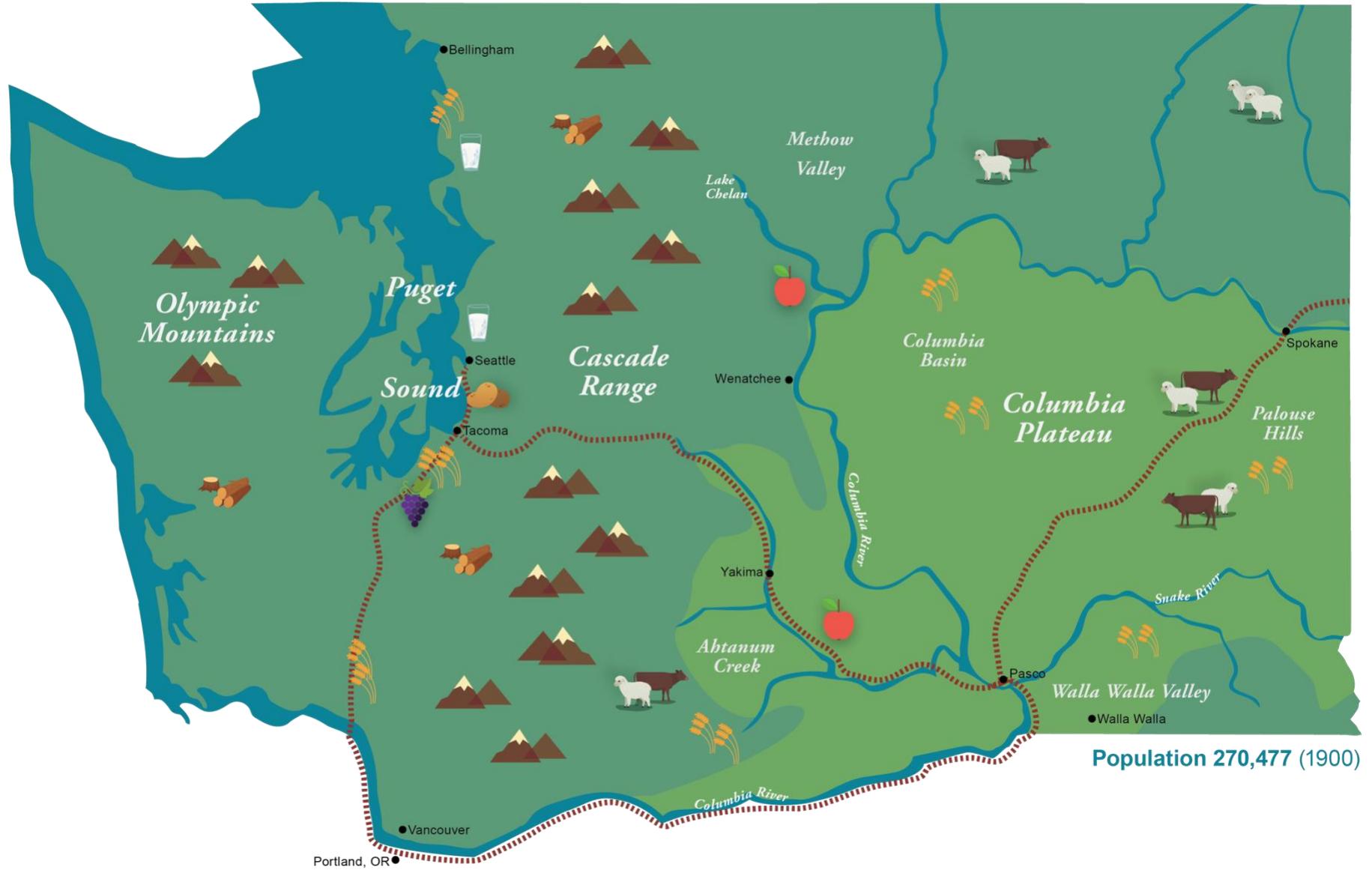


1900 – Tremendous Change

1900.1



Population 270,477 (1900)

1900 – Tremendous Change

1900.1



Key



Wheat
1,900,000 bu.



Grapes
900 ton (1909)



Livestock—Cattle
465,000 head



Mountains



Apples
89,700,000 lbs.



Potatoes
1,900,000,000 lbs



Livestock—Sheep
607,000 head



Columbia Plateau



Dairy (milk)
1,670,000,000 lbs (1930)



Timber



Rivers



Railway

Population 270,477 (1900)

Transportation



Horse & buggy



Walking, by foot



Train



Bicycle



Street Car



Ships

1900 – Tremendous Change

1900.2



Directions: Record answers from your class discussion about the map of Washington in the 1900's.

Map Questions:

1. How were people getting from place to place?
2. How many people lived in the state at this time?
3. What types of agriculture could be found?



