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SEATTLE'S WATERFRONT HISTORY CURRICULUM



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DEPARTMENT OF ARCHAEOLOGY AND HISTORIC PRESERVATION
SEATTLE OFFICE OF THE WATERFRONT AND CIVIC PROJECTS
PORT OF SEATTLE



Inquiry Description

In this focused Inquiry students will explore the importance of honoring important Indigenous locations. Students will read primary and secondary sources. Within this lesson students will practice the skills of reading primary and secondary sources for information and analyzing photos to write with the intention of supporting an original claim with evidence and reasoning.

This lesson would fit into the chronology of Statehood or could be a lesson on the role of industrialization in urban areas. Teachers should also keep in mind that these sources could have a reading level that might call for further scaffolding to meet students needs.

Within this lesson there are secondary sources that have been written from the perspective of non-Indigenous writers. There are also many factors that make accessing primary sources with Native perspectives a complex process. When possible, teachers should always look for ways to work in association with their local Tribes to make sure that more voices and perspectives are included.

Standards

Washington State Social Studies Standards

- SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event
- H1.6-8.4 Analyze a major historical event and how it is represented on timelines for different cultural perspectives, including those of Indigenous people.

Social Justice Standards

- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Middle Level Since Time Immemorial Outcomes:

By the time Washington state students leave middle school, they will know:

- that according to the US Constitution, treaties are "the supreme law of the land" consequently treaty rights supersede most state laws;
- that Tribal sovereignty has cultural, political, and economic bases;
- that Tribes are subject to federal law and taxes, as well as some state regulations;
- that Tribal sovereignty is ever-evolving and therefore levels of sovereignty and status vary from Tribe to Tribe; and
- that there were and are frequent and continued threats to Tribal sovereignty that are mostly addressed through the courts.

Learning goals/ Objectives

At the end of this lesson students will be able to:

1. Identify the geographic and cultural importance of Dzidzilalich and Ballast Island.
2. Outline the importance of honoring traditional and culturally significant place names.
3. Select a historical space in their community that they think should be honored.

Focused Inquiry

Compelling Question: How important are place names?

Staging the question:

Have students watch/ read April 23, 2021 KIRO 7 news report “[Changing the name of Mount Rainier?](#)” [The new effort from Washington tribes.](#)” After they watch it have them complete student handout #1 where they will brainstorm the benefits of renaming Mt. Rainer. Students should share their thoughts with a small or whole group.

Students should also come up with a list of questions they might have about how and why a place should be renamed.

Teacher note: Students should have a working knowledge of treaties before starting this lesson. This lesson can come during a unit of study about Coastal Native history, Current Issues, or Local and Tribal government. This lesson could also pair with lessons from Primarily Washington ([What should wars be called? Why does the name of a place matter?](#))

The following HistoryLink articles with the treaties’ texts could be potentially used to support background building:

[Treaty of Medicine Creek, 1854](#)

[Treaty of Neah Bay, 1855](#)

[Treaty of Olympia, 1856](#)

[Treaty of Point Elliott, 1855](#)

[Treaty of Point No Point, 1855](#)

[Treaty with the Nez Perce, 1855](#)

[Treaty with the Walla Walla, Cayuse, and Umatilla, 1855](#)

[Treaty with the Yakama, 1855](#)

Supporting question(s): How are traditional names being incorporated into the new Seattle Waterfront?

Formative Performance Task:

Students will read the different primary and secondary sources and fill out the inquiry graphic organizer (Student Handout #2).

This will walk students through an inquiry on the history of the Dzidzilalich and Ballast Island. The students will use this information to complete the argumentative claim, evidence, and reasoning paragraph. Students will need to cite sources correctly. For students that need writing supports have them use the paragraph graphic organizer (student handout #3).

Featured Source(s):

- Changing the name of Mount Rainier?” The new effort from Washington tribes-
<https://www.kiro7.com/news/local/changing-name-mount-rainier-new-effort-washington-tribes/RZ7STJVYDNFMLGPNCHZY62CRWI/>
- Dzidzilalich (Little Crossing Over Place)-<https://historylink.org/File/10965>
- Oregon Improvement Company completes purchase of Seattle & Walla Walla Railroad Company and Seattle Coal & Transportation Company on November 26, 1880.-
<https://historylink.org/File/10920>
- Ballast Island Nomination Quotations

Argument:

At the end of the lesson students will use their notes from the inquiry graphic organizer to answer the question “how important are place names?” Students should cite evidence in their writing. If students need more support in writing, a paragraph graphic organizer is included.

Take informed Action:

Students should brainstorm and research places in their community that should be included in the “National Register of Historic Places.” Students can complete and send in the paperwork, or students could create a presentation to present to the class of authentic audience (historical society, city counsel, chamber of commerce, school district, etc.) to explain why they should have a place in their community put on the historical places registry.

Resources to support this section:

- National Registration of Historical Place Names-
<https://www.nps.gov/subjects/nationalregister/index.htm>
- Origins of Washington geographic place names-
<https://archive.org/details/originofwashingt000omean/page/n7/mode/2up>
- National Registration of Historical Place Names for Ballast Island

Teacher note: This could be a launching point for a larger project-based learning project. Students could create a campaign to have their place on the registry. ***If students choose to do this activity for a Native place/ place name, they need to work with the local tribe. Students could use the website Washingtontribes.org to link to local tribes websites. When students reach out they should go through the proper protocols. One suggestion is to be in contact with their school/ district Native Student Program director or their Title III specialist.***

Student Handout #1

Name:

Mt. Rainer Video Notes Sheet

Directions: Watch the video ‘Changing the name of Mount Rainier?’” The new effort from Washington tribes” and complete the chart below.

What is the main idea of the video?	
What are the benefits of changing the name of the mountain?	
What are the difficulties of getting the name of the mountain changed?	
What do you think the steps are to get the mountain’s name changed?	

Student Handout #2

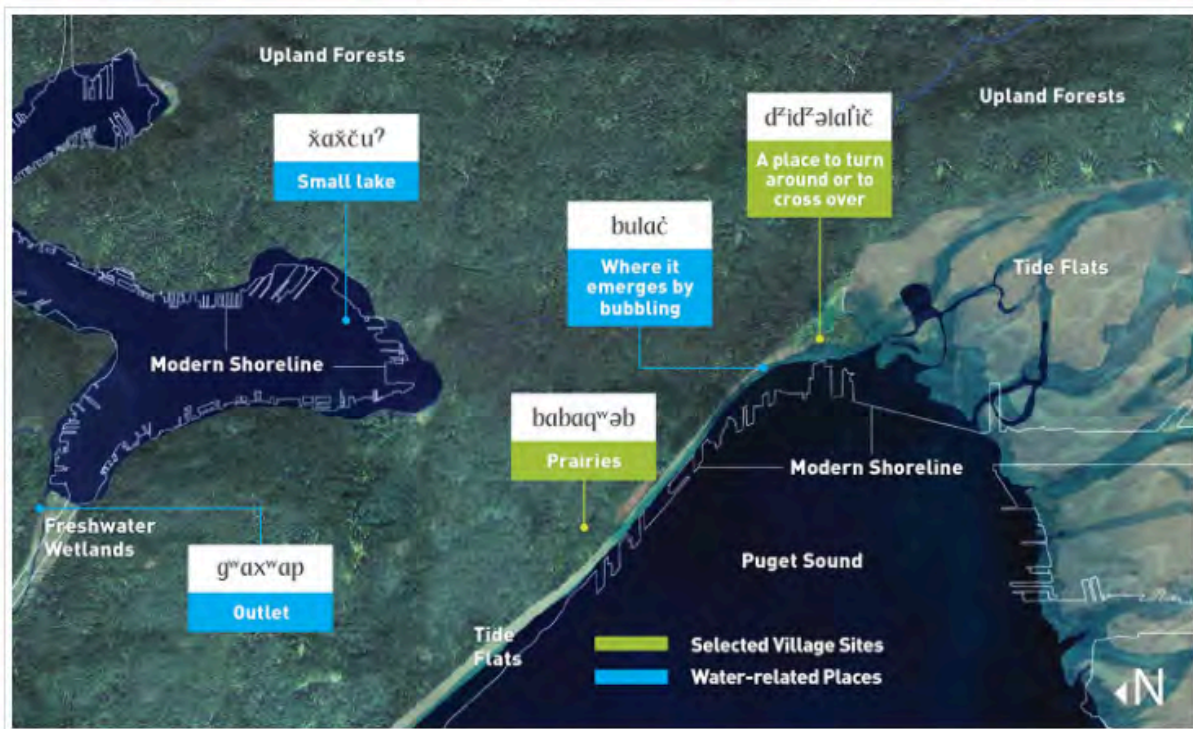
Name:

Primary/ Secondary Source Inquiry Guide

Directions: As you read through the different sources, answer the questions that go with them. Make note of how or why these place names may have a significance to the history of Washington/ Seattle and the people that live there.

Document 1: Adapted from the Waterlines Map from the Burke Museum.

<https://waterfrontseattle.org/dzidzilalich>



Map of Seattle looking east adapted from the Waterlines Map by the Burke Museum: "The place names on this map, written in the Lushootseed language of the Coast Salish people, are drawn from elders who worked with ethnographers in the early twentieth century, from the work of linguists and scholars such as the late Vi taqʷšəblu Hilbert, and the work of Southern Lushootseed consultants ǵʷafələmu (Nancy Jo Bob) and qəʔtəblu (Tami Hohn)."

As you go through the See, Think, Wonder routine, go one idea at a time. This will help keep you organized in your analysis of the map. You should use all parts of the map and contextualization.

What do you see?	Why do you think this is important?	What does this make you wonder/ have questions about?

Document 2: Excerpts from Ballast Island National Register of Historic Places Registration Form, prepared by Dr. Giorgio H. Curti, Dr. Dayna Bowker Lee, and Cassandra Manetas, 2020.

There's a lot of unique areas in the city that have a lot of history, but this one is unique because it highlights a time in Seattle's history that is not talked about. Natives were forced out of that area. But practically speaking you can't just kick people out of an area, especially when you rely on those people ... for the [non-Native] hop farmers, economics was the primary driver. Realizing that the Native population in the region was the most accessible workers, you needed a place for the Natives to feel somewhat safe. And that is one of the many factors [associated with] the location that makes it unique in the downtown area of Seattle, that has a story that is very ugly, very painful, but very unique.

– Steven Moses (Snoqualmie), 2018

1. Who wrote this source?
2. What area is the author discussing?
3. What happened in this place?

A lot of tribal people have a history of traveling to and from different areas within the region for tribal gatherings, to meet relatives, to meet friends, to conduct ceremonies, to sing and dance, and to play traditional games. The hop industry was a means that people could continue those traditions at a time when Natives were not allowed to gather socially, they were not allowed to speak their language, they weren't allowed to sing and dance, much less practice ceremonies.”

Steven Mullen Moses (Snoqualmie), 2018

1. How did “tribal people” use this land?
2. How did the “hop industry” allow traditions to continue?
3. Why is the author wanting to have Ballast Island put on the National Register of Historical Place names?

Document 3: Excerpt is from *Dzidzilalich (Little Crossing-Over Place)* By Jennifer Ott posted to [historylink.org](https://www.historylink.org) 11/10/2014 <https://www.historylink.org/File/10965>

Dzidzilalich- Little Crossing-Over Place

Coast Salish communities on Puget Sound located villages in places that offered access to resources they could use or trade. On the Elliott Bay waterfront at what is now the foot of Seattle's Yesler Way, the ancestors of today's Duwamish, Suquamish, and Muckleshoot tribal members chose a space they called Dzidzilalich, which can be translated as Little Crossing-Over Place. It was adjacent to a flounder fishery, shellfish beds, salmon fishing grounds, places to gather plant resources, and a source of freshwater. It was also a centrally located place where people could gather to socialize, make alliances, trade, and share traditional knowledge.

1. Where is Dzidzilalich?
2. What was this space used for?
3. Why do you think this place was called "Little Crossing-Over Place?"

Change and Persistence

Not long after non-Native settlers claimed the land at the site of Dzidzilalich, in 1852, Indigenous people were no longer welcome there. In the Treaty of Point Elliott, signed at Mukilteo in 1855, the Duwamish, the Suquamish, and the tribes that would become the Muckleshoot Indian Tribe, ceded the majority of their land in exchange for payments and services... [M]any of the Duwamish continued to live independently around the region.

