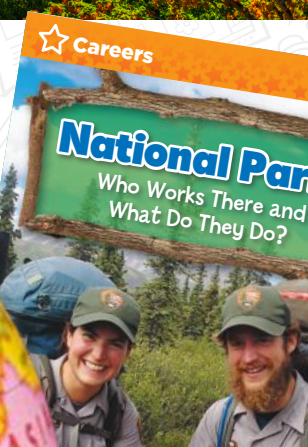


Washington

NYSTROM

4

Young Citizens



Compelling Question

How Did Washington Develop over Time?

In this chapter, students will examine how different factors have impacted the state in the past.

Time Frame: 6 Weeks

- 1 Students will categorize Washington into different geographic regions.
- 2 Students will explore the history and influence of Native American nations and tribes.
- 3 Students will examine the circumstances behind the exploration, settlement, and statehood of Washington.
- 4 Students will describe how people have exercised their rights throughout history.
- 5 Students will analyze the impact that African Americans and immigrants had in Washington.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Each chapter comes with a Leveled Student Reader and Group Activity Card recommendation. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Chief Seattle and Chief Joseph: Who Were These Important Leaders?

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are on the inside covers of the reader.

GROUP ACTIVITY CARD

Indigenous People

This Group Activity Card works well with lesson 2. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People from Washington's History

The following activity works well with lessons 2, 3, or 4.

1. Have students read pp. 66–67 of the Student Book (People from Washington's History).
2. Distribute **Activity Sheet 2a** to students. Instruct students to choose one of the people featured on the pages of the Biography Gallery. Explain that they must add details to the image to show the person's accomplishments, goals, or actions.
3. Be sure students write the name of the person they chose on the back of the activity sheet.
4. Hang or post the heads around the classroom. Ask students to circulate and put a sticky note on each sheet with the name of the individual they think it is based on.
5. Review the activity by revealing the name of the person written on the back of each sheet. Have students give a brief presentation explaining their work.



Lesson 3

How Did Washington Become a State?

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *Our Only May Amelia*, by Jennifer Holm
- *Some Kind of Courage*, by Dan Gemeinhart
- *Written in Stone*, by Rosanne Parry

Activity

Interview with History



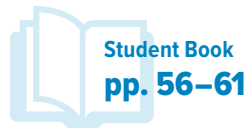
Civics



History



Speaking &
Listening



Vocabulary

constitution
delegate
heritage
migrate
petition

Materials

- Student Book
- Activity Sheet 2b
- Think Book
- scissors

Objectives

Students will be able to:

- Sequence historical events.
- Describe the settlement of Washington.
- Explain why George Washington Bush was an important figure in Washington's history.

Getting Started

1. Tell students that they will practice their interviewing skills during today's lesson.
2. Have students think about questions they would ask their classmates to learn more about their lives. Instruct students to write at least three questions in their **Think Books**. 
3. Pair students. Tell them to practice interviewing each other. Have them write down the answers to the questions they asked. 
4. Call on students to tell one detail about their partners that they learned during the interview.
5. Explain to students that they will conduct an interview with an important historical person today.

Reading

Student Book pp. 56–61: Settlement of the Northwest; Oregon Territory; Washington Territory; The Road to Statehood; The Washington Constitution

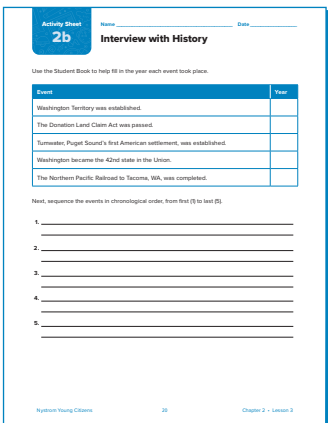
As students read, have them write answers to the following in their 

Think Books:

- What does migrate mean? How did the Oregon Trail affect migration in the United States?
≈ To migrate means to move. The Oregon Trail opened up a road to the western territories and made traveling there easier.
- What drew White people to settle in what is now Washington?
≈ rich wildlife for trapping and trading
≈ The Donations Claims Act of 1850, which guaranteed settlers 320 acres of land
- Why was George Washington Bush granted permission to stay on his farm?
≈ The Bush farm provided an important source of food for settlers living nearby and newcomers to the territory.

Teaching

1. Direct students to p. 60 of the Student Book (Skill: Sequencing). Call on students to read aloud the text and skill box.
 - a. Have students answer the three questions in their **Think Books**. 
 - b. Call on students to read their answers as a way to review the skill.
2. Pair students and distribute **Activity Sheet 2b**. 
 - a. Instruct pairs to complete the sequencing skill on the activity sheet.
 - b. Call on student pairs to read aloud their answers to the activity sheet.
3. Next, remind student pairs of the interviewing skills they practiced during the Getting Started activity.
 - a. Have student pairs reread pp. 57–59 of the Student Book.
 - b. Instruct pairs to write at least five details about George Washington Bush in their Think Books.



