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SEATTLE'S WATERFRONT HISTORY CURRICULUM



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SEATTLE WATERFRONT HISTORY CURRICULUM

CHINESE EXPULSION MYSTERY DOCUMENTS LESSON SUMMARY

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.

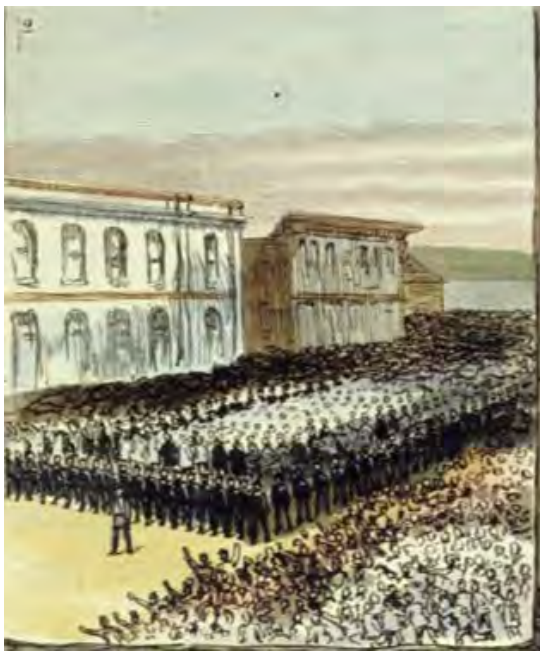
Teacher Note: *This could be used as a larger project-based learning activity. Students could work within their school and community to create a space that is welcoming for an opportunity for students to work with community groups or go through the process of hosting an event at their school.*

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%20first%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,

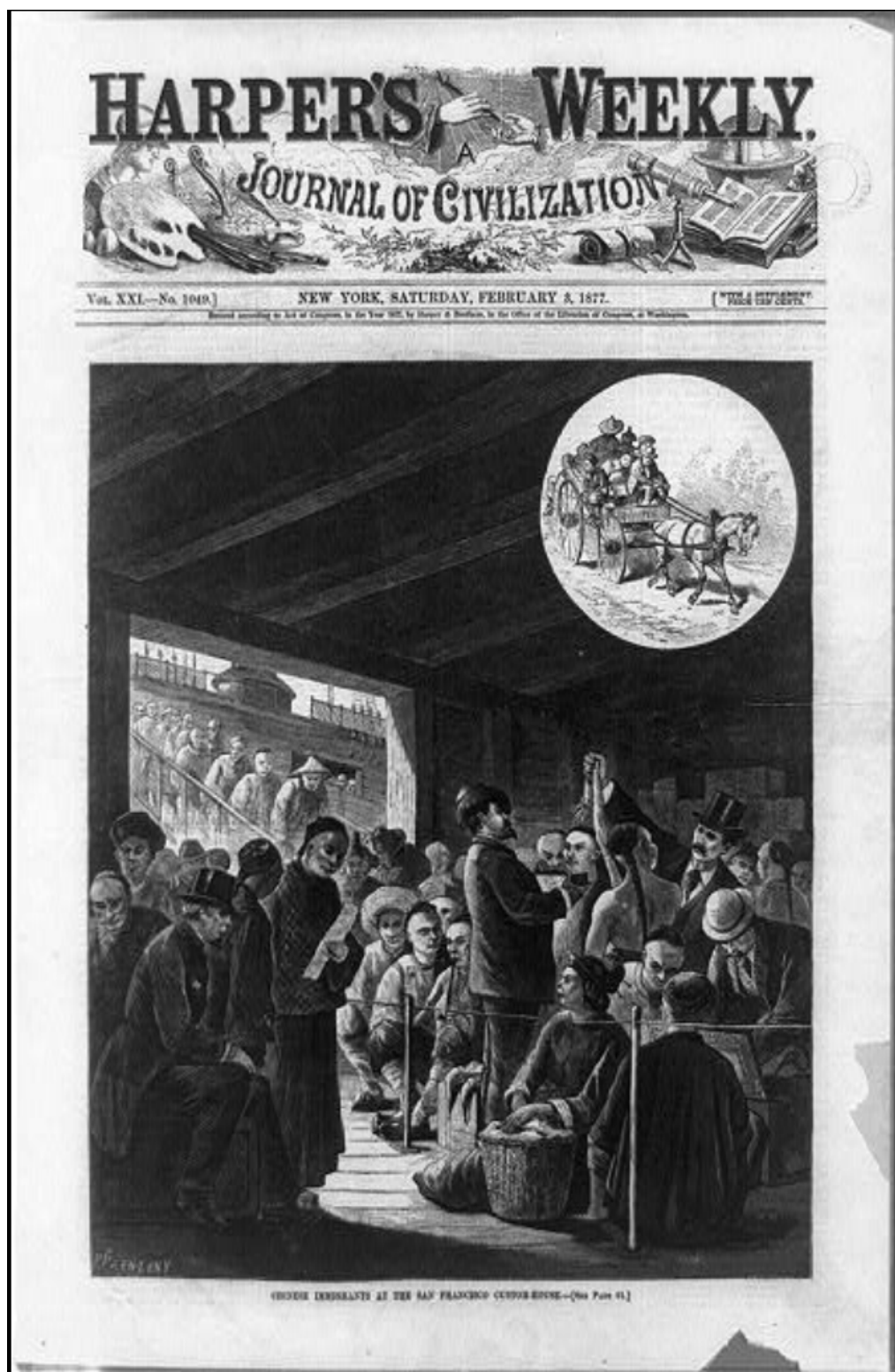
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers 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.