The non-Native settlers at Seattle... needed Native People to trade food items with them, provide transportation in their canoes, and work at Yesler's mill, the economic backbone of the settlement.

This interdependence did not translate into a desire to integrate the two cultures. The new city council officially prohibited Native People from residing within the city limits in an 1865 ordinance (though that law was not reinstated when Seattle incorporated a second time in 1869). As the town grew, Native people were relegated to other areas around Elliott Bay, and, as undeveloped areas along the shoreline shrank, they were tolerated on Ballast Island at the foot of Washington and Main streets, just a block or two from the site of Dzidzilalich.

1. What happened when "non-Native settlers claimed the land at the site of Dzidzilalich?"
2. Why did "non-Native settlers" need Native people?
3. How did the people of Seattle treat the Native people?
4. Why might it be important to keep the name Dzidzilalich for all people in Seattle?

Document 4: Photo from Oregon Improvement Company completes purchase of Seattle & Walla Walla Railroad Company and Seattle Coal & Transportation Company on November 26, 1880 by John Caldbick posted to historylink.org 10/09/2014 <https://www.historylink.org/File/10920>



Indian canoes nearing Ballast Island, Seattle waterfront near Washington Street, ca. 1892 Photo by Boyd & Braas, Courtesy MOHAI (SHS5118)

As you go through the See, Think, Wonder routine go one idea at a time. This will help keep you organized in your analysis of the map. You should use all parts of the map and contextualization.

What do you see?	Why do you think this is important?	What does this make you wonder/ have questions about?

Document 5: Excerpt from *Oregon Improvement Company completes purchase of Seattle & Walla Walla Railroad Company and Seattle Coal & Transportation Company on November 26, 1880* by John Caldbick posted to [historylink.org](https://www.historylink.org) 10/09/2014 <https://www.historylink.org/File/10920>

Ballast Island

In 1865, Seattle had passed an ordinance that prohibited Native Americans from residing anywhere within the young city's limits unless they were employed and housed by a non-Native. While it does not seem to have been enforced with draconian rigor, it cleared the city of much of its remaining indigenous population, a continuing injustice that began with forced relocations during the [Puget Sound] Wars of the mid-1850s. But it remained a stubborn fact that Native Peoples were willing to perform work, including harvesting hops in the river valleys southeast of the city, that non-Natives did not have the will or the numbers, or both, to do. They also gathered foodstuffs and made handicrafts that found willing buyers among the city's residents. Despite the law, Native People remained a significant presence on Seattle's waterfront for years, with most eventually living on an artificial island along the city's downtown shoreline just off Washington Street...

"Duwamish families and other Native Americans came by canoe to the Seattle waterfront. Some were seasonal visitors, seeking work. Native Americans harvested and sold shellfish, and sold woven baskets and carvings, catering to the Whites' demand for souvenirs. Some were traveling to harvest the hop fields upriver. For some Duwamish, Ballast Island became a year-round residence by 1885" ("Exile to Ballast Island")...

Before the nineteenth century ended, Ballast Island was subsumed in the landfill used to create Railroad Avenue (now Alaskan Way). The Oregon Improvement Company lived on for many years as a cog in a number of different conglomerate empires, the complexity of which make it almost impossible to trace with great accuracy. It was finally stricken from the State of Washington's corporate roster in 1923. At a date that seems to have been unrecorded, the Yukon Club and Propeller Club installed a historical marker on shore near the former site of Ballast Island, providing a reminder of the thousands of years of Native American presence on what is today one of the leading waterfronts of the world.

1. Where was Ballast Island?
2. Why did Native people live on Ballast Island?
3. Why do you think that it is important to remember Ballast Island and where it was?

Student Handout#3

Name:

Claim Writing Graphic Organizer

Directions: Use the information from the map, picture, and readings to write a paragraph with a clear claim, evidence, and reasoning. Use the chart below to organize your thinking. Make sure to cite what documents you got your evidence from.

Question: <h2 style="text-align: center;">How important are place names?</h2>		
<i>Your claim should clearly answer the question and have a "because" to introduce the why of the claim</i>	Claim:	
<i>Your evidence should connect to the claim. Make sure that you pick at least two important pieces of information from the readings, map, or picture. You should be able to go back and "put your finger" on the evidence. Be sure to put what document it came from.</i>	Evidence:	Evidence:
	Document:	Document:
<i>Your reasoning needs to tell the reader how the evidence proves your claim. You should have a "because" in this part as well. You could use phrases like "this shows that..." or this proves that..."</i>	Reasoning:	Reasoning:



Inquiry Description

In this focused Inquiry students will explore the impact of the Great Seattle Fire. Students will read primary and secondary sources about the impact of the Seattle fire of 1889. Within this lesson students will practice the skills of reading primary and secondary sources for information, analyzing photos and political cartoons, and supporting an original claim with evidence and reasoning.

This lesson would fit into the chronology of Statehood or could be a lesson on the role of industrialization in urban areas. Teachers should also keep in mind that these sources could have a reading level that might call for further scaffolding to meet students needs.

Standards

Washington State Social Studies Standards

- SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event
- H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington state history since statehood.
- H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.
- C2.6-8. 4 Use knowledge of the function of government to analyze and address a political issue.

Learning goals/ Objectives

At the end of this lesson students will be able to:

1. Describe the events surrounding the Great Seattle Fire.
2. Analyze connections between how the Great Seattle Fire led to political reform around safety and resiliency.
3. Use evidence to create a claim that is supported with evidence and reasoning.
4. Apply new knowledge to produce a Public Service Announcement about how communities are addressing public safety and natural disasters.

Focused Inquiry

Compelling Question: Was the Great Seattle Fire great for Seattle?

Staging the question:

At the beginning of this lesson have students review the poster from 1889 that shows Seattle before and after the fire.

Students will analyze the image using the WAVES (words, actions, visuals/ symbols, emotions, significance) graphic organizer on Student Handout #1.

When they are done, have them share out questions that they have about the image and/or the event. Teachers should capture these ideas on the board or chart paper that can stay up throughout the lesson.

Students will make predictions about the ways that fire could be bad for a city and ways that it could lead to positive change (noting that nobody died in the fire).

***Teacher note:** It might be important/ helpful for students to put this event into the timeline of events for statehood, the increased use of railroad, the importance of extractive industries, etc. This could help if students are struggling for things to think of.*

Supporting question(s): How do communities change because of natural disasters?

Formative Performance Task:

To introduce the events of the Seattle Fire consider using the Q13 video, “Remembering the Great Seattle Fire.” It uses primary source images to show the destruction of the fire. It also goes over key points of the fire. This will help students have an idea of what they should be reading for in the excerpts. After watching the video the class can make a list of what they learned and possible questions that they have.

This lesson could be done as a Jig-Saw activity in groups, as a whole group reading, or as individual assignment. Teachers should use the learning strategy that works best for students in their class. If teachers are going to do a Jig-Saw activity it is recommended that students read the first section together as a class. This will help students to have some context before they read their sections. It could also be used to model how they should read sources and what are some of the key ideas that they should look for. As students work through the questions for each section the reflection questions are set up to support the “Take Informed Action” section of the lesson.

Students will read through the excerpts of The Great Seattle Fire, Part 1 and Part 2. Students should answer the questions for each section.

Featured Source(s):

[Remembering The Great Seattle Fire](#) 130 years later Q13 Fox from Seattle

[The Great Seattle Fire, Part 1](#) By John Caldbick posted to historylink.org 9/19/2020 (including primary source images)

[The Great Seattle Fire, Part 2](#) By John Caldbick posted historylink.org 9/19/2020 (including primary source images)

[Sanborn Fire Insurance Map from Seattle, King Co. Washington 1888](#)

[Sanborn Fire Insurance Map from Seattle, King Co. Washington 1904-1905](#)

[Photo: North from 1st Ave. and James St.](#)

[Photo: Yesler Way and 1st Ave S](#)

Argument:

At the end of the lesson students will use their notes from the readings and discussions to answer the compelling questions “Was the Great Seattle Fire great for Seattle?” Students should use appropriate evidence from this lesson and well thought out reasoning to support their answers.

This could be written from, in a presentation, or in a creative one-pager.

Take informed Action:

Students should research how cities recover after natural disasters. To make this research more place-based, students should choose a location that is near to them.

In their research they should look at how the city has improved because of what was learned from the natural disaster. Students should then create a public service announcement campaign that shares this information about what their community is doing to prevent natural disasters and/or what people could do in case of a natural disaster. Examples could include tsunami warning systems in the community, what to do if there is a tsunami, and how much supplies people should have in case of a tsunami.

Some ideas are wildfires, floods, landslides, earthquakes, impact of climate change, etc. Part of this assignment could be to have students conduct interviews with government officials that are in charge of these changes.

Teacher note: *This could be a launching point for a larger project-based learning project. Students could invite a panel of people into the class (fire chief, city inspector) to share what different governmental agencies are doing to address the same natural disaster. This would be a way to have students learn about the workings of local government.*

Student handout #1

Name:

Directions: Look at the poster below that was created after the Seattle Fire of 1889. Answer the questions below. When you are done, be ready to share out what are ways that the fire was good and bad for Seattle.



<p>Words: What words do you see? What words do you think are the most important?</p>	
<p>Actions: What actions do you notice in the image? Why do you think that those are important?</p>	
<p>Visuals: What images do you see? Why do you think they were included? What symbols do you see? What do they mean?</p>	
<p>Emotions: What emotions do you think the artist wanted the audience to feel because of this poster?</p>	
<p>Significance: Why do you think that this poster was published? Whose point of view is it from? <i>(remember- this is the final draft of the work, everything about this is intentional from the colors to the images)</i></p>	

Student Handout #2

Name:

Directions: As you read about the events surrounding the Great Seattle Fire and analyze images, answer the questions that are connected to each section.

Excerpt from *The Great Seattle Fire, Part 1* By John Caldbick posted to historylink.org 9/19/2020

On June 6, 1889, at about 2:45 p.m., what became known as the Great Seattle Fire started... on Front Street (today's 1st Avenue). The blaze quickly spread in all directions, racing unseen through basements and under planked streets and sidewalks before breaking into the open. Within a few hours, much of Seattle's commercial core and waterfront was destroyed, from University Street to Dearborn Street and from Elliott Bay to as far east as today's 4th Avenue S. Volunteer firemen and hundreds of citizens who fought the flames for hours won few victories. Wood buildings, some dating back to pioneer days, went up like torches, and the extreme heat left newer buildings of brick and stone roofless and gutted, or collapsed. No lives were lost, however, and the inferno proved to be a blessing, if at first well-disguised. The flames wiped out the city's largely wooden downtown, a remnant of its hardscrabble past. When the debris was cleared, Seattle had a clean palette on which it would rebuild at a speed and with a style that secured its emerging status as the key city of the Pacific Northwest.

1. When did the fire start?
2. Why do you think the author says that the "inferno proved to be a blessing?"

Reflection: What is a question that you have about the Seattle Fire?

The Battle Begins

In 1889 a log [barrier] separated Front Street from the tidelands of Elliott Bay... Both the street and its sidewalks rested on a framework of pilings and crossbeams and were surfaced with wooden planks. The Pontius Building was also made of wood, built over the tidelands. It had two stories above street level and two below, the latter accessed by a stairway on the building's north side. The first basement level held McGough's paint business; the one below was occupied by Victor Clairmont's cabinet shop.

John E. Back, a Swedish immigrant in his mid-20s, worked for Clairmont... Back was melting a pot of hardened glue on a stove heated with turpentine-soaked wood shavings. He added some shavings to the stove, then went to work about 25 feet away. A few minutes later, the overheated glue itself caught fire.

... Back threw a bucket of cold water at the glue pot. This was not a good idea. The water hitting the blazing gluepot caused an explosion. In Back's words, "When I throw the water on, the glue flew all over the shop into the shavings and everything take fire" ("That Immortal Glue-Pot"). The Great Seattle Fire was off and running.

3. How did the fire start?

4. Why was throwing water on the fire “not a good idea?”

5. What information from the reading would suggest that the fire would spread quickly?

Reflection: What is a question that you have about how the fire started and/or how it might have spread quickly?

Futility

The privately owned Spring Hill Water Company had since 1881 been diverting spring water into wooden reservoirs on First Hill and Beacon Hill to provide Seattle's growing downtown with water for consumption and fire-fighting. In 1886 the company supplemented its supply by pumping from Lake Washington. The water was gravity-fed from the hilltop reservoirs to the city's commercial district through relatively small-diameter mains made of hollowed-out logs. These ran below the streets, supported by wooden bracing.