STORY 1: Kamiakin

Over the years Kamiakin traveled widely acquiring several head of cattle and horses. At his summer home on Ahtanum Creek, near the site of S. Joseph Mission, he had begun a small farming enterprise, raising vegetables in small garden plots, irrigated by the waters of the creek. Like some interior Indians, Kamiakin initially believed that he and his people could benefit from spiritual power and practical knowledge of the white man. But Kamiakin refused to surrender his freedom and autonomy or that of his people. However, he welcomed some whites into the Yakima country in order to learn aspects of white culture that he considered advantageous. He invited William Gray to establish a mission among the Yakama people, but when the Protestants failed to build a mission, Kamiakin turned to the Catholics. Consequently, in 1847 the Oblate missionaries established St. Joseph Mission (Clifford E. Trafzer and Richard D. Scheuerman, p 40).

Attribution

Excerpt from *The Snake River-Palouse and the Invasion of the Inland Northwest*, written by Clifford E. Trafzer and Richard D. Scheuerman. Copyright © 2016 [Washington State University Press](http://www.wsu.edu/~wspublish/WashingtonStateUniversityPress/). All rights reserved. Used here pursuant to fair use.



STORY 2: A German Immigrant Viewpoint

My paternal grandparents, Karl and Mary Scheuerman, were among Washington’s Germans from Russia-people of the soil, who for generations had sown their grain and gathered their harvests in a progression that led in the end from the Hessian countryside and Volga steppe to the prairies of the Columbia Plateau. Grandpa knew his land intimately; because of him and my father, we children learned early to see much more than just the fields of grain surrounding our rural home. They taught us to distinguish the benches, swails, draws, and other topographic features and soil conditions of the Palouse Hills meaningful to a farmer. These places grew to hold a special significance as we learned names and locations such as the *Huwaluck* (Hessian dialect for “Oathole”), “Barely Hill,” and “Spud Draw.” Grandpa would recount the experiences of the first Russian-German immigrants to the region who had labored for years to turn the tawny, knee-high bunchgrass and plant the “Turkey Red” wheat they had brought from the Old Country. He knew their exploits first-hand and was aware that other groups had shared in these pioneering experiences: his neighbors were English, Irish, Scottish, and Norwegian. He also knew that the area’s native population had resisted these developments, and he spoke sadly of the Indian removal to the reservations as if the forces behind it had been beyond anyone’s control (White & Solberg, 1989, p. 28).

Attribution

Excerpt from *Peoples of Washington: Perspectives on Cultural Diversity*, edited by Sid White and S.E. Solberg. Copyright © 1989 [Washington State University Press](http://www.wsu.edu/~wsc/press/). All rights reserved. Used here pursuant to fair use.



STORY 3: George Washington Bush

Some of the 1,200 immigrants of 1844 found conditions north of the Columbia River more favorable. These included George W. Bush, his wife and six sons, a Black family barred from owning land in the Willamette Valley; a Kentuckian of Irish descent, Michael T. Simmons, his wife and seven children; a fellow Kentuckian with Scottish background, James McAllister, his wife and children; Gabriel Jones, wife and three children; David Kenrick, wife and son; and three single men; Samuel Crockett, Rueben Crowder and Jesse Ferguson.

This group spent the winter of 1844-45 near Fort Vancouver; in the following summer several of the men undertook a series of exploring expeditions to Puget Sound country. They found the two British settlements of Cowlitz and Fort Nisqually where they were treated with diffidence, large numbers of curious but accommodating Indians, and a series of unbroken prairies south of the Sound. The Simmons and Bush families found ideal locations in the lower Deschutes Valley near present Tumwater, originally named New Market, where their farms fostered the first American settlement in present Washington. Others settled elsewhere in the vicinity which became known as Bush Prairie. A new surge of immigration in 1846 brought more Americans south of the Sound and prompted the construction of a gristmill and sawmill in Tumwater and a brick kiln on Simon Plamondon's farm in Cowlitz Valley (White & Solberg, 1989, p. 35).

Attribution

Excerpt from *Peoples of Washington: Perspectives on Cultural Diversity*, edited by Sid White and S.E. Solberg. Copyright © 1989 [Washington State University Press](http://www.wsu.edu/~wsc/press/). All rights reserved. Used here pursuant to fair use.



STORY 4: View of Italian Immigrants in Walla Walla

Italian Settlement in the Walla Walla area likely began in 1876 with the arrival of Pasquale Sturno. Sturno had immigrated to America a year earlier from an island near Naples and together with Joseph Tachi, who also arrived in the mid 1870's, became a pioneer truck farmer in the fertile valley. In 1888 Sturno brought his family to Walla Walla where dozens of Milanese and Calabrese also settled and contributed to the cultural diversity of eastern Washington's first city. By 1910, first-generation Italians living in the area numbered 259. The Walla Walla Italian community established its own church, St. Francis of Assisi, in 1915, as well as the Italian's Workingmen's Club to promote fellowship and cultural identity.

Elsewhere east of the Cascades, Italians were often recruited to work railroad section gangs which led to a predominance of Southern Italians in Spokane where rail connections fanned out throughout the region. In most Washington cities where Italians settled, however, those from the north were in the majority. In places like Renton, Issaquah, and Roslyn, the Italians worked in the coal mines while those living in Seattle and Tacoma at the turn of the century found employment as merchants, laborers, and fisherman. Most of Seattle's several hundred Italian fishermen in 1900 were from Sicily and they congregated near a small but colorful houseboat community of Greek fisherman on the Duwamish River just south of the Spokane Street Bridge (White & Solberg, 1989, p. 57-58).