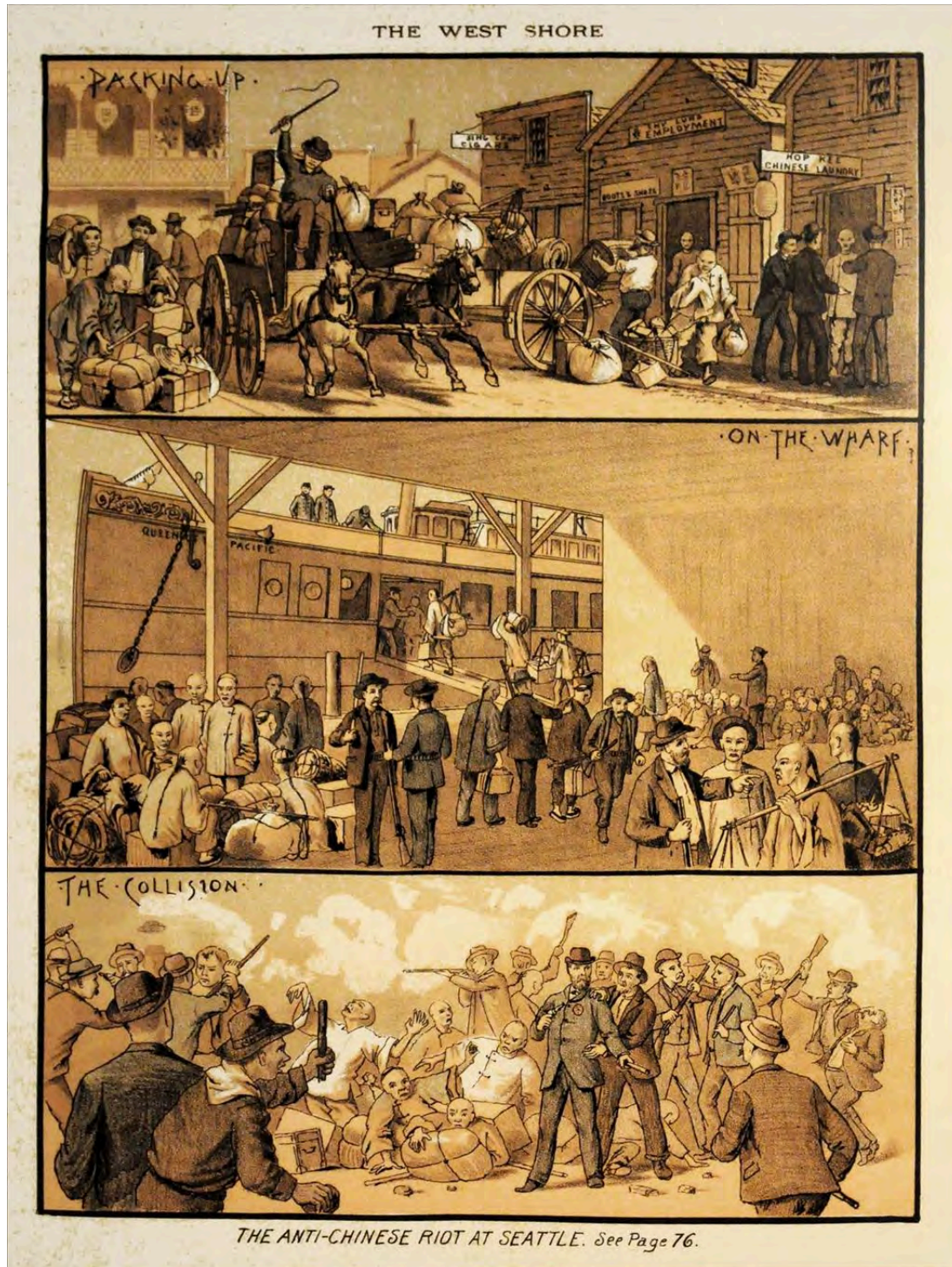
Text Set 3

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?				