Seattle had a [mostly] volunteer fire department, limited equipment, and relatively few fire hydrants, spaced two blocks apart in the downtown area...

One of the pumping rigs was vainly attempting to pull water from Elliott Bay, but the tide was partway out and it appears there was difficulty laying sufficient hose from Front Street.

6. Why is this section called “Futility?”

Reflection: What is a question that you have about the fire fighting technology of the time?

Seattle waterfront looking north from S Washington Street, 1887 Courtesy The Seattle Public Library



Members, Volunteer Fire Company No. 1, horse-drawn steam-powered pump, Seattle, 1883 Courtesy MOHAI



7. What connections can you make between what the reading (Excerpt from *The Great Seattle Fire, Part 1 all sections*) says and the two images?

8. Using evidence from the readings so far and the two images, make a prediction about the outcome of the fire.

Reflections: Do you think that Seattle did everything they could at the time to fight the fire? Why or why not.

On the Waterfront

As one front of the blaze moved south along Front Street and east to 2nd Street, another moved west to the city's waterfront, almost all of which -- including mills, warehouses, wharves, and piers -- was perched on a framework of pilings pounded into the muddy floor of Elliott Bay...

Almost every foot of the waterfront, north and south, was occupied by either a wooden building or storage lots filled with lumber and other flammables. Racing underneath all this, the flames moved north to as far as University Street, where they were halted by excavations for two planned buildings and the heroic efforts of a bucket brigade. This was as far north as the fire would get.

The waterfront to the south would not be so fortunate. Virtually every man-made feature -- wharves, piers, buildings -- was burned down to the pilings, many of which were left standing like a stunted, dead forest. Only one wharf, located at the foot of Union Street, survived.

Coda

Those who had battled the blaze (including firefighters who had raced up by train from Tacoma) and the many men, women, and children uprooted and left homeless had little time to contemplate the broader significance of what had just befallen their city. Accounts vary widely, but one contemporary source states that 116 acres -- approximately 58 city blocks -- was smoking ash (Austin & Scott, 20). Most of the very things that signified Seattle's status as an up-and-coming metropolis were gone. Banks, stores, finance companies, land companies, doctors' and lawyers' offices, wharves, piers, mills, warehouses, and hundreds of businesses of all kinds had been consumed by the flames. Fortunes in goods were incinerated or damaged beyond repair. Financial records, business records, medical records, legal records, and entire law libraries went up in smoke...

The cataclysm also exposed the city's fundamental flaws, ways in which, despite its aspirations, it was still operating as a pioneer town -- an amateur, unpaid, and often unmotivated fire department; an inadequate water supply; an almost complete lack of building codes, regulations, or enforcement; and a waterfront that, while serviceable, was a highly flammable expanse of wood cobbled together on a framework of pilings.

9. What can you infer about how the fire will impact the economy of Seattle? What evidence do you have to support this?

Reflection: If you were a part of the city government of Seattle, what changes would you suggest after the fire? Why?

Sanborn Fire Insurance Map 1888



KEY	
3	FINE WALL 6IN. AB. ROOF
X	" " 12" " "
O	" " 18" " "
—	FRAME PARTITION
—	OPENING & IRON DOOR
—	WINDOWS " " SHUTTERS
—	STABLE
—	WINDOW IN 1 ST STORY
—	" " 17' & 9" "
—	" " 24' & 4" "
—	B'LDGS COLORED YELLOW ARE FRAME
—	" " RED " BRICK
—	" " BLUE " STONE
—	" " GREY " IRON
—	" " BROWN " ADOBE
—	" " GREEN " SPECIALS
⑤	MARKED ⑥ ARE CLOTH LINED
⑦	INDICATE RELATIVE HEIGHTS
—	ALTERNATE STREET NO'S ARE ACTUAL
—	CONSECUTIVE " " " ARBITRARY
—	BROKEN LINE NEAR B'LD'S - WOOD CORNICE
—	SOLID " " " METAL "

Sanborn Fire Insurance Map 1904-1905



10. What differences and similarities do you notice between the two maps?

11. How do these maps show the changes in Seattle after the fire?

Photo: North from 1st Ave. and James St. 1886
Before the Fire



Photo: Yesler Way and 1st Ave S 1895-1900
After the Fire



12. What differences and similarities do you notice between the two photos?

13. How do these photos show the changes in Seattle after the fire?

Reflection: Refer back to the first reading section. The author argues that the “inferno proved to be a blessing.” How might they use this image as evidence for that statement? Explain your answer.



Inquiry Description

This lesson is ideal for block schedules or humanities classes that include English Language Arts (ELA) and Social Studies standards in the class. This lesson could also be done in an ELA class that is looking for a cross content lesson with Washington State History class.

This lesson will have students complete a narrative writing prompt. To complete this prompt students will look into the history of the Seattle Waterfront, the railroad industry, and how people have died because of the railroad in Seattle. Students will then research the history of their own community and add details to their short narrative prompt.

Standards

ELA Standards:

- G7 Text Type and Purpose: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- G7 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- G7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Social Studies Standards:

- H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of indigenous people.
- H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington state history since statehood.

Learning goals/ Objectives

At the end of the lesson students will be able to:

1. Read primary sources for content ideas on a narrative writing prompt.
2. Write to a narrative prompt that uses sensory details to tell a historical fiction story about the history of the railroad on the Seattle Waterfront.
3. Revise their work using the peer writing process.
4. Research their community to add to the details of their short narrative writing.
5. Publish their writing for an authentic audience.

Focused Inquiry

Compelling Question: What is the story behind the history of the Seattle Waterfront?

Staging the question:

Students should read short writings that use sensory detail (using the 5 senses to tell the story) and have them write down the way that the author uses it in their writing. This could be children's books, poems, essays, music lyrics, etc. Have the students complete the note sheet (Student Handout #1).

This could be done individually or in a group. Students should share what they heard with their group or the class. Teachers should gather a class list of what was in their writing. This anchor chart could be used to help students revise their own writing.

Teacher Note: Teachers could have students add different sensory details to the note sheet that might add to or improve the story.

Supporting question(s): How does the history of Seattle's Waterfront create content for creative writing?

Formative Performance Task:

Students will read secondary sources and analyze images (Student Handout #2) that shows the history of the railroad in Seattle. This could be done individually or as a whole group.

Students will then read primary sources from Seattle based newspapers (Student Handout #3) that shows how people have died through railroad related accidents. Students should choose one or two newspaper stories to read.

Students will then find a compelling quote from the news article to write a narrative short story about the history of people at the Seattle waterfront. Teachers can have students write a short or longer narrative response.

When students are done with this part of their writing they should complete a peer edit activity. Teachers should use a routine that is familiar to the students. There is a peer edit routine that is attached (Student Handout #4), if needed.

Students should edit their writing using the feedback from their peers.

Featured Source(s):

- [Oregon Improvement Company completes purchase of Seattle & Walla Walla Railroad Company and Seattle Coal & Transportation Company on November 26, 1880.](#)
- [Image: Railroad Ave. looking north from Madison St. showing docks and railroad tracks, Seattle, probably between 1908 and 1920](#)
- [Image: Railroad Avenue, Seattle, ca. 1911](#)
- "Dies From Injuries"- *The Seattle Daily Times* April 22, 1903
- "Asleep on the Tracks"- *The Seattle Daily Times* September 14, 1903

Narrative Writing :

Students will write a narrative short story that shows the dangers of railroads in the early history of the Seattle Waterfront. In this writing, students need to include sensory details that will tell a complete story. Students should also complete a peer review and publish for an authentic audience. This could include reading aloud in class or small groups, comic booking the writing, sharing in a school literary journal, posts to class webpage, etc.

Take informed Action:

Students could add to their writing by researching historical newspapers from their community. This could include looking up local stories about high school sports, societal pages, local advertisements, other obituaries, etc. This could be added as a character in their story, as location, or motivation. Let the students be creative in how they add to their story. Students could use the [Washington State Library Digital Newspaper](#) as a resource.

Students Handout #1

Name:

Sensory Detail Notes

Directions: As you read the short story take notes of the sensory details that you hear in the story.

	Examples from the story	What would you add to make the story better?
Sight		
Sound		
Touch		
Smell		
Taste		

Student Handout #2

Name:

Background about Seattle Railroads

Directions: Complete the notes chart for the history of the railroad on the Seattle waterfront and images.

Excerpt: Oregon Improvement Company completes purchase of Seattle & Walla Walla Railroad Company and Seattle Coal & Transportation Company on November 26, 1880. By John Caldbick Posted 10/09/2014

Railroad Blues

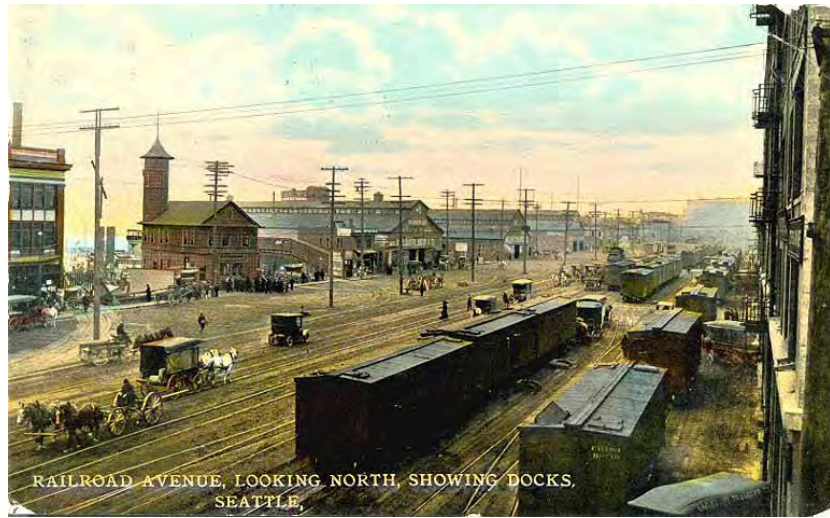
Every new town in the West with ambitions for greatness needed a railroad link to the rest of the country. The first transcontinental line, a collaboration between the Central Pacific and Union Pacific railroads, was opened on May 10, 1869, with its western terminus in San Francisco. In early 1870 Congress gave the Northern Pacific Railroad a charter to build its proposed transcontinental route down the path of the Columbia River, and required that a branch be run north to serve Puget Sound. Several cities, including Olympia, Tacoma, Seattle, Port Townsend, and Bellingham vied to become the railroad's northernmost terminus. All, in one way or another, were to be disappointed.

Seattle, with its fine harbor and nearby coalfields, thought itself a cinch for the honor and offered generous waterfront concessions to the Northern Pacific... [However] Tacoma, not Seattle, would be the first Puget Sound city to benefit from a rail link to the outside world...

Discouraged but not defeated, the citizens of Seattle decided to build their own system, to be named the Seattle & Walla Walla Railroad & Transportation Company. They started with a hopelessly optimistic plan to breach the Cascade Mountains at Snoqualmie Pass and open a direct rail route between Washington Territory's geographical halves. Work began on a bright May Day in 1874 when nearly the entire population turned out at the Duwamish River south of the city to clear a roadbed. After an enthusiastic start carried on in a party-like atmosphere, reality set in. Work progressed rather slowly after that; by October, a right-of-way had been laboriously cut as far as Renton, a distance of about five miles from the starting point, but no track was laid.

What does this tell you about the history of the Railroad in Seattle?

Image: Railroad Ave. looking north from Madison St. Seattle, between 1908 and 1920



What does this image show you about the history of railroads in Seattle?

What does this image make you think of?

Describe the image using sensory details

Image: Railroad Avenue, Seattle, ca. 1911



Property of Museum of History & Industry, Seattle

What does this image show you about the history of railroads in Seattle?

What does this image make you think of?

Describe the image using sensory details

Student Handout #3

Name:

Primary Sources as Source Materials

Directions: Read at least one of the newspaper articles. Take a compelling quote from the sources to use in your narrative short story.

Newspaper 1: Dies From Injuries- The Seattle Daily Times, April 22, 1903

DIES FROM INJURIES

Mike Downey was struck by a switch engine, crushing his right leg and arm.

