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SEATTLE'S WATERFRONT HISTORY CURRICULUM



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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. Rainier. 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/RZ7STJYDNEFMLGPNCHZY62CRWI/>
- 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/originofwashingt0000mean/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.***

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

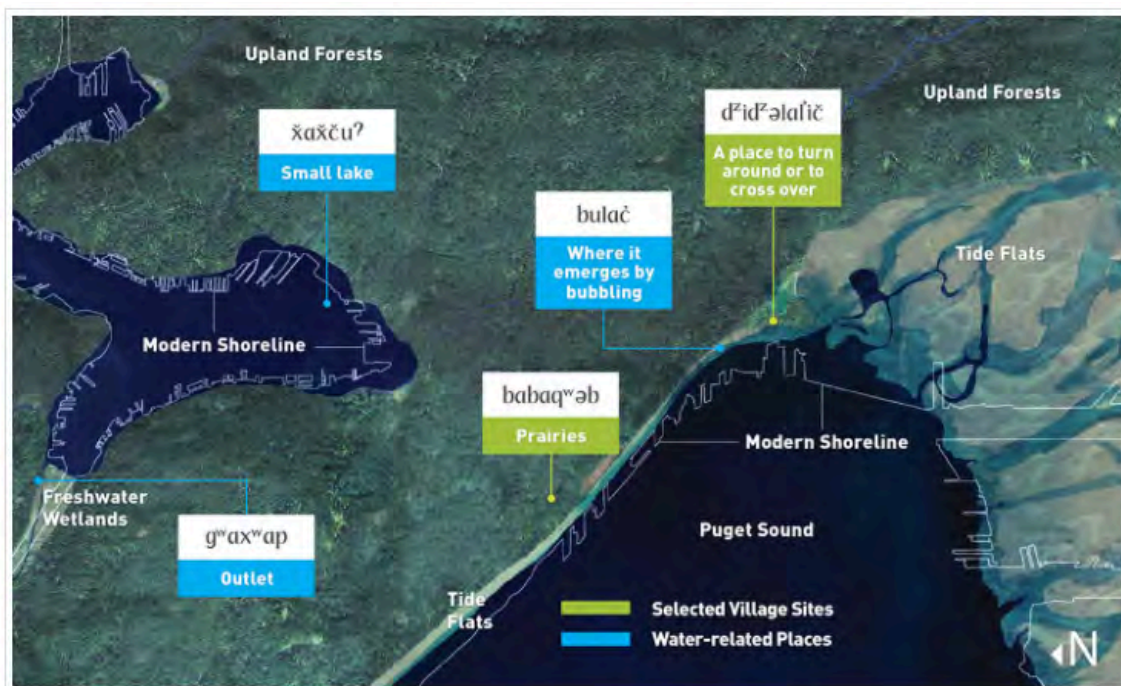
Name:

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 qʷaʼələmu (Nancy Jo Bob) and qəʼtəblu (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/File/10965) 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 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: How important are place names?		
<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: