



## Before visiting the exhibit

### Essential Question Objectives

- ❑ EQ: What are the events that led to Washington becoming a state?
- ❑ EQ: What are the student expectations for viewing the exhibit?

#### At the end of this lesson students will...

- ❑ Develop an inquiry question that will guide their learning at the exhibit.
- ❑ Complete a timeline of events that led to Washington Statehood (as a preview of the exhibit).
- ❑ Have clear understanding of behavioral expectations for them while visiting the exhibit.

### Materials

- ❑ Textbook- Chapters on Statehood (if applicable)
  - ❑ Open Source option: [Chapter 3 of The State We're In: WA](#)
- ❑ Statehood Timeline- Secretary of State
- ❑ Seattle Post-Intelligencer article- Washington A State
- ❑ Western Union Telegram
- ❑ Inquiry Question Design Worksheet

### Standards

#### Common Core Reading

- ❑ CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- ❑ CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### Common Core Writing

- ❑ CCSS.ELA-LITERACY.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### State Social Studies Standards

- ❑ History: Understands and analyzes the causal factors that have shaped major events in history.

**Prior to the lesson, have the students read chapter in text**

- Take notes answering the essential question “What are the events that led to Washington becoming a state?”

**Do Now**

- Have students use their notes to fill out the timeline from the Secretary of State
- Have students discuss the events and prioritize each historical significance.

**Reading**

- Have students read the Seattle PI article from November 12, 1889 and discuss how Washington became a state
- Have students analyze the telegram from November 11, 1889

**Writing**

- Have students complete the inquiry question design worksheet (the inquiry question design worksheet can be done in partners)
- Students should begin with summarizing the information that they already have about WA statehood
  - This information can come from the text, timeline, etc.
- Students can make an initial question
  - They should then review what they already know to come up with questions that they still want to know about. This can become their first attempt at a inquiry question
- Have students share their questions with another student (or group of students)
  - Have the student groups check each other’s questions for:
    - Is it open-ended? (not “yes/no”)
    - Do they already know the answer?
    - Is there a better way to ask the question?
    - Is information in the display likely to relate and help answer it?
- After the questions have gone through a check, students can finalize their question
  - Final question should be broad enough to require analysis of various parts of the exhibit to develop a thorough answer.
- Teachers may want to review the [exhibit](#) to help guide the students
  - Some possible questions that students could come up with
    - In what ways was 1889 a unique year in WA?
    - What groups of people were the biggest winners and what groups lost out in 1889?
    - How was the experience of people of different national origin different from one another in 1889?
    - How did the experience of men and women differ from one another in 1889?
    - How did early conflict impact Washington Statehood?

# Washington State Timeline

1850

1869

1870

1878

1883

1889

1890

America's first \_\_\_\_\_ is born, connecting the Union Pacific and the \_\_\_\_\_ in Utah.

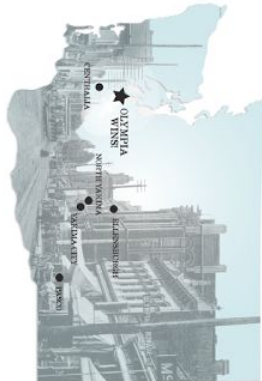
15 delegates draft the 1st Washington constitution in Walla Walla. However, the bill died because Washington Territory population was \_\_\_\_\_.

Congress passes the Chinese \_\_\_\_\_.

June 6th was the Great Seattle \_\_\_\_\_.

Nov. 18 - The state inaugurates it's first governor named \_\_\_\_\_.

On \_\_\_\_\_ Olympia won the honor of being the state capitol by more than \_\_\_\_\_ votes, beating \_\_\_\_\_.




Construction of Northern Pacific Railroad begins in \_\_\_\_\_, Washington and Carlton, \_\_\_\_\_.

Population - \_\_\_\_\_



Photographs courtesy of University of Washington Library and Washington State Library.