Mike Downey died at the Waysides Mission Hospital this morning about 3 o'clock as a result of injuries received in a rail road accident last night. Downey was run over by the great Northern switch engine at the corner of 2nd Avenue South and King Street and his right arm and right leg were so badly crushed that amputation was necessary.

Little is known here of the dead man. He had a transportation ticket in one of his pockets and Connor Hoye thinks he was a railroad laborer.

The remains of the dead man were removed from the hospital to the Bonnie-Watson Company's morgue. No inquest will be held.

Newspaper 2: Asleep on the Tracks- The Seattle Daily Times, September 14, 1903

Asleep on the Tracks.

John Donovan, a laborer, went to sleep on the Columbia & Puget Sound railroad tracks near Frye-Burhn slaughter house last night and a passing train cut his legs off early this morning. The man was taken to the Wayside Mission Hospital. He has a wife and family living at 61 Drexler Avenue.

Student Handout #4

Name:

Peer Review Routine

Directions: Read your peers' stories. You will need to give thoughtful feedback to help them with their story. Complete the feedback tickets below each of the stories that you read.

Author's Name:

Step 1: Read the writing closely and thoughtfully.

Step 2: Think about what you really liked about what the author did. List 2 things below.

1.

2.

Step 3: Think about what you wish the author had included or fixed. List no more than one thing below (this should help the writer improve, not tear them down)

1.

Author's Name:

Step 1: Read the writing closely and thoughtfully.

Step 2: Think about what you really liked about what the author did. List 2 things below.

1.

2.

Step 3: Think about what you wish the author had included or fixed. List no more than one thing below (this should help the writer improve, not tear them down)

1.

Author's Name:

Step 1: Read the writing closely and thoughtfully.

Step 2: Think about what you really liked about what the author did. List 2 things below.

1.

2.

Step 3: Think about what you wish the author had included or fixed. List no more than one thing below (this should help the writer improve, not tear them down)

1.



Inquiry Description

This lesson will have students complete a virtual tour using HistoryLink.org Walking Tours. While this lesson is intended to be used for the [Pioneer Square Music](#) tour, but is also easily adapted to be used for the [Pioneer Square LGBTQ+ History](#) or other tours that are available on the site.

This lesson will have students go through a self-guided tour of the history of music in the Pioneer Square/ Seattle Waterfront district. In this lesson students will read sources and analyze images to answer the question “What is the unique history of a city?”

Standards

Washington State Social Studies Standards

- SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event
- H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.
- H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by technology and ideas
- H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events

Learning goals/ Objectives

At the end of this lesson students will be able to:

1. Read secondary sources to find information about the history of a city
2. Find key details in source material
3. Analyze images about important sites on a virtual tour
4. Develop questions about the history of a city
5. Use information and cite information correctly to answer a question about the history of a city
6. Use the tour template to create a tour of their community

Focused Inquiry

Compelling Question: What is the unique history of a city?

Staging the question:

Students will brainstorm what makes the history of Washington state and their city unique. This can be done individually or in groups. The purpose of this is to have students share what they know about the state and their community.

Teachers should encourage the students to share what they know. This is a bit of a show and tell of the things and are outside of the textbook or what they have covered so far in the class. Teachers could narrow the scope of the conversation to pop-culture, sports, National Parks, famous people, etc. This might get students to think of how important and differentiated the history of Washington is.

Teachers could collect the ideas onto a word wall or anchor chart.

Supporting question(s): *Pioneer Square Music*- In what ways was music important to Seattle?
Pioneer Square's LGBTQ+ History- How can a social movement change a city?

Formative Performance Task:

Students will be using the internet to go on a self-guided virtual tour using the HistoryLink.org tours link. The structure of this lesson could be used for either the "Pioneer Square Music" tour or the "Pioneer Square's LGBTQ+ History" tour. Teachers will need to adjust the Supporting Question for the tour that they want the student to explore. For the purpose of this lesson both questions will be added to the student handout.

Students will explore the tour and take notes (Student Handout #1) on 5 sites from the tour. Pay attention to important people/ events, image analysis, and questions that students have about the location.

When students complete the notes they will use the information to answer the supporting question, *Pioneer Square Music*- How important is music to the history of Seattle? Or *Pioneer Square's LGBTQ+ History*- How did a social movement change a city? Students should use direct evidence from the tour to support their answer.

Featured Source(s):

- [Pioneer Square Music](#)
- [Pioneer Square LGBTQ+ History](#)

Argument:

Students should use information from the virtual tours to answer the supporting question for the chosen tour. *Pioneer Square Music*- In what ways was music important to Seattle? Or *Pioneer Square's LGBTQ+ History*- How did a social movement change a city? Students should use appropriate evidence from this lesson and well thought out reasoning to support their answers.

This could be in written form, in a presentation, or in a creative one-pager.

Take informed Action:

Students will create a tour that shares the unique history of their community. Some ideas could include but are not limited to:

- The history of the school(s) in their community
- The history of popular restaurants

- Pop-culture (music, movies, books, TV)
- Social Movements
- Major events- Natural disasters, changes to infrastructure, etc.
- Sports
- Famous people

Students should create their tour in such a way that an authentic audience could engage with it.

Possible resources for the tour

- HistoryLink.org
- Washington State Archives
- Washington State Library
- Washington State History Museum
- Legacy Washington Project
- Local college/ university archives
- Digital Public Library of America

Teacher Note: Teachers should review the podcast oral histories from the tours to make sure that they meet the community expectations or your school. The oral histories are personal stories that are about the lived experiences of the individuals and may contain language and/ or content that is not appropriate for all students.

Student Handout #1

Name:

Virtual Tour Notes Sheet

Directions: As you go through the HistoryLink.org Tour review at least 5 sites on the tour. Take notes and complete the chart below. When you are completed, use the information to answer the question *Pioneer Square Music*- In what ways was music important to Seattle? Or *Pioneer Square's LGBTQ+ History*- How did a social movement change a city? You will need to use specific evidence from the tour to support your answer

Site Location	Key Details from the reading	Important people/ historical events	What do you notice about an image(s) of the site?	What questions do you have about this site?



Inquiry Description

In this focused Inquiry students will explore primary and secondary sources around the events of the Chinese Expulsion from Seattle in 1886. Students will work with small groups to review different sources to see how they work together. Student groups will analyze the sources and come up with questions to continue their study of this time period.

Standards

Washington State Social Studies Standards

- SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event
- H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.
- H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.
- H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by:
 - Individuals and movements.
 - Cultures and cultural groups.

Learning goals/ Objectives

At the end of this lesson students will be able to:

1. Read the primary and secondary sources to find evidence.
2. Analyze sources to see the connections.
3. Create questions that dig deeper into the events of the Chinese Expulsion.
4. Demonstrate their learning in a claim, evidence, reasoning paragraph that uses evidence from sources.

Focused Inquiry

Compelling Question: How can fear and distrust based in racism lead to the forced removal of a group?

Staging the question: Tell the story in the pictures.

Use Student Handout #1 and have the students put the images in order and create a short story about what is going on.

There is no right or wrong answer. This is meant to help the students to start to think of what happened during this time period.

Students can share their stories in small or large groups.

Teacher Note: Before this lesson you should go over some background about the Chinese Exclusion Act of 1882. Possible resource Library of Congress

<https://guides.loc.gov/chinese-exclusion-act>

Supporting question(s): What were the causes and effects of the Chinese Expulsion in Seattle in 1886?

Formative Performance Task:

Students will engage in a mystery document activity. You can put the documents in folders or staple them together.

Have the students read in their textbooks about the Chinese Exclusion Act of 1882. If your textbook does not cover this you can have them reading the context and transcript form that National Archives

<https://www.archives.gov/milestone-documents/chinese-exclusion-act#:~:text=It%20was%20the%20first%20significant,immigrating%20to%20the%20United%20States>. (Please note that this document may not be at the reading level of all of your students. You may need to make adjustments to meet the needs of all of your students.)

When they are done, pass out the document sets (Student Handout #2 Document sets 1-3) to groups of 3-4 students. Give each student group an analysis sheet (Student Handout #3). In groups students will read through the documents and complete the graphic organizer.

Teacher note: Please note that some of the primary sources may use stereotyping language or images. You should use your discretion as to what sources you share with your students. The sources have been edited from the full source to make them shorter for the class, but the language of the source has not been changed. This is to hold accountable the actions of the past. Teachers should have a conversation with their students about how words have changed and evolved. Teachers should also help students to have a clear definition of the term "Racism." This is a word that students often hear, but find it hard to define. Teachers know their students best and what they can handle. If teachers need to make word choice edits feel free to do so.

Featured Source(s):

- [Anti-Chinese Activism – Seattle](#)
- [Chinese Exclusion Act 1882](#)
- [Chinese immigrants at the San Francisco custom-house P. Frenzeny. Harper's Weekly February 3, 1877](#)
- [Mobs forcibly expel most of Seattle's Chinese residents beginning on February 7, 1886.](#)

- [The Seattle Daily Call, Seattle, Washington Territory, Monday Evening, February 8, 1886](#)
- [Seattle Daily Post-Intelligencer, Tuesday, February 9, 1886](#)
- [Ida Remington Squire account of the anti-Chinese riots in Seattle, February 7-14, 1886](#)
- [Seattle Daily Post-Intelligencer, Friday, February 12, 1886](#)

Argument:

At the end of the lesson students will use their notes from readings and discussions to answer the compelling questions “How can fear and distrust based in racism lead to the forced removal of a group?” Students should use appropriate evidence from this lesson and well thought out reasoning to support their answers.

This could be written from, in a presentation, or in a creative one-pager.

Take informed Action:

Students should research how their community creates space for different groups. This could be Multicultural events put on by the city/ town, community centers hosting dinners, or school districts hosting events. Students should find out about what is offered in their community and then partner with the different organizations to create an awareness campaign. This could be a school bulletin board or informational poster.

Students could also work with organizations to host an event.

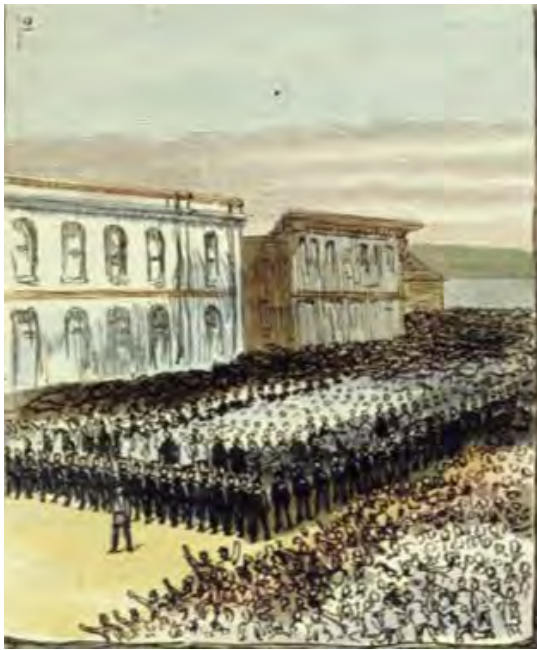
***Teacher Note:** This could be used as a larger project-based learning activity. Students could work within their school and community to create a space that is welcoming for an opportunity for students to work with community groups or go through the process of hosting an event at their school.*

Student Handout #1

Name:

Telling a Story Through Pictures

Direction: Examine each of the images below. In the space to the right, write a story about what is happening in the images. What is the conflict? What is the resolution?



Anti-Chinese riots as illustrated in Harper's Weekly, Seattle, 1886

Text Set 1

Document A

Excerpt- "Anti-Chinese Activism — Seattle" <https://www.historylink.org/File/1057>

By Walt Crowley Posted 5/02/1999, updated 2014

Chinese immigrants, largely men, began arriving in Seattle in the 1860s, and played a key role in the development of Washington Territory, providing labor for the region's mines and salmon canneries and laying much of the railroad track that connected Washington to the rest of the country. Although initially welcomed, Chinese laborers soon became the target of resentment, especially by white workers, and were targeted in 1882 by the first major restrictions on immigration to the United States. On February 7, 1886, a mob rounded up nearly every Chinese person in Seattle and herded them to the waterfront and a waiting steamer. Civic leaders attempted to prevent the disorderly exodus. Eventually the Chinese were expelled, but not before violence that resulted in at least one death.