Activity Sheet 2b Interview with History

Use the Student Book to help fill in the year each event took place.

Event	Year
Washington Territory was established.	
The Donation Land Claim Act was passed.	
Turner's Point Sound's first American settlement, was established.	
Washington became the 42nd state in the Union.	
The Northern Pacific Railroad to Tacoma, WA, was completed.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____
2. _____
3. _____
4. _____
5. _____

Nystrom Young Citizens 20 Chapter 2 • Lesson 3

Activity Sheet 2b

- c. Then, tell students that they will act out a pretend interview with George Washington Bush. Explain that one partner will play the role of a journalist and the other will play Bush.
 - d. Have pairs turn the five details they wrote into questions and answers. Have them write the interview script in their Think Books.
 - e. Have students rehearse their scripts.
 - f. Allow pairs to present their interviews in front of the class.
4. **Summarizing and Assessing:** Have students use **Activity Sheet 2b** and their knowledge of history to decide if each of the statements below is true or false. Explain that one side of the room is for true answers and one side is for false answers. Instruct students to move to the side of the room that they feel represents the best response to each statement.
- Puget Sound was the first American settlement in Washington. (false; Tumwater was the first American settlement in Washington)
 - The Donations Claims Act, passed in 1850, granted 320 acres of land to White male U.S. citizens. (true)
 - The state of Washington was established in 1853. (false; that is when Washington Territory was established)
 - The Northern Pacific Railroad went to Seattle. (false; it went to Tacoma)
 - Washington was the 42nd state to enter the Union. (true)

Modifications for Differentiation

Above Have these students provide additional questions and answers to the George Washington Bush interview. Optionally, students might also add another historical figure to the interview.

Below Provide support for students while they complete **Activity Sheet 2b** by preparing the events and years ahead of time on slips of paper. Then, ask students to match them. Pair students with stronger writers during the interview activity.

ELL If students feel less comfortable speaking in front of the class for the interview activity, consider forming groups of three students instead of two. Instruct the third student to take a nonspeaking role, such as director. These students can organize the interview, hold cue cards, and even design costumes or sets.

Extending

History Ask students to write a diary entry from the perspective of someone (other than Bush) living in Washington during this time. Have them write about what life would have been like and some of the differences between that time and today.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1819 as the beginning year and 1889 as the ending year. You may wish to show students the time lines on pp. 214–217 of the Student Book so that students can see how time lines are structured.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that the state of Washington has decided to rename a highway in the state in honor of someone from the settlement period. Instruct students to write a letter to the committee in charge of the decision. Explain that students must suggest an appropriate person from history and describe why they chose that person.

Interview with History

Use the Student Book to help fill in the year each event took place.

Event	Year
Washington Territory was established.	
The Donation Land Claim Act was passed.	
Tumwater, Puget Sound's first American settlement, was established.	
Washington became the 42nd state in the Union.	
The Northern Pacific Railroad to Tacoma, WA, was completed.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON 3

How Did Washington Become a State?

Vocabulary

migrate
heritage
petition
constitution
delegate

Settlement of the Northwest

The first White people to settle in the northwest were fur trappers and traders. The area now known as Washington was rich with wildlife, and the trapping and trading of animal pelts was at the center of its economy in the early 1800s. Beaver hats had become popular in Europe during the 1600s. After Europe's beaver population was nearly destroyed by hunting, trappers moved to North America to hunt for them. They and Indigenous trappers worked along the Columbia River, trading beaver pelts that could be made into hats. Many large companies competed to control the fur-trading business. Because of overhunting, the number of beavers greatly decreased. This ended trading opportunities for the native people. It also impacted those who lived in colder regions and used beaver pelts to make warm clothing. By the mid-1800s, there was no longer a demand for beaver hats. Men were wearing silk hats instead.

In 1819, Spain gave up its claim to lands in the Pacific Northwest. The United States and Great Britain agreed to share the land in what is known as "joint occupancy."

▶ Fort Vancouver was a fur-trading post and the headquarters of the Columbia Department of the Hudson's Bay Company.





In the Oregon Treaty of 1846, Great Britain and the United States agreed that the 49th parallel would be the boundary of the land controlled by United States, and Victoria and Vancouver would remain British territories.

The Oregon Trail opened around the same time, in 1843. That was a route that settlers used to **migrate**, or move, to the western territories controlled by the United States.

The many settlers who moved to the West were mostly White people, but some African Americans did, too. Tumwater was the first American settlement in the Puget Sound area. It was established in 1845 by a man named George Washington Bush. Bush had been in the U.S. Army and was also a trapper for the Hudson's Bay Company. In 1844, he led five families along the Oregon Trail from Missouri to what is now the Willamette Valley in Oregon. A law had been passed in that area prohibiting Black people from living there. So Bush, whose father was a Black man, decided to cross over the Columbia River into what is now Washington. He built a successful settlement there called Bush Prairie. Bush had a mutually respectful relationship with the Nisqually Indian Tribe nearby, whose members helped him establish his small settlement.

▶ This reenactment hints at what it was like to travel on the Oregon Trail. *What ideas does this photo give you about what the trip was like?*

Oregon Territory

As you already learned, in the mid-1800s, the area known as Oregon Territory included present-day Washington, Oregon, Idaho, and the parts of Montana and Wyoming that are west of the Continental Divide in the Rocky Mountains. In 1850, the Donation Land Claim Act was passed because the U.S. government wanted more people to settle in the West. The act granted 320 acres of land to any White male U.S. citizen who settled in Oregon Territory and stayed for four years. People of mixed White and Native American **heritage**, or cultural background, were eligible as well. A married couple could claim

640 acres. This was one of the first opportunities for a married woman to own land in her own name. However, a single woman could not claim land. As in almost all other cases, the claims were on the ancestral homelands of the Indigenous people in the area. To this day, their descendants struggle to restore the rights they had as inhabitants of their ancestral homelands.

Washington Territory

Native people continued to be pushed off their homelands as more and more settlers began to claim land in the part of Oregon Territory that is now Washington. In 1852, the settlers **petitioned**, or asked, the U.S. Congress to name a new territory for the area north of the Columbia River. They felt the Oregon Territory was too big. Its government, which was south of the Columbia River, was too far away. Congress approved the bill to create a new territory, and President Millard Fillmore signed it on March 2, 1853. Some of the settlers wanted to name this area Columbia Territory, but a senator from Kentucky thought the nation's first president should be honored instead. So the new territory became Washington Territory. It included what are now Washington, northern Idaho, and western Montana.



▶ Ezra Meeker (photographed here in 1910) traveled on the Oregon Trail to settle in the Puget Sound area in 1853.

Do you think Washington is a good name for our state? Why or why not?

