardware, beer, foodstuffs, etc.
 5. Mining (mostly coal except during gold rushes)
 6. Working in construction-related trades
 7. Operating shops and service industries
 8. Providing professional services (medical, legal, etc.)
- B. Eastern Washington - By the 1880s, established as one of the great farming regions in the nation. Irrigation projects transformed the Yakima Valley from desert to orchard country, and Washington apples became nationally recognized along with Washington wheat
1. Farming: especially wheat in the Columbia River basin, and apples in the Yakima Valley
 2. Raising cattle, horses, and sheep
 3. Milling grain
 4. Outfitting miners bound for the gold, silver, and lead mines in Idaho
 5. Mining for gold, silver, lead
 6. Operating shops and service industries
 7. Providing professional services (medical, legal, etc.)

V. Between 1870 and 1910, Washington changed from an isolated, rural frontier to an urbanized, industrialized state with economic and cultural ties to the rest of the country, the Pacific Rim, and the world

- A. Changes in the lives of individuals
1. Early citizens had to work very hard to provide everything - food, clothes, shelter, furniture, schooling, entertainment - for themselves
 2. Children shared the work. Even as late as 1910, children held jobs to help earn the family income
 - a. Some worked at home raising poultry and produce, and preparing dairy products for sale
 - b. Others worked in industries or businesses

3. New inventions and labor-saving devices made work different and sometimes easier and gave people more leisure time
- B. Women enjoyed less freedom than they do today but were fighting and winning more rights and freedoms throughout this period
1. In 1870, the only professions open to women were teaching and nursing (and prostitution)
 2. By 1890, as the region became industrialized and urban, women were able to work in offices as secretaries, clerks, and operators
 3. Women worked in the home, taking in boarders and laundry, and doing the cooking and cleaning for their households
 4. Women became involved in political and social reform movements. They briefly gained the right to vote (1883 - 1889), but lost it with statehood and the crusade for suffrage continued. Prohibition was also advocated by many women.
- C. Urban growth - Between 1880 and 1910, towns such as Seattle, Tacoma, Yakima, and Spokane grew to be cities with diverse economies, modern buildings, electricity, gasworks, phone and telegraph services, water systems, parks, neighborhoods, downtown business districts with office buildings and retail stores, apartment buildings, banks, churches, universities, streetcars, and paved streets
1. Fires in Seattle, Ellensburg, and Spokane destroyed business areas. Citizens responded to the disasters by rebuilding with brick and stone, creating modern cities on the ashes of hastily constructed pioneer towns.
- D. The Arts
1. People brought music with them - songs of the times played on fiddles, mouth organs, banjos, Jew's harps, accordions, and eventually pianos. People sang in church for fun, at parties and saloons, and gave vocal concerts
 2. With the development of cities came theaters and arts clubs. Orchestras, vocalists, and performers came to town. Choruses, singing societies, and operatic associations were established. Art and music teachers could be found in many towns.
- E. National and International Connections
1. The shipping business (import and export) linked Washington ports to markets in Canada, California, and the rest of the world. Silk trains linked them to the nation
 2. Seattle outfitted prospectors on their way to the Klondike during the Gold Rush in 1897
 3. The Alaska- Yukon-Pacific Exposition of 1909 announced that Washington had become part of an international economy, the gateway to Alaska and the Pacific Rim

VI. Statehood in 1889 brought benefits to Washington citizens

- A. More voice in government and local control of funds for services such as law enforcement and schools
- B. Schools - The first schools in Washington Territory were log buildings with one teacher apiece, little equipment, and short terms. Student ages ranged from 4 to 21
1. After statehood, many new schools were built, including high schools and colleges
 2. In 1895, the Barefoot Schoolboy Law was passed assuring that state government would pay for every child in Washington to go to school

1870 – 1910

Planning Calendar: Primary Grades

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Analyzing Artifacts	<u>Lesson Plan 7:</u> Daily Life	<u>Lesson Plan 3:</u> Food	<u>Lesson Plan 4:</u> Homes
		<u>Activity:</u> Making Butter		
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 5:</u> Transportation	<u>Lesson Plan 8:</u> AYP Postcards	<u>Lesson Plan 6:</u> Jobs	<u>Lesson Plan 9:</u> Timeline	<u>Lesson Plan 10:</u> Compare and Contrast
<u>Activity:</u> Music			<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included with the Teacher's Manual for related children's literature.

1870 – 1910

Planning Calendar: Intermediate Grades

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of these lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 4:</u> Documents of Daily Life	<u>Lesson Plan 6:</u> Daily Living Or Begin research project from <u>Lesson Plan 8:</u> Information Quest.
	<u>Activity:</u>		Complete Lesson Plan 4 for homework	<u>Activity:</u> Making Butter
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 5:</u> Jobs	<u>Lesson Plan 7:</u> Railroad Poster	<u>Lesson Plan 9:</u> Timeline	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
Students continue Information Quest	<u>Activity:</u> Additional Poster	Students continue Information Quest	<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included with the Teacher's Manual for related children's literature.

1870 – 1910

Planning Calendar: Middle School

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of the lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 1:</u> K-W-L (Part One)	<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 8:</u> Daily Living	<u>Lesson Plan 5:</u> Information Quest
	<u>Activity:</u> Listen to the Music of the period			<u>Homework:</u> Continue Information Quest
Day 6	Day 7	Day 8	Day 9	Day 10
<u>Lesson Plan 7:</u> Constructing Meaning	<u>Lesson Plan 6:</u> Jobs	<u>Lesson Plan 4:</u> RR Poster	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
<u>Homework:</u> Continue Information Quest	<u>Homework:</u> Jobs Research Project	<u>Homework:</u> Additional Poster activity	<u>Note to Teacher:</u> Any down time students have can be used for <u>Lesson Plan 1:</u> K-W-L (Part Two)	

Also, check the bibliography included with the Teacher's Manual for related children's literature.

1870 – 1910

Planning Calendar: High School

The following calendar is a suggested plan to help you maximize your time with the Portable Museum. Used together, the lesson plans build on each other to help you teach your students curricular content, as well as important social studies skills.

However, each lesson plan or activity can also be used independently to fit into your classroom's particular needs. The details for each of the lesson plans and activities are included in the Teacher's Manual.

Day 1	Day 2	Day 3	Day 4	Day 5
<u>Lesson Plan 2:</u> Slide Show	<u>Lesson Plan 3:</u> Artifact Exploration	<u>Lesson Plan 5:</u> Information Quest	<u>Lesson Plan 6:</u> Jobs	<u>Lesson Plan 9:</u> Document Based Essay (Part One)
	<u>Activity:</u> Listen to the Music of the period	<u>Homework:</u> Continue Information Quest	<u>Homework:</u> Continue Information Quest	<u>Homework:</u> Assign Document Based Essay (Part Two) for homework.
Day 6	Day 7	Day 8	Day 9	Day 10
Class time to work on Document Based Essay	<u>Lesson Plan 7:</u> Constructing Meaning	Class time to work on Document Based Essay	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit	<u>Lesson Plan 10:</u> Creating a Classroom Exhibit, if necessary
	<u>Note to Teacher:</u> Information Quest Due			<u>Note to Teacher:</u> Document Based Essay Due

Also, check the bibliography included with the Teacher's Manual for related literature.