Historians believe that Seattle's first Chinese resident was Chun Ching Hock (1844-1927), who arrived around 1860. Chun, whose name was sometimes written "Chin Chun Hock," was the vanguard of hundreds of Chinese immigrants lured by the Northwest's "Golden Mountain" and the jobs to be had here -- digging mines, laying railroad tracks, and canning salmon.

The Northern Pacific Railroad completed tracks from Lake Superior to Tacoma, Washington, in 1883. Two thirds of the men who laid track for the Western Division of the railroad were Chinese -- some 15,000 men across several states. Chinese men also helped to build the Seattle to Newcastle railroad.

Initially, Seattle's whites welcomed the aid of Chinese labor, but this attitude soured during the hard times of the 1870s and led to passage of the national Chinese Exclusion Act in 1882. The Chinese Exclusion Act was the first significant law restricting immigration in the United States. Chinese immigration to the United States was suspended for 10 years, and Chinese persons were ineligible for naturalization.

White workers, including recent German and Scandinavian immigrants, came to view the low-paid Chinese as unfair competitors for scant jobs during the depression of the mid-1880s. Local organizers of the Knights of Labor and other early unions excoriated them as potential strikebreakers.

Text Set 1

Document B

Excerpt- “Chinese Exclusion Act 1882”

<https://www.archives.gov/milestone-documents/chinese-exclusion-act#:~:text=It%20was%20the%20ofirst%20significant,immigrating%20to%20the%20United%20States.>

An Act to execute certain treaty stipulations relating to Chinese.

Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

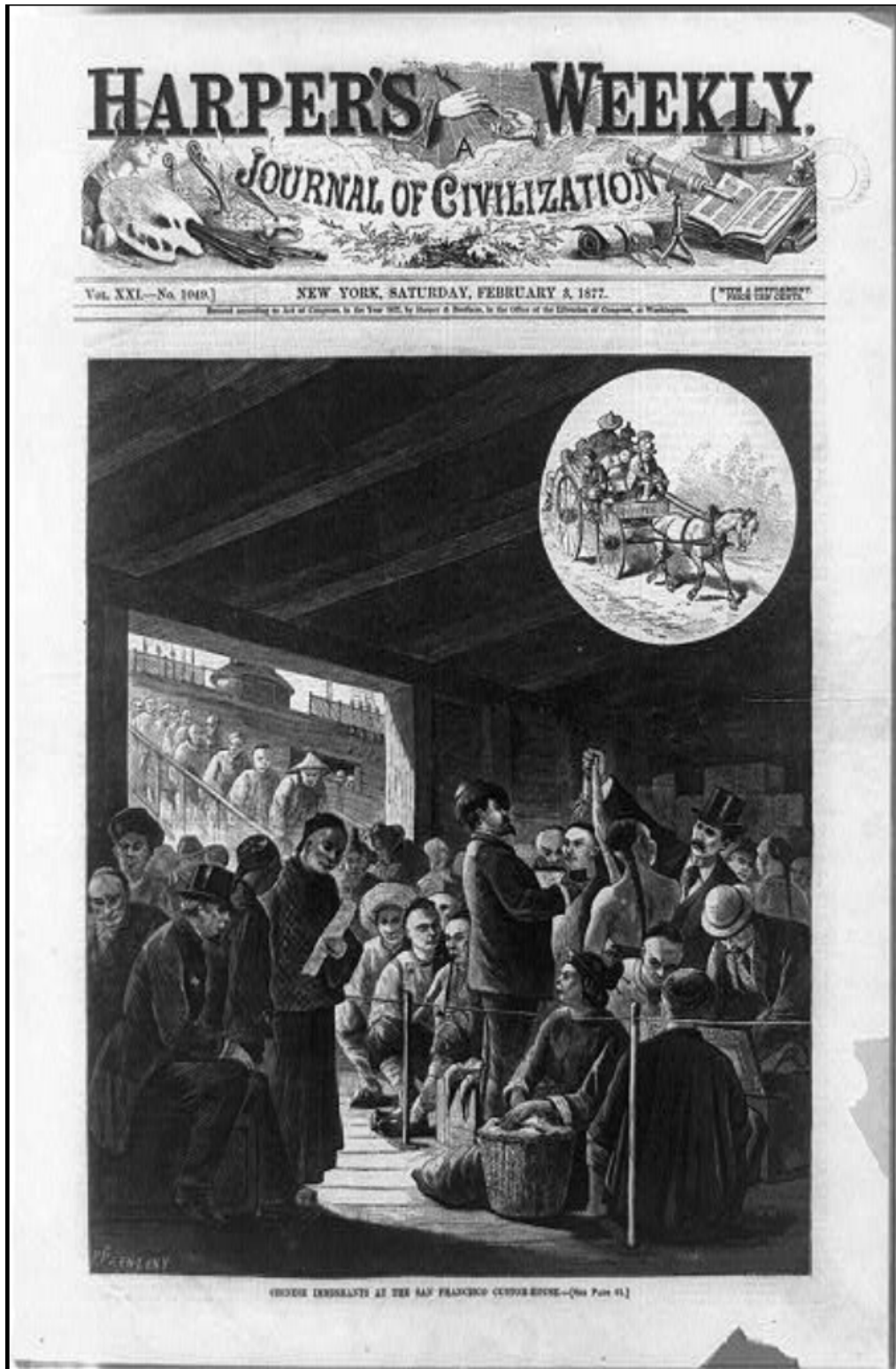
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States...

SEC. 3. That the two foregoing sections shall not apply to Chinese laborers who were in the United States on the seventeenth day of November, eighteen hundred and eighty, or who shall have come into the same before the expiration of ninety days next after the passage of this act, and who shall produce to such master before going on board such vessel, and shall produce to the collector of the port in the United States at which such vessel shall arrive, the evidence hereinafter in this act required of his being one of the laborers in this section mentioned; nor shall the two foregoing sections apply to the case of any master whose vessel, being bound to a port not within the United States, shall come within the jurisdiction of the United States by reason of being in distress or in stress of weather, or touching at any port of the United States on its voyage to any foreign port or place: Provided, That all Chinese laborers brought on such vessel shall depart with the vessel on leaving port.

Text Set 1

Document C

Chinese immigrants at the San Francisco custom-house P. Frenzeny. *Harper's Weekly* February 3, 1877 <https://www.loc.gov/resource/cph.3b39848/>



Text Set 2

Document A

Excerpt- "Mobs forcibly expel most of Seattle's Chinese residents beginning on February 7, 1886."

<https://www.historylink.org/File/2745>

By Phil Dougherty Posted 11/17/2013

A Committee of Fifteen

... On the stormy night of Saturday, February 6, an anti-Chinese meeting was held at the Bijou Theater in the "lava beds," Pioneer Square's red-light district located between Yesler Way and Jackson Street near 2nd and 3rd avenues. The Chinese were accused of violating Seattle's cubic-air ordinance, which required all lodgings to have at least 512 cubic feet of air space for each person sleeping there. Most of the city's Chinese residents lived in crowded conditions and were not in compliance with the ordinance. This gave people who wanted them out the excuse they were looking for, and a "committee of fifteen" was appointed to inspect Chinatown the next day.

[On] February 7, several groups of five or six men -- accompanied by members of the Seattle police force -- spread out through Chinatown... They approached each home and asked its terrified occupants various questions about the city's cubic-air and nuisance regulations... Others entered the home, hauled out its contents, and put them in wagons. The residents and their belongings were then taken to the Ocean Dock at the foot of Main Street, where the steamer Queen of the Pacific (Queen) was docked.

At first, the affair went smoothly and quietly -- so quietly that for several hours many in the city didn't know what was happening. Then word began to spread and a delighted crowd began to gather in Chinatown, either to watch or help. By 10:30 a.m. fire bells and church bells were ringing, a signal for the (Seattle) Home Guards and Seattle Rifles to assemble. At the same time, Sheriff John McGraw (1850-1910) assembled a posse of deputies and confronted the mob. But the posse, badly outnumbered by the mob and ignored by the police, could do little. Governor Watson Squire (1836-1926) happened to be in Seattle and late that morning issued a proclamation ordering the mob to desist and disperse. It was answered with widespread derision.

Mob Rule

By 1 p.m., more than 300 Chinese and most of their possessions had been herded together at Ocean Dock. The plan was to put them on the Queen, which was bound for San Francisco... Jack Alexander, the Queen's captain, refused to allow them onboard until their fares had been paid... Men spread through the crowd and solicited donations.

...Shortly before the steamer was to sail Captain Alexander was served with a writ of habeas corpus, charging that the Chinese were illegally restrained onboard his ship. He was ordered to appear in court the next morning and bring the Chinese with him. The Queen and its Chinese passengers settled in for the night, while the rest of the Chinese on the dock were housed in a nearby warehouse.

Text Set 2

Document B

Excerpt- *The Seattle Daily Call*, Seattle, Washington Territory, Monday Evening, February 8, 1886
<https://digitalcollections.lib.washington.edu/digital/collection/imlsmohai/id/14843/rec/4>

Chinese Crisis
In the Queen City of the Northwest
186 LEAVE BY THE QUEEN
Peaceful and Law-Abiding Measures of Expulsion Turned Into Turmoil and
Disorder by a Band of Deputy Sheriffs
Four Citizens Shout Down Without a Shadow of a Cause Let Justice be Meted
Out

When the people are maliciously, betrayed by their legislators; when an agitation of right and justice is scorned, violated and frowned upon by a small handful of unconcerned; when the laboring classes are being forced to the wall ... and when starvation want, and misery stare, the wage worker in the face we are not surprised at the proceedings of yesterday.

*Early yesterday morning, the Committee of Fifteen appointed at the mast meeting the evening previous entered on the task of taking a census of the number of Chinese and the city, and to detect violations of the **cubic air ordinance**.*

While the Committee of Fifteen were engaged in their duty, the sailing of the queen at 1 PM suggested the idea that possibly possibly at the late day... Accordingly, every wash house, tes store, junk shop and opium joint was visited by citizens, and the Chinese en masse said they would go if their fares were paid. This the citizens agreed to...Everybody appeared happy and content, and rather liked the way things were shaping... Up to the time no lawlessness violence or disorder occurred

about 9:30 AM do U.S. Prosecuting Attorney W. H. White appeared on the scene of action on theSouth Second street, told the citizens they were violating laws, got mad, heaped profanity on their heads, and said that was not the end. A bystander called his attention to the fact that the Chinese we're leaving of their own accord...

Cubic air Ordinance- In 1885, the Seattle City Council passed Ordinance 694 "for the regulation of sleeping apartments and for the preservation of good health." The law stipulated that all lodgings must contain at least 512 cubic feet of air space for each person sleeping there. This law was passed targeting Chinese Immigrants who were living more densely to save money.

Text Set 2

Document C

Excerpt- *Seattle Daily Post-Intelligencer*, Tuesday, February 9, 1886

<https://digitalcollections.lib.washington.edu/digital/collection/imlsmohai/id/14836/rec/18>

The Chinese

An Attempt to Expel Them is Met by an Organization of Citizens

LEADERS OF THE MOVEMENT ARE ARRESTED

Protection Offered to Chinese, but They Desire

Home Guards are Attacked and Fire Into Crowd- Five Men Wounded- The City Under Martial Law, With Governor Squire in command.

At daylight Sunday morning, in pursuance of a carefully arranged secret understanding, a number of committees of five or six men each proceed to the Chinese quarters throughout the city, and notify the Chinese to pack up as they will be sent away on the Queen of the Pacific at 1 o'clock in the afternoon... Shortly after this a large number of wagons appeared on the scene in the luggage of the and the Chinaman were piled into them and hauled to the Ocean Dock, where they were placed under guard and not allowed to return to their homes... Sheriff McGraw was appealed to, and coming downtown told the police officers to maintain the law. The officers replied that they were unable to do anything further than to see that the Chinese were not abused, and did not propose to attempt to stop the removal of the Chinese...

*Governor squire, who chance to be in the in the city issued the following dispatch:
Seattle, Feb. 7, 1886*

*Secretaries, Lamar and Endicott, and may Major General Gibbons of the department of the Columbia immense mobs, forcing Chinese to leave Seattle. Citizen authorities arming **posse comitatus** to protect them. Serious conflict probable. I respectfully request United States troops to be immediately sent to Seattle. Troops at Fort Townsend can arrive soonest, and possibly will be sufficient. Have issued proclamation.
Watson C. Squire Governor*

At noon, Deputy United States, Marshal Henry, under the armed escort of 20 or 30 deputy sheriffs proceeded to the corner of Commercial and Washington streets where he got up on a post and read the following

To the people of Washington territory:

Whereas, it is represented to me by the mayor of the city of Seattle as follows:

Honor W.C. Squire- Sir: The Chinese residents of the city of Seattle are being unlawfully removed from the city by a mob unlawfully gathered together. The authority of the city, is not sufficient to keep the peace and preserve order I appeal to you for aid and assistance.