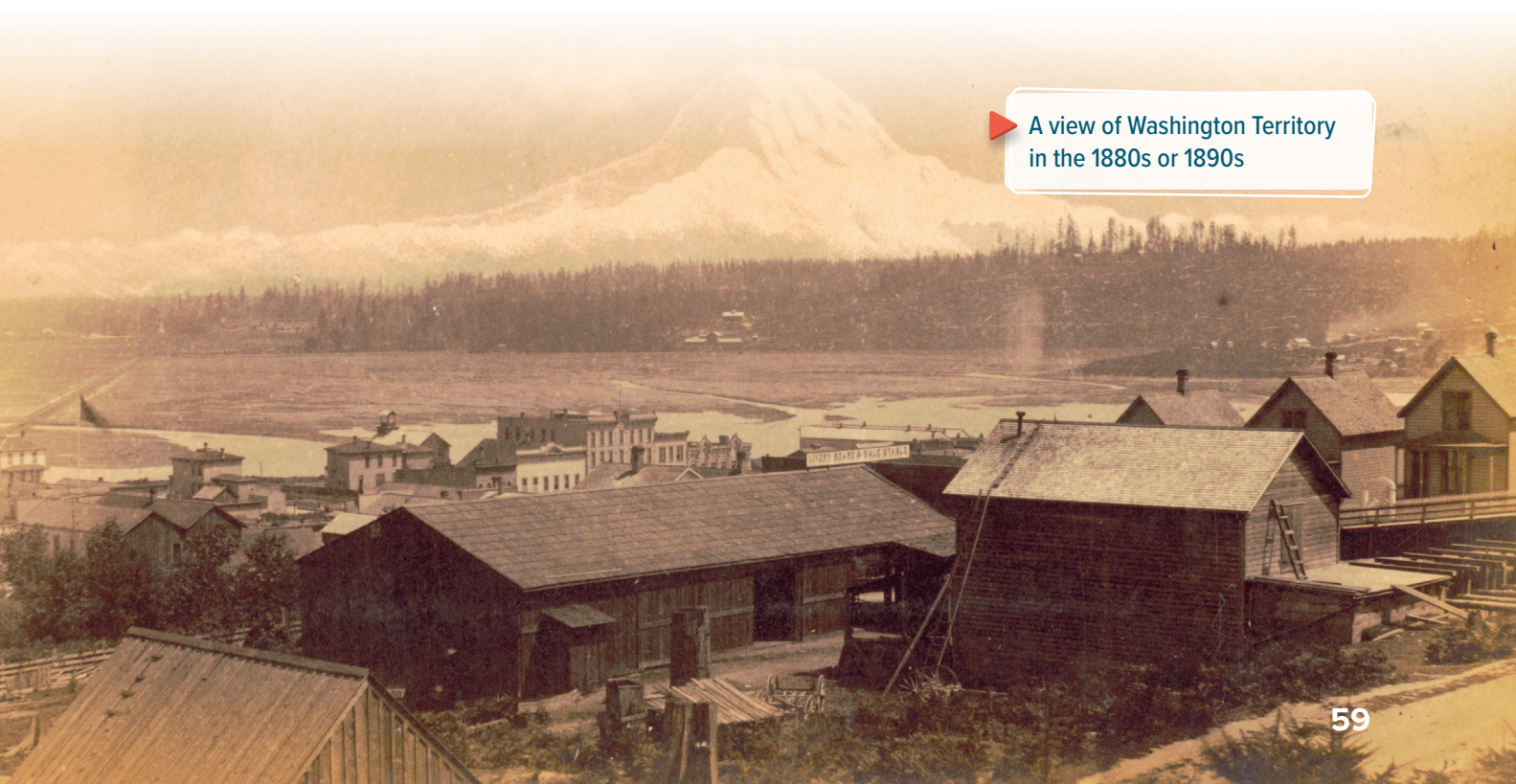


Isaac Stevens was the first governor of Washington Territory. He wanted the Indigenous people there moved to reservations to make room for more White settlers. Stevens met with leaders from different nations and tribes. He promised gifts to convince the people to sign treaties. If that didn't work, he threatened them with the use of force. Those treaties took away most of the people's ancestral lands and forcefully removed them to reservations. In 1855 and 1856, the Yakama Nation in the east and the Puget Sound Tribe in the west fought back against the treaties. These conflicts with the U.S. Army were called the Indian Wars.

Further, Black people were not allowed to claim land in the new Washington Territory. The new rule meant that George Washington Bush could not legally own his land in Tumwater—but losing Bush Prairie would hurt the territory. Newcomers would need food from established settlers when they arrived. Established settlers also provided the newly arrived with seeds to start their own farms. Bush's farm was one of the few that were successful enough to help the new settlers. Some of the people Bush helped went on to be members of the territorial government. They sent a request to the U.S. Congress to make an exception to the law. In 1855, the decision was made: Bush would be allowed to stay on his farm. But the exception did not allow other African American settlers to claim land, so not very many Black people settled in Washington Territory at that time.



▶ Isaac Stevens graduated first in his class from the West Point Military Academy and served as an officer in the Mexican-American War.



▶ A view of Washington Territory in the 1880s or 1890s



▶ A railroad crew poses with a Northern Pacific rotary snowplow in 1886. Special equipment like this was needed to keep the tracks clear.

The Road to Statehood

By 1860, Washington Territory had a population of 12,000 people. A few years later, in 1863, Idaho Territory was created from part of that land. Then the borders of Washington Territory became the same as present-day Washington State. More settlers moved west, and by 1880, Washington Territory had a population of 75,000 people.

In 1883, the Northern Pacific Railroad to Tacoma, Washington, was completed. As a result, a trip from Chicago to Tacoma that used to take five months could be made by train in five days. Ten years later, the Great Northern

Railroad reached Seattle. Both railways went through Spokane, which became an important railroad stopping point.

Railroads had played a large part in pushing the western boundary of America ever farther. For years, railroad companies had advertised land in the West. Company publications encouraged people to settle out west and farm the land. As a result, by 1890, the population of Washington had swelled to 350,000 people.



READING SKILL

Sequencing

To understand a text, it is important to understand the order, or sequence, of events. Authors may use dates, such as months and years, to show the order in which things happened. They may also use certain words or phrases to explain the order of events.

Examples of words that help show a sequence of events are:

first ▶ later ▶ then ▶ after ▶ next ▶ as a result ▶ finally

Find dates and sequencing words to help you understand the events in the section above.

1. What happened after Idaho Territory was created?
2. What happened next?
3. What dates and sequencing words can you find in the section above?

The Washington Constitution

There were now enough people living in Washington Territory that they could apply to become a U.S. state. Before they could do that, though, local leaders had to write a state **constitution**. That is a document that sets up a government and lays out basic laws. Seventy-five representatives called **delegates** were elected to write the constitution. They were all White men.

In July 1889, the delegates traveled to Washington's capital city of Olympia to draft the constitution. One feature that sets Washington's constitution apart from the U.S. Constitution—and all other state constitutions—is the language included about education. The Washington Constitution states: "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex." Although Washington did not always live up to this lofty ideal, its constitution contains some of the strongest language in the nation about education.

After it was finished, the state constitution was sent to the U.S. Congress for approval. On November 11, 1889, Congress and President Benjamin Harrison approved Washington's request for statehood, and it became the 42nd state in the Union.



▶ Elisha Ferry was the state of Washington's first governor.

▶ Governor Ferry was sworn in at the territorial state house in Olympia on November 11, 1889.