Attribution

Excerpt from *Peoples of Washington: Perspectives on Cultural Diversity*, edited by Sid White and S.E. Solberg. Copyright © 1989 [Washington State University Press](http://www.wsu.edu/~wscs/press/). All rights reserved. Used here pursuant to fair use.

1900 – Tremendous Change

1900.7



	STORY 1: Kamiakin	STORY 2: A German Immigrant Viewpoint	STORY 3: George Washington Bush	STORY 4: Views of Italian Immigrants in Walla Walla
What was this story about?				
How does it help to understand this time in Washington history?				
How does it help you understand the perspectives of different groups of people?				
How was the story shaped by the natural resources and geography of that area of Washington?				
What about this story helps you understand current conditions in Washington?				



Project 1:

Slide Show

Create a slideshow about four types of livestock being raised in the 1900's. Use historylink.org and washingtonhistory.org to search for resources and inspiration.

Project 1a:

Careers

H2.6-8.2 Livestock were an important food source during this time. What were the careers associated with livestock production in the 1900's? Describe at least four; in your description include what types of livestock these careers were associated with, their geographic location, and who were they serving.

Project 1b:

Impact

H3.6-8.3 How does livestock impact the state? Describe the impact of livestock on the state by describing the rank of livestock (types) in Washington's top 10 commodities. Include income they bring to the state and in which geographic areas each livestock were raised.

Project 1c:

Community

H2.6-8.4 How does livestock impact communities within the state? Create a survey for your community regarding livestock production in the area. Include in your survey: the type of livestock being produced, the income of those livestock, and who is purchasing the livestock. Add your own questions to help gather important information about your community and livestock production.



Project 2:

George Washington Bush Family Tree

Create a family tree for the family for George Washington Bush. Use historylink.org and washingtonhistory.org for family lineage.

Project 2a:

Photos

H2.6-8.3 A picture is worth a thousand words, some would say! Identify photos and articles that help represent the contributions of the Black community to the state of Washington. Include careers, their role in the community, and contributions to agriculture.

Project 2b:

School Time

H2.6-8.4 We often make yearbooks to remember our school years. Your task is to make a collage of photos of items used for school during the 1900's. Include items, and the names of these items, that may have been used by G.W. Bush and his family in the education of their children.

Project 2c:

The Law

H4.6-8.2 Oregon law at the time forbade Black people from owning property. Explain how the Oregon law impacted G.W. Bush's family to locate to Washington. Identify what laws were established in Washington considering Black people.



Project 3:

Map of Railroad Lines

Depict the original route of the first railroad through Washington. For details search [The Library of Congress](#) for Cram's township and railroad map, [historylink.org](#) and [washingtonhistory.org](#).

Project 3a:

Immigrants

H2.6-8.3 What immigrant groups were working on those lines? Describe who were the backbone of creating this; who worked on the rail line. Include how these nationalities became railway workers and the impact that had on the culture of Washington.

Project 3b:

Technology

H2.6-8.4 The design of the railway was a major technological advancement at the time. What was the technology behind the rail line? What was the design process? Who was the designer? What was the prototype/testing process?

Project 3c:

Impact

H3.6-8.3 Railways made an impact on travel and transportation in the state. However, many towns existed before the railroad and did not get included along the railroad line. What was the impact of the railroad on their town and how did those towns change when the railroad came?

1900 – Tremendous Change

1900.10



Group Project Reflection

Project name:

Project Partners (if any):

1. Why did you choose your project?
2. What stood out to you in these projects? Why?
3. What will you remember about the projects your peers presented?
4. Why is it important to understand what the land looked like in this time period?
5. What significance does that have on today?



EXIT TICKET LESSON 1



Name:

Date:

What are some of the contributions made by immigrants to agriculture in Washington in the 1900's?

1900 – Tremendous Change



Attribution

This resource was developed by [Vivayic, Inc.](#) for the [Washington Office of Superintendent of Public Instruction](#) Cultivating Washington Ag History Project. Video production was conducted by [Wahoo Films](#).

Thank you to the following groups who contributed to planning, development, and material review:

- Washington agriculture and history teachers
- HistoryLink.org
- Washington State Historical Society
- Dr. Richard Scheuerman, Historian

The [Washington Social Studies Learning Standards](#) by the [Office of Superintendent of Public Instruction](#) are available under a [Creative Commons Attribution 4.0 International License](#).

License



Except where otherwise noted, Cultivating Washington copyright [Office of Superintendent of Public Instruction](#), is available under a [Creative Commons Attribution License](#). All logos, trademarks, and video are property of their respective owners. Sections used under fair use doctrine (17 U.S.C. § 107) are marked.

This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.

If lessons in this work are adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:

“This resource was adapted from original materials developed for the [Office of Superintendent of Public Instruction](#). The original version of this document may be freely accessed [here](#).”



Washington Office of Superintendent of
PUBLIC INSTRUCTION