Henry L Yesler mayor

posse comitatus- a body of men, typically armed, summoned by a sheriff to enforce the law.

Text Set 2

Document D

Excerpt- "Ida Remington Squire account of the anti-Chinese riots in Seattle, February 7-14, 1886."
<https://digitalcollections.lib.washington.edu/digital/collection/pioneerlife/id/8230>

Notes: Ida Remington Squire was the wife of Washington Territorial Governor Watson C. Squire. The account gives first-hand details about some events, particularly conversations taking place in the Occidental Hotel and events visible to Squire from her room's windows at the Occidental. She also briefly describes a walk to the bank on the morning of the riots, as an escort (along with Sarah Yesler) for a Chinese man who needed to withdraw funds before being forced out of town. For other events, Squire records information she is told (or overhears): some of these accounts are factually accurate, and some are exaggerations or false rumors. This is transcribed from a handwritten account.

Seattle, Washington territory 1886 from the Occidental Hotel

Sunday morning I went down to breakfast at 9:30 and heard [somebody] say "they are moving out the Chinese." I looked out of the window and sure enough saw an express wagon going down the street, loaded with their goods. But all was quiet- no noise or excitement. Then the fire bell [rang] and that wakes W.C. [who quickly] dressed himself Mr. Yesler came after him... He went out with Judge Burke and Judge Greene and I saw nothing more of him until night. He gave another proclamation. And got out the military they marched through the streets. The crowd of men , swearing, yelling and looting at their heels... Judge Green ordered the Queen not to sail... Then the mob devoted themselves to collecting money to pay the passage of the Chinese to California. W.C. sent a dispatch to Washington.

About five in the afternoon the military marched to the courthouse. W.C. was there all the evening ...arranged what to do and how to manage in the morning. He got home at about 12 and he got some sleep. Everything remained quiet through the night, which was more than I expected...

Monday we were called at 6:30 and while taking our breakfast looked over and saw the whole lot of Chinese being marched to the court all but about 15 declared that they wish to go. It is a high sunny day and I got out to the post office to see Mrs. Yesler while they're well there [a Chinese man] comes in showing a certificate of deposit to get his money but is afraid to go to the bank Mrs. Y says she will go with him and [he] begs me to do so too. So we march out Mrs. Y and I being in the rear nobody has any attention to us...

Text Set 3

Document A

Excerpt- "Mobs forcibly expel most of Seattle's Chinese residents beginning on February 7, 1886."

<https://www.historylink.org/File/2745>

By Phil Dougherty Posted 11/17/2013

A Supposed Happy Ending

[Morning of February 8, 1886] Sheriff McGraw, the Home Guard, and two militia companies escorted the Chinese to the courthouse. Roger Greene (1840-1930), Chief Justice of the Supreme Court of Washington Territory, asked each of the Chinese present to confirm whether they wanted to leave Seattle. Most said they did want to leave. They were escorted to the dock and began boarding the Queen.

...After 196 had boarded the Queen, Alexander announced that the ship was full. The steamer departed, leaving at least 100 Chinese who'd paid their fares on the dock. Those holding them decided to put them on the steamer George W. Elder (Elder), which was due in Seattle in a few days.

It was approaching noon by this time. "The people on the wharf shook hands and congratulated each other over what they supposed was a happy ending," reported the Seattle Daily Post-Intelligencer the next morning. They agreed to take the Chinese back to their homes in Chinatown to wait for the Elder's arrival, even though many of the homes had been demolished. The Home Guards began escorting the Chinese east on Main. They made it as far as 1st Avenue S, where they were met by a screaming mob of about 2,000 people. The mob demanded to know where the Chinese were being taken. The guard ordered the mob to step aside and let them pass. The mob refused. A few of the guardsmen tried to arrest some of the most aggressive men in the mob.

Violence Erupts

At that, the mob attacked the guards... Guardsmen clubbed their attackers with the butts of their guns. In response, some in the mob grabbed the guardsmen's guns and tried to yank them out of their hands... Guardsmen fired on these men and into the mob. Five people were injured...

The wounded were taken away, but a crowd of several thousand soon massed around the officers. The three units faced the crowd, aimed their weapons, and formed a hollow square protecting the Chinese men, who remained [in the] street... A tense standoff ensued, with thousands screaming at the badly outnumbered officers. But cooler heads prevailed. Several men, including John Keane, "the well-known Chinese agitator," addressed the crowd directly, saying that "enough damage had already been done and it would be folly to cause further bloodshed." The crowd slowly dispersed, and the Chinese returned to Chinatown.

Martial Law and Federal Troops

Shortly after, Governor Squire proclaimed martial law. Saloons were closed and a dusk-to-dawn curfew was put in place in downtown Seattle. Both military and local police were stationed on the corners of every block in the business district at dark to enforce the curfew...

By Friday, February 12, the Seattle P-I could proclaim in a headline "Good Order Once More." On February 14, the Elder took away another 110 Chinese, leaving somewhere between 50 and 80 in the city. Some of these gradually left, and eventually only a few dozen Chinese, at most, remained in Seattle.

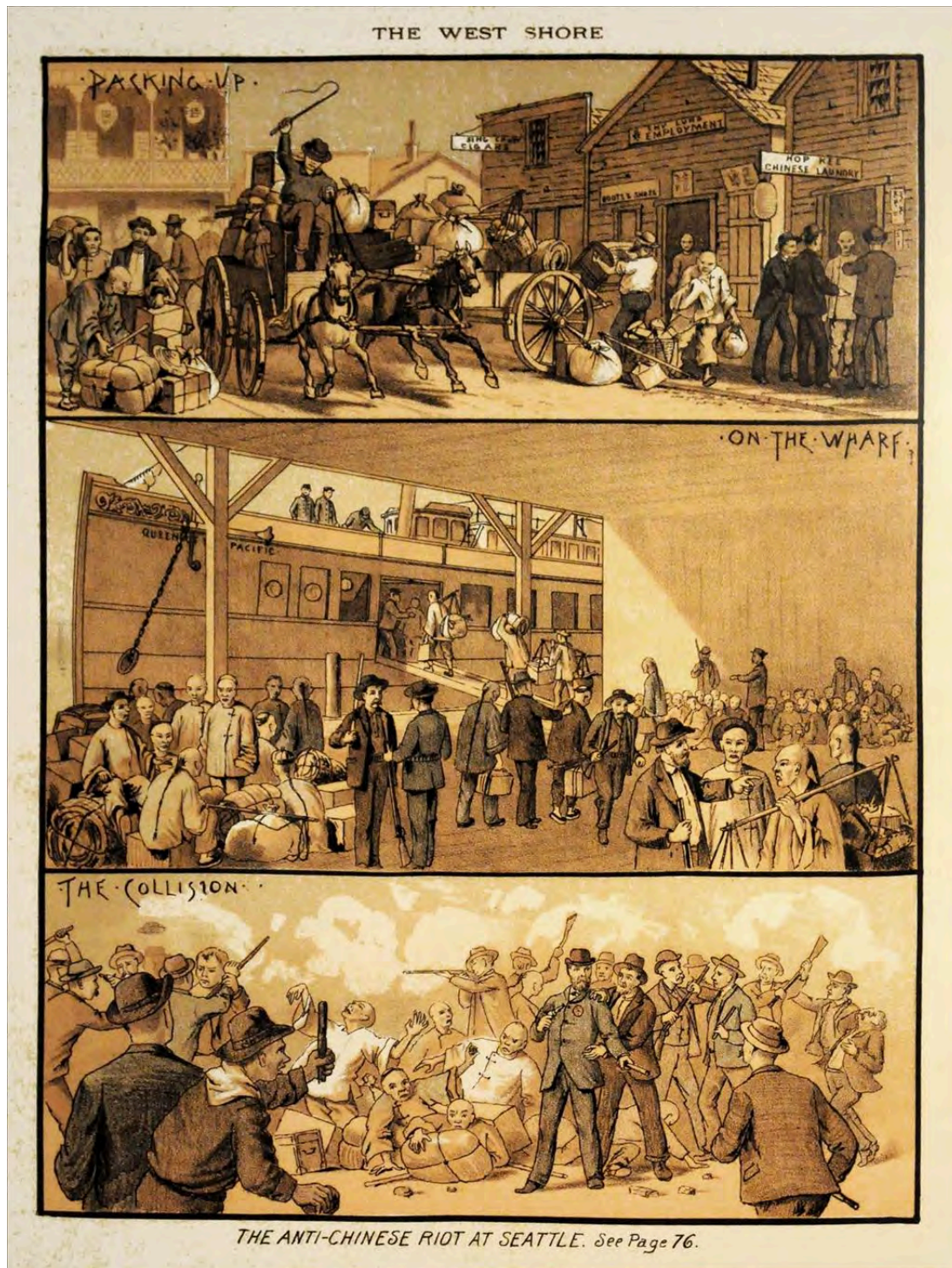
Text Set 3

Document B

“Mobs forcibly expel most of Seattle's Chinese residents beginning on February 7, 1886.”

<https://www.historylink.org/File/2745>

By Phil Dougherty Posted 11/17/2013



Artist's conception of the 1886 anti-Chinese riot in Seattle. The three panels are entitled, "Packing Up", "On the Wharf", and "The Collision", 1886 Photo by Joe Mabel, Courtesy MOHAI and West Shore Magazine under the Creative Commons Attribution-Sharealike 3.0 Unported license

Text Set 3

Document C

Excerpt- *Seattle Daily Post-Intelligencer*, Friday, February 12, 1886

<https://digitalcollections.lib.washington.edu/digital/collection/imlsmohai/id/14852/rec/7>

*Good Order Once More
Fourth Day Under Martial Law.
Several Persons Arrested for Sedition and Disloyalty will be Tried Before a Military
Commission.*

*When the soldiers arrive Wednesday afternoon on the Emma Hayward, a man named J.J. Quinn, piano player at the White Elephant, who chanced to be in the crowd on the Ocean Docks, rendered himself very **conspicuous** by the manner in which he conducted himself pointing at the home guard who were on duty on the City Docks he shouted to the soldiers, loud enough to be heard by vast concourse of people there assembled: "There is a murder in the crowd! There is a murder in the crowd!! There is a murder in the crowd!!!" Shortly after this, as soldiers took up their line of march, this man, Quinn in addressing himself to the masses got up on the rails and shouted: "Thank God, boys, we are out from under the control of the murderers!" It is said that, during the recent unpleasantness Quinn has made himself very **officious**, so that he had become a common nuisance. After his performance on the wharf a warrant was issued for him, and he was arrested and placed in jail.*

*The Provost Marshal was instructed to be diligent and enforcing the section of General Order No.12, which provides that "all persons, uttering treasonable or **seditionous** language, or who are guilty of publicly using words or actions tending to disturb the peace or in contempt of the constituted authorities will be probably arrested." It was under this order that Quinn was arrested.*

*Yesterday morning, a young fellow named DJ Hennigan, formally copyist of the **Probate Court**, was arrested for loud and treasonable language on the streets. When call upon in jail by a friend he said that he had gotten excited and shot his mouth off a little too loud, but he hoped that his punishment would be would not be severe.*

*About noon, Mr. Moore McMillan was arrested for treasonable utterances and put in jail. Mr. McMillan had been quite active in the anti-Chinese movement, and has often said that he would willingly serve a sentence in the **penitentiary** if it was aid in ridding Seattle of the Chinese. He was a machinist by trade, but of late has been engaging as route agent for the **Co operative**.*

conspicuous- standing out so as to be clearly visible

officious-assertive of authority in an annoyingly domineering way

seditionous- inciting or causing people to rebel against the authority

Probate Court- segment of the judicial system that oversees the execution of wills as well as the handling of estates

penitentiary- a prison for people convicted of serious crimes

Co operative- group in Washington Territory that advocated for labor rights and instigated anti-Chinese riots

Mystery Documents

Group Member Names: _____

Instructions: **1)** Select a Note-Taker and a Discussion Leader for your group, **2)** Review each of the text sets. Make sure to look at one document at a time. **3)** Discussion leader should lead the group through analysis of each document (1 at a time), AND **4)** Note-Taker should annotate on the chart below

Text Set 1				
Documents:	Observation: Note details you see	Opinion: What do you think this document represents	Evidence: What evidence supports your opinion?	Need to Knows: What questions does this raise?
1				
2				
3				
Based on the evidence as a whole, what is your hypothesis about how these three documents are related?				