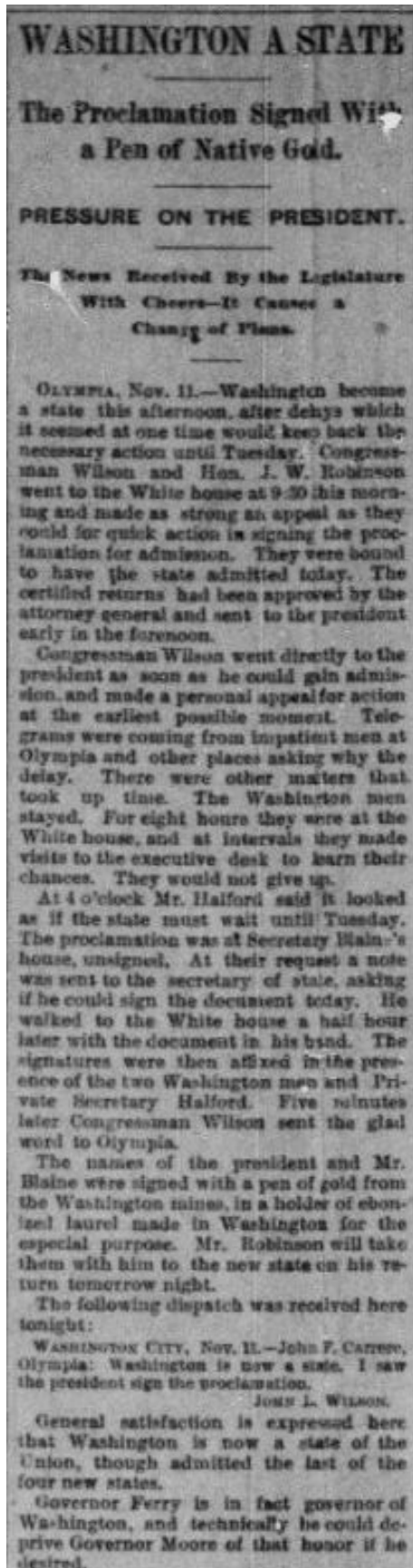
The country's second transcontinental railroad is completed from \_\_\_\_\_ to Puget Sound.

On \_\_\_\_\_ more than 40,000 male voters ratified the \_\_\_\_\_.

On \_\_\_\_\_ President \_\_\_\_\_ declared Washington the Union's \_\_\_\_\_.

Population - \_\_\_\_\_

Washington passes woman's suffrage.



"The Seattle post-intelligencer. (Seattle, Wash. Terr. [Wash.]) 1888-1914, November 12, 1889, Image 1." *News about Chronicling America* RSS. Post-Intelligencer Pub. Co., n.d. Web. 03 May 2017.

Washington A State  
The Proclamation Signed With a Pen of Native Gold.

Pressure on the President

The News Received by the Legislature with Cheers- It Caused a Change in Plans

Olympia, Nov. 11.- Washington become a state this afternoon, after delays which it seemed at one time would keep back the necessary action until Tuesday. Congressman Wilson and Hon. J.W. Robinson went to the White house at 9:30 this morning and made as strong a appeal as they could for quick action in signing the proclamation for admission. They were bound to have the state admitted today. The certified returns have been approved by the attorney general and sent to the president early in the forenoon.

Congressmen Wilson went directly to the president as soon as he could gain admission, and made a personal appeal for action at the earliest possible moment. Telegrams were coming from impatient men at Olympia and other places asking why the delay. There were other matters that took up time. The Washington men stayed. For eight hours they were at the White house, and at intervals they made visits to the executive desk to learn their chances. They would not give up.

At 4 o'clock Mr. Halford said it looked as if the state must wait until Tuesday. The proclamation was at Secretary Blaine's house, unsigned. That their request a note was sent to the secretary of state, asking if he could sign the document today. He walked to the White house a half hour later with the document in his hand. The signatures were then affixed in the presence of the two Washington men and Private Secretary Halford. Five minutes later Congressman Wilson sent the glad word to Olympia.

The names of the president and Mr. Blaine were signed with a pen of gold from Washington mines, in a holder of ebonized laurel made in Washington for the especial purpose. Mr. Robinson will take them with him to the new state on his return tomorrow night.

The following dispatch was received here tonight:  
Washington City, Nov. 11- John F. Carrere, Olympia; Washington is now a state. I saw the president sign the proclamation.

John L. Wilson

General satisfaction is expressed here that Washington is now a state of the Union, though admitted the last of the four new states.

Governor Ferry is in fact governor of Washington, and technically he could deprive Governor Moore of the honor if he desired.

"Resources for Statehood History." Washington State Historical Society Resources for Statehood History. Web. 03 May 2017.

Form No. 1.

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Received at \_\_\_\_\_ Nov 11 1889

Dated Olympia Executive Mansion Washington 11

To Gov Elisha P. Ferry

The president signed the proclamation  
 declaring Washington to be a state in the union  
 at five o'clock and twenty seven minutes this  
 afternoon

Jas G Blaine

# Inquiry Question Design

Name:

Topic: WASHINGTON STATEHOOD

What do you already know?

What questions do you still have?

1st Attempt at Inquiry Question

What information do you have?

What information do you need?

Final Inquiry Question

What is your predicted answer to your question?

| <b>Behavior Expectations</b> | <b>1889 Secretary of State Exhibit</b>  |
|------------------------------|---|
| <b>BE SAFE</b>               | Move and interact with others appropriately; treat the exhibit with care;                           |
| <b>BE RESPONSIBLE</b>        | Complete all tasks & assignments; ask questions; take advantage of this unique learning opportunity |
| <b>BE RESPECTFUL</b>         | Follow teacher directions; respect ideas of others; exhibit common courtesy                         |
| <b>BE ENGAGED</b>            | Complete work on time; do your best, always   |

No food or drink in the exhibit area.

Teachers, please lock door as you leave and accompany your students to the exhibit.