Text Set 2				
Document:	Observation: Note details you see	Opinion: What do you think this document represents	Evidence: What evidence supports your opinion?	Need to Knows: What questions does this raise?
1				
2				
3				
4				
Based on the evidence as a whole, what is your hypothesis about how these four documents are related?				

Text Set 3

Documents:	Observation: Note details you see	Opinion: What do you think this document represents	Evidence: What evidence supports your opinion?	Need to Knows: What questions does this raise?
1				
2				
3				

Based on the evidence as a whole, what is your hypothesis about how these three documents are related?



Inquiry Description

In this lesson students will look at how to assess primary and secondary sources. Students will explore the larger questions of “How is history written?” by reading and discussing the history of Ballast Island in Seattle. Students will also be looking at the supporting questions of “How do we assess the sources we learn from?” Students will do this by looking at what is included and not included in sources.

For this lesson to be the most effective teachers should consider how this might fit into their scope and sequence of their class. This lesson would work well after students are learning about the Puget Sound War in Washington 1855-1856. Students should know about Treaty Times and the important parts of treaties between the U.S. Government and Native Tribes of Washington. Students should have read and discussed the Point Elliott Treaty and treaties that have an impact on the local Native People where they live.

Within this lesson there are secondary sources that have been written from the perspective of non-Indigenous writers. There are also many factors that make accessing primary sources with Native perspectives a complex process. When possible, teachers should always look for ways to work in association with their local Tribes to make sure that more voices and perspectives are included.

Standards

Washington State Social Studies Standards

- SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event
- SSS2.6-8.2 Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.
- H1.6-8.4 Analyze a major historical event and how it is represented on timelines for different cultural perspectives, including those of Indigenous people.

Social Justice Standards

- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Middle Level Since Time Immemorial Outcomes:

By the time Washington state students leave middle school, they will know:

- that according to the US Constitution, treaties are "the supreme law of the land" consequently treaty rights supersede most state laws;
- that Tribal sovereignty has cultural, political, and economic bases;
- that Tribes are subject to federal law and taxes, as well as some state regulations;
- that Tribal sovereignty is ever-evolving and therefore levels of sovereignty and status vary from Tribe to Tribe; and
- that there were and are frequent and continued threats to Tribal sovereignty that are mostly addressed through the courts.

Learning goals/ Objectives

At the end of this lesson students will be able to:

1. Identify the geographic and cultural importance of Dzidzilalich.
2. Evaluate what is included and not included in primary and secondary sources.

Key Vocabulary and Terminology

Treaty
Sovereignty
Ceded vs. Unceded land
Dzidzilalich

Focused Inquiry

Compelling Question: How is history written?

Staging the question:

Have students review the maps on Student Handout #1 and answer the questions that go with it for the pre-reading activity. Students should share their thinking about the map. The teacher can collect their ideas on the board or on chart paper. This should be up for the duration of the lesson. Students will go back to the map after reading Student Handout #2. Teachers should add to the charts as the lesson goes.

The intent of this map is to help frame student thinking. This map activity should help students to come up with questions

Supporting question(s): How do we assess the sources we learn from?

Performance Task:

Whole class activity:

At the beginning of the lesson students should read through the Point Elliott Treaty of 1855. This could be done as a reading or as a presentation. Teachers should use their knowledge of student reading levels and use modified or shortened versions.

Discussion Questions:

- What rights are reserved by Native People?
- What questions do you have about this document?
- How does who wrote the document impact who will benefit from the document?

To support students with this treaty reading, it is recommended that other treaties are reviewed. One option is to use the Since Time Immemorial lesson "[Medicine Creek Treaty of 1854](#)."

Students will then read "Exile to Ballast Island" by the Duwamish Tribe.

Discussion Question:

- What predictions can you make about why Ballast Island was significant to the history of Indigenous people and the history of the Seattle Waterfront?

Small group activity:

Students should work in groups of 3 to complete a jig-saw activity. They will read secondary sources about the history of Ballast Island. After they read they are asked to write reflections about the information and evaluate the source. Students will share this information with their group.

Reading and reflection activity is on student handout #2-#5

Featured Source(s):

Primary:

- [Point Elliott Treaty](#)
- [Photos of Ballast Island](#)

Secondary:

- [Exile to Ballast Island](#)
- [Dzidizilalich \(Little Crossing Over Place\)](#)
- [Seattle Board of Trustees passes ordinance, calling for removal of Indians from the town, on February 7, 1865.](#)
- [Oregon Improvement Company completes purchase of Seattle & Walla Walla Railroad Company and Seattle Coal & Transportation Company on November 26, 1880.](#)
- Ballast Island Nomination Language

Summative Activity:

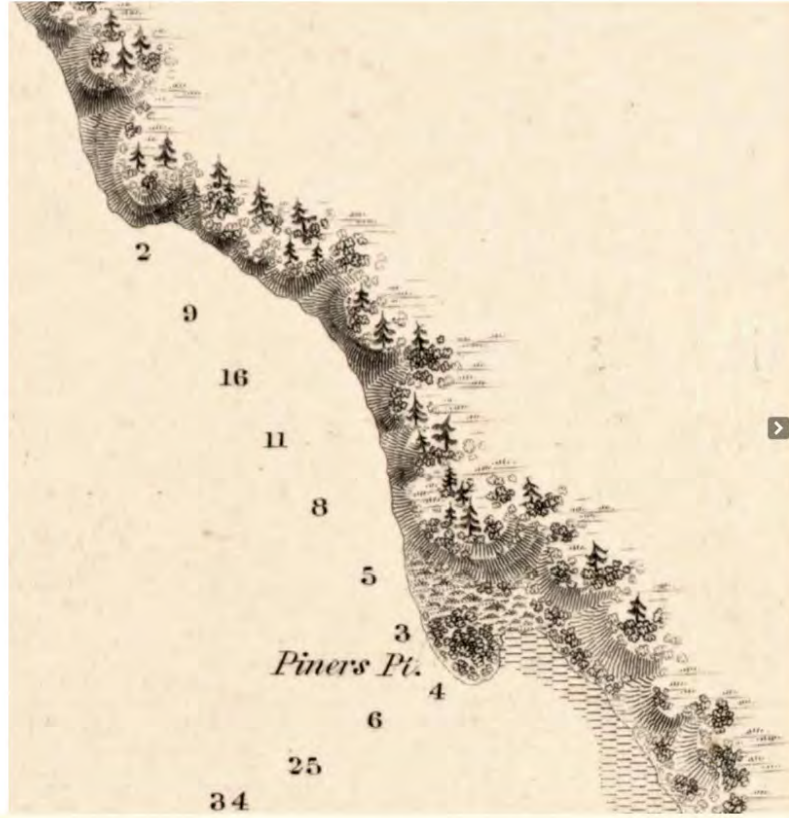
In a whole group setting students will come up with ways they can evaluate primary and secondary sources for their values and limitations. Students can create anchor charts that can be used when they read secondary sources in class.

Student Handout #1

Name:

Direction: Review the following map and answer the analysis and reflection questions below.

Wilkes' 1841 survey of Elliott Bay showing Piner's Point (future site of Pioneer Square) and steep ridges to the north



Before you read student handout #1

1. What do you notice about this map?
2. What is something that you know for sure about this map?
3. What are at least 1 question that you have about this map?

After you read student handout #2

4. What is the connection between this map and the reading?
5. Based on the reading, what is missing from this map?
6. What is at least 1 question that you NOW have about the map?

Student Handout #2

Name:

Directions: As you read, highlight information about this historical event in one color and what questions you have in another.

Excerpt is from *Dzidzilalich (Little Crossing-Over Place)* By Jennifer Ott posted to historylink.org
11/10/2014

Dzidzilalich- Little Crossing-Over Place

Coast Salish communities on Puget Sound located villages in places that offered access to resources they could use or trade. On the Elliott Bay waterfront at what is now the foot of Seattle's Yesler Way, the ancestors of today's Duwamish, Suquamish, and Muckleshoot tribal members chose a space they called Dzidzilalich, which can be translated as Little Crossing-Over Place. It was adjacent to a flounder fishery, shellfish beds, salmon fishing grounds, places to gather plant resources, and a source of freshwater. It was also a centrally located place where people could gather to socialize, make alliances, trade, and share traditional knowledge.

By the time anthropologists and historians began to look for traces of Dzidzilalich in the twentieth century, the longhouses at the site had long since been removed and the area had been regraded and filled to such an extent that the original landscape had disappeared. Old maps showed a point of land (named Piner's Point by early explorers), which was regularly cut off from the mainland by high tide, extending south from the area of today's First Avenue and Yesler Way.

The People of Dzidzilalich

Not very much is known about the people who built and lived in the village because it was abandoned by the time non-Native settlers came to Elliott Bay in the 1850s, a time of tremendous change and upheaval in the Indigenous communities. It is likely that the village was abandoned because epidemics of European diseases, to which the inhabitants had no immunity, had reduced the local population significantly and the survivors had gathered at inland villages along the Duwamish and Black rivers.

Dzidzilalich is primarily identified as a Duwamish village because that name has been used to identify the people living in the Seattle and Renton region. Though non-Native settlers, and particularly the territorial government, identified the Duwamish as a tribe that included people living on Lake Washington, the Cedar, Black, and Duwamish rivers, and Elliott Bay, it is more accurate to describe those Native communities as autonomous bands who shared language, customs, and social relations with other nearby bands, often living in the same watershed...

People living on the western side of Lake Washington, sometimes called Lake Duwamish, and those living on Elliott Bay were also included in the Duwamish tribe by early settlers and Indian agents. This grouping of autonomous bands was further formalized by the treaty process. The desire of territorial government officials to work with leaders of large groups, rather than with each band, led them to impose a different hierarchy and type of relationship, such as the concept of a chief with control over numerous bands, than what actually existed among the Duwamish or other Coast Salish people.

It is also likely that both the Suquamish from across Puget Sound and the groups from farther up the valleys of the White and Green rivers that today make up the Muckleshoot Native Tribe also gathered at Dzidzilalich...

A Crossing-Over Place

The historical record also indicates that two trails led inland from Dzidzilalich (the likely source of the name "Little Crossing-Over Place"). One trail crossed over the low ground between the point and the mainland to the lagoon. The Duwamish and others fished for flounder in the lagoon. The other traversed the hills between the bay and Lake Washington, which provided a route between Elliott Bay and the Cascade foothills. Travelers paddled through the slough connecting Lake Washington with Lake Sammamish. (The slough has since straightened and is known as the Sammamish River.) From Lake Sammamish they could travel on foot up into the mountains to hunt game, gather berries, or socialize and trade with Native Peoples from both sides of the Cascades...

Change and Persistence

It was not long after non-Native settlers claimed the land at the site of Dzidzilalich, in 1852, that Native People were no longer welcome there. In the Treaty of Point Elliott, signed at Mukilteo in 1855, the Duwamish, the Suquamish, and the tribes that would become the Muckleshoot Native Tribe, ceded the majority of their land in exchange for payments and services. Though the tribes were expected to go to the reservation established at Port Madison on the west shore of Puget Sound, or, later, to the Muckleshoot reservation in what is now south King County, many of the Duwamish continued to live independently around the region.

The non-Native settlers at Seattle, who named their new town for a Duwamish and Suquamish leader, needed Native People to trade food items with them, provide transportation in their canoes, and work at Yesler's mill, the economic backbone of the settlement.

This interdependence did not translate into a desire to integrate the two cultures. The new city council officially prohibited Native People from residing within the city limits in an 1865 ordinance (though that law was not reinstated when Seattle incorporated a second time in 1869). As the town grew, Native People were relegated to other areas around Elliot Bay, and, as undeveloped areas along the shoreline shrank, they were tolerated on Ballast Island at the foot of Washington and Main streets, just a block or two from the site of Dzidzilalich.

[Sources from historylink.org]

Reflection: What surprised you about this information?

Reflection: What is valuable about this source (sourcing, information, and/ or perspective)?

Reflection: What is limiting about this source (sourcing, information, and/or perspective)?

Reflection: What is one question you would like to ask the author about this source?

Student Handout #3

Name:

Directions: As you read, highlight information about this historical event in one color and what questions you have in another.

Excerpt from *Seattle Board of Trustees passes ordinance, calling for removal of Native People from the town, on February 7, 1865* by Jennifer Ott posted to historylink.org 12/07/2014

Seattle Ordinance No. 5

On February 7, 1865, the Seattle Board of Trustees passed Ordinance No. 5, calling for the removal of Natives from the town. Ten years after local tribes signed the Treaty of Point Elliott, ceding most of their land to non-Native settlers, and six years after the U.S. Congress ratified the treaty, many members of those tribes continue to live in places other than the reservations established by the treaty. Deep-seated prejudices lead Seattle's non-Native settlers to seek exclusion of Native people from the town, even as they look to Native People for labor and trade. The Native People in turn not only want to be connected to the new settlement through work and commerce, but also have strong cultural ties to the place that stretch back thousands of years...

Land Claims and Treaties

When the board of trustees passed Ordinance No. 5, there were several layers of legal structure related to land ownership in Seattle... A treaty with the tribes who lived on Elliott Bay and the surrounding area was not signed until 1855, at Point Elliott, and was only ratified in 1859, but this did not prevent members of the Denny Party, the first non-Native settlers in what became Seattle, from claiming land along the shore of Elliott Bay in 1852.

In the 1855 Treaty of Point Elliott, the tribes living on the west side of the Cascade Mountains and around Puget Sound north of the Tacoma area ceded their territory -- except for small portions that were "reserved" for their use (the reservations) -- in exchange for payments and services the federal government promised to provide. They also reserved their right to "taking fish at usual and accustomed grounds and stations." ("Treaty of Point Elliott, 1855").

Underlying Assumptions

There were a number of assumptions underlying the United States' treaty-making process. First, it was widely believed that it was the "Manifest Destiny" of Americans to occupy and control as much land on the North American continent... This belief was based in Americans' sense that their government, economy, and culture were superior to others' and that their use of that land was the best use for it.

Second, the treaties were part of a long series of efforts by the federal government to keep Native communities separate from white communities...

Third, many whites assumed the Native tribes would disappear in the near future. They thought disease and other forces would wipe out the Native populations and they would not have to accommodate the reservations or rights agreed to in the treaties for long.

These attitudes toward Native communities underlay Seattle's removal ordinance...

Complexities

...Congress took several years to ratify the Treaty of Point Elliott, finally doing so in 1859. The lands set aside for reservations did not have towns, with their opportunities for work and commerce, on or often even near them. Moreover, some of the tribes aggregated together on single reservations -- the Muckleshoot and Tulalip reservations, among others, were established for several tribes each -- did not agree to the aggregation or want to move to lands they did not traditionally live on. It took several years to establish government agencies at the reservations and, even early on, government payments and distributions of goods did not happen as promised. Further, a proposed reservation not far from Seattle along the Duwamish River for the Duwamish Tribe, whose members lived on Elliott Bay and the Duwamish and Black rivers, was blocked by non-Native residents in 1866.

At the same time, non-Native settlements needed Native laborers to conduct business, run households, and build towns. The new settlers also wanted to trade with Native Peoples for fish, shellfish, and goods they produced, such as baskets. These economic relations kept the two communities intermingling.

Likewise, personal relationships created links between the two communities. Non-Native men involved in the fur trade and, later, in establishing towns and businesses on the sound, married Native women...The Washington territorial legislature outlawed these unions in 1854, then legalized them again in 1868.

Be It Ordained

The text of the 1865 Seattle ordinance encapsulated the complicated relationship between Native and non-Native people. The first section stated:

"Be it ordained by the Board of Trustees of the Town of Seattle, That no Indian or Indians shall be permitted to reside, or locate their residences on any street, highway, lane, or alley or any vacant lot in the town of Seattle, from a point known as the South side of Chas. Plummer's ten acre lot to a point known as the South side of Bell's land claim" (Seattle Weekly Gazette).

In 1867, the state legislature dissolved the government of Seattle, at the request of the town's residents. When the town was reincorporated in 1869, the ban on Native residents was not re-enacted. Attempts to exclude Native continued, however, through extralegal means ranging from the 1893 burning of the Duwamish winter village Herring's House, at the mouth of the Duwamish River, to the discriminatory actions of individual people in everyday life.

[Sources from historylink.org]

Reflection: What surprised you about this information?

Reflection: What is valuable about this source (sourcing, information, and/ or perspective)?

Reflection: What is limiting about this source (sourcing, information, and/or perspective)?

Reflection: What is one question you would like to ask the author about this source?

Student Handout #4

Name:

Directions: As you read, highlight information about this historical event in one color and what questions you have in another.

Excerpt from *Oregon Improvement Company completes purchase of Seattle & Walla Walla Railroad Company and Seattle Coal & Transportation Company on November 26, 1880* by John Caldbick posted to historylink.org 10/09/2014

Oregon Improvement Company

On November 26, 1880, the newly formed Oregon Improvement Company (OIC) completes the purchase of the Seattle & Walla Railroad & Transportation Company and the Seattle Coal & Transportation Company. The purchase of the railroad gives the OIC direct rail access from Seattle's waterfront to the coal mines at Newcastle in southeast King County, which are included in the Seattle Coal purchase. Founded by Henry Villard (1835-1900), the Oregon Improvement Company is one component of an ambitious, multipronged attempt to dominate the economic development of the Pacific Northwest. Part of that effort will include construction of two imposing piers and appurtenant facilities on Seattle's waterfront. The ships that dock there will contribute to the creation of Ballast Island, among the last homes in that era for Native Americans in the city...

Ballast Island

In 1865, Seattle had passed an ordinance that prohibited Native Americans from residing anywhere within the young city's limits unless they were employed and housed by a non-Native. While it does not seem to have been enforced with draconian rigor, it cleared the city of much of its remaining indigenous population, a continuing injustice that began with forced relocations during the [Puget Sound] Wars of the mid-1850s. But it remained a stubborn fact that Native Peoples were willing to perform work, including harvesting hops in the river valleys southeast of the city, that non-Natives did not have the will or the numbers, or both, to do. They also gathered foodstuffs and made handicrafts that found willing buyers among the city's residents. Despite the law, Native People remained a significant presence on Seattle's waterfront for years, with most eventually living on an artificial island along the city's downtown shoreline just off Washington Street.

Henry Yesler's (1810?-1892) sawmill and other waterfront businesses had been dumping waste materials into Elliott Bay since 1854 and had managed to fill some marshy areas along the shore with scrap lumber and other industrial detritus. Before the widespread appearance of steel-hulled vessels and the invention of powerful means of pumping water for ballast, ships traveling without cargo or only partially filled carried sand, rocks, and other heavy material in their holds to provide stability and distribute the stresses on the hull. This solid ballast had to be laboriously taken aboard when the ship was empty and then laboriously disposed of to free the space for cargo. Ballast that was no longer wanted was simply dumped overboard, and because of the need to maintain stability this most often did not occur until a ship was at or very near its mooring place.

When multiplied by hundreds of ships, the jettisoning of ballast presented a considerable disposal problem. For some time, it was illegal for ships to do so in Seattle's harbor. More than one captain was prosecuted, but commercial necessity prevailed and an area just offshore at Washington Street was set aside for such dumping. At first slowly and then more rapidly, an island began to appear in 1881 that was composed of rocks and other materials taken on as ballast from locations around the world, including 40,000 tons from San Francisco's Telegraph Hill.

When completed, the Oregon Improvement Company's City Dock and Ocean Dock could accommodate four ships simultaneously, and with their contributions, Ballast Island began to grow rapidly. At its peak, it reached 400 feet into Elliott Bay and provided a place where Native Americans could reside without fear of eviction. Many were Duwamish who were understandably reluctant to live on the reservation of the Suquamish Tribe across Puget Sound, to which they had been consigned in the mid-1850s, or that of the Muckleshoots to the south, where they were later sent. Longhouses they had built near the mouth of the Duwamish and on the beaches of West Seattle had been burned by white settlers, and together with other Natives, the Duwamish set up shop on Ballast Island, which eventually took on the appearance of a tent city:

"Duwamish families and other Native Americans came by canoe to the Seattle waterfront. Some were seasonal visitors, seeking work. Native Americans harvested and sold shellfish, and sold woven baskets and carvings, catering to the Whites' demand for souvenirs. Some were traveling to harvest the hop fields upriver. For some Duwamish, Ballast Island became a year-round residence by 1885" ("Exile to Ballast Island").

In 1889, the City and Ocean docks were destroyed in the Great Fire, and along the entire waterfront south of University Street only Ballast Island remained unscathed. The Oregon Improvement Company soon built two even larger facilities on the ruins, which would be designated, less descriptively, as Docks A and B. They were eventually replaced by today's Pier 48, built in the mid-1930s and taken over by the Port of Seattle in 1950 to serve a variety of shippers. Between 1967 and 1989, Pier 48 was the Seattle terminal for the ferries of the Alaska Marine Highway System, and later accommodated summer steamship service to Vancouver, B.C. In 2014 the pier was home to the King County Water Taxi maintenance barge and served as a temporary staging area for the tunnel being drilled to replace the Alaskan Way Viaduct.

Before the nineteenth century ended, Ballast Island was subsumed in the landfill used to create Railroad Avenue (now Alaskan Way). The Oregon Improvement Company lived on for many years as a cog in a number of different conglomerate empires, the complexity of which make it almost impossible to trace with great accuracy. It was finally stricken from the State of Washington's corporate roster in 1923. At a date that seems to have been unrecorded, the Yukon Club and Propeller Club installed a historical marker on shore near the former site of Ballast Island, providing a reminder of the thousands of years of Native American presence on what is today one of the leading waterfronts of the world.

[Sources from historylink.org]

Reflection: What surprised you about this information?

Reflection: What is valuable about this source (sourcing, information, and/ or perspective)?

Reflection: What is limiting about this source (sourcing, information, and/or perspective)?

Reflection: What is one question you would like to ask the author about this source?

Student Handout #5

Name:

Directions: As you read, highlight information about this historical event in one color and what questions you have in another.

Excerpts from Ballast Island National Register of Historic Places Registration Form, prepared by Dr. Giorgio H. Curti, Dr. Dayna Bowker Lee, and Cassandra Manetas, 2020.

There's a lot of unique areas in the city that have a lot of history, but this one is unique because it highlights a time in Seattle's history that is not talked about. Natives were forced out of that area. But practically speaking you can't just kick people out of an area, especially when you rely on those people ... for the [non-Native] hop farmers, economics was the primary driver. Realizing that the Native population in the region was the most accessible workers, you needed a place for the Natives to feel somewhat safe. And that is one of the many factors [associated with] the location that makes it unique in the downtown area of Seattle, that has a story that is very ugly, very painful, but very unique.

– Steven Mullen Moses (Snoqualmie), 2018

A lot of tribal people have a history of traveling to and from different areas within the region for tribal gatherings, to meet relatives, to meet friends, to conduct ceremonies, to sing and dance, and to play traditional games. The hop industry was a means that people could continue those traditions at a time when Natives were not allowed to gather socially, they were not allowed to speak their language, they weren't allowed to sing and dance, much less practice ceremonies.”

Steven Mullen Moses (Snoqualmie), 2018

And they [Native people at Ballast Island] are going right to the front ... [it] is the front line of ignorance. This is the front line of hatred. This is the front line of oppression. This is the front line of assimilation ... It's when our cultural values were being watered down, [when they] were being diluted with alcohol, with greed, with another religion, with another language.

- Warren King George (Muckleshoot), 2017

Ballast Island is just one small piece, but one heck of a statement of racism, degradation, poisoning, assimilation, that you can come up with. And there's uglier words to say it. “But [we, the settlers] can go out there and shoot stuff out from the bilges of our ships and poison your water, but you [Native people] can't come in the city” ... It almost seems like...hatred.

- Bardow Lewis (Suquamish), 2018

There's nothing that's going to extinguish that memory, that connection, it's never going to be severed...I still feel that I belong there.

- Warren King George (Muckleshoot), 2017

Reflection: What surprised you about this information?

Reflection: What is valuable about this source (sourcing, information, and/ or perspective)?

Reflection: What is limiting about this source (sourcing, information, and/or perspective)?

Reflection: What is one question you would like to ask the author about this source?