

Hockinson High School

Washington State History State Requirement Make-Up Option

In order to fulfill the state requirement for graduation, all students must complete Washington State History. This packet provides another option for students who did not earn credit for Washington State History at the middle school level. By completing these assignments, you will meet the requirement, but will not receive any high school credits for this course.

All of the assignments are based on information that can be found online. Each assignment lists the website addresses at the top of the page.

Once you have completed all of the assignments, turn in the finished packet to your school counselor. You will receive confirmation from your counselor once your work has been verified.

If you have any questions, please contact your counselor at (360) 448-6450 or

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Washington State History

Unit Two – Assignment One

Objectives

By completing this assignment, you will have a better understanding of the Native American viewpoint of the land and their relationship to it. You also will understand how this differs from the European view of the land as property.

Directions

Complete the questions in the spaces provided. The website below may be helpful in completing this assignment. You also may need to search via Google.

Washingtonhistory.org

1. Prior to the arrival of Europeans to the Pacific Northwest, who inhabited the area?
2. Were the original inhabitants all the same or were they unique peoples with differing languages?
3. Approximately how many different languages were spoken?
4. Why was the sharing of some of the richest resources of the area important to the original inhabitants? Give an example.

Objectives

By completing this assignment, you will be able to:

1. Describe the contribution the early explorers made to Washington
2. Identify some of the early explorers of the Oregon Country

Directions

For each explorer below, list the country he was from and explain why the explorer was important to the discovery and/or exploration of the Pacific Northwest.

The following websites may be helpful in completing this assignment:

<https://exploration.marinersmuseum.org/>

<http://www.absoluteastronomy.com/topics/PacificNorthwest>

You can also google each explorer by name.

Explorer	Country From	Importance to Pacific Northwest
Juan de Fuca		
Bruno de Heceta		

Vitus Bering		
Robert Gray		
William Clark		
Meriwether Lewis		
James Cook		

Francis Drake		
George Vancouver		
John Meares		

Washington State History
Unit Three – Assignment One

Objectives

By completing this assignment, you will be able to:

1. Describe how early white fur traders, explorers, and missionaries affected the history of the Oregon Territory and/or the State of Washington.

Directions

Complete the table below by identifying each person as a fur trader, missionary, or settler. Then, give a brief description of their importance in the history of the Oregon Territory and/or the State of Washington.

You may google search by name of the person.

Name	Fur trader, explorer, or missionary	Importance to the Oregon Country and/or the State of Washington
John McLoughlin		

John Jacob Astor		
Father Francois Norbert Blanchet		
Narcissa Prentice Whitman		
George Simpson		

Jason Lee		
Father Modeste Demers		
Ezra Meeker		
David (Doe) Maynard		

Marcus Whitman		
Daniel Lee		

Washington State History

Unit Three – Assignment Two

Objectives

By completing this assignment, you will be able to:

1. Compare the personal characteristics of fur trappers and missionaries in the Oregon Territory.
2. Describe how the location of fur trading posts depended on the geographical characteristics of the places they were located.
3. Explain why the Native Americans might have wanted to kill the Whitmans in the Whitman massacre.

Directions

Use the following websites (or other websites you find) to answer the questions below:

www.oregonpioneers.com/whitman.htm

<http://www.pbs.org/weta/thewest/people>

<http://www.nps.gov/whmi/index.htm>

1. Using information from the readings as well as your own knowledge, which personal characteristics or traits must fur traders in the Oregon Country have had to survive and be successful? Create a list of six characteristics.
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
2. Using information from the readings as well as your own knowledge, which personal characteristics or traits must missionaries in the Oregon Country have had to survive and be successful? Create a list of six characteristics.

7. What was the problem with the Whitman's method of "educating" the Cayuse?

8. List at least three reasons why the Indians might have wanted to kill the Whitmans.

A.

B.

C.

9. Which reason do you think was most responsible for the Massacre at the Whitman Mission? Why?

Washington State History

Unit Four – Assignment One

Objective

By completing this assignment, you will identify important events from the time that Oregon was officially recognized as a territory until Washington became a state.

Directions

Use the websites below to answer questions #1-16. You also will need to do your own internet search to answer some of the questions.

<http://www.oregonpioneers.com/ortrail.htm>

<http://www.washingtonhistory.org>

1. Explain in your own words what you think is meant by the statement “the settlers come first and then government follows”.
2. Prior to the establishment of the Oregon Territory, a “provisional” government was established. What is a provisional government?
3. How does a territory differ from a state?

4. The Oregon Treaty was the first official step toward making the Pacific Northwest solely a possession of the United States.

a. Which nation did the United States sign this treaty with?

b. When was this treaty signed?

c. This treaty established the boundaries of the Oregon Territory. What were these boundaries?

North –

South -

East –

West –

5. On what date did the Oregon Territory officially come into existence?

6. The “Monticello Convention” was convened not long after the Oregon Territory was officially created.

A. What was the Monticello Convention?

- B. Why was it convened?
 - C. When was it convened?
 - D. What present-day communities are near the location of where the “Monticello Convention” was held?
 - E. Did the convention accomplish its goal? Explain how this goal was accomplished.
7. On what date did Oregon achieve statehood?
8. On what date was the Washington Territory officially created?
9. What is the start and end date during which Washington was a territory?
10. On what date did Washington officially become a state?

11. What is women's suffrage?

12. What are suffragists?

13. Did women have the right to vote during Washington's territorial period? Explain your answer clearly.

14. After the turbulent territorial days, women had to wait 20 years into statehood to receive the right to vote. To get this right back, an amendment to the state constitution was required. What are the steps required to amend the Washington State Constitution (NOT the U.S. Constitution)?

15. What groups were still excluded from the voting process?

16. Take a moment and put yourself in the shoes of a woman in the Washington Territory during the late 19th Century. Think about what life was like whether you were a working woman or a woman who worked in the house by taking care of her family and the household. Now I would like you to express how you would feel about not having a voice in the democratic process. Please use at least two or three sentences to present your view.

6. Did the government honor the treaties signed with the Indian tribes of Washington? Explain your response.

“The Boldt Decision”

7. Who was Judge Boldt?
8. Why is he famous or infamous? (Depending on your viewpoint)
9. What date was the Boldt Decision made?
10. What was the Boldt Decision?

Washington State History

Unit Five – Assignment One

Objectives

By completing this assignment, you will be able to:

1. Identify the time frame of events and groups that have been important to the history of the State of Washington.
2. Describe the significance of events and groups to the history of the State of Washington.

Directions

Complete the table and identify the correct time frame in which the event or group existed or occurred and then describe why the group or event was important to the history of the State of Washington. Use the following websites as a place to start your research for the events that follow.

<https://www.u-s-history.com/pages/h1061.html>

<http://www.hanford.gov/page.cfm/Students>

Event or Group	Time Frame of Importance	Define and/or describe the event/group and tell the relationship to the history of the State of Washington
Industrial Workers of the World (Wobblies)		

Spokane Free-Speech Fight		
Populist Party		
Everett Massacre		
World War II		

Camp Harmony		
The Hanford Atomic Energy Plant		
The Manhattan Project		
Centralia Massacre		

Prohibition		
The Great Depression		
Asian Exclusion Act		

Click on “Congressional” after you have entered your address in the first website.

<https://www.leg.wa.gov/pages/home.aspx>

5. Which U.S. Congressional District do you live in?

6. Who is your representative in the U.S. House of Representatives?

7. Who are the United States Senators for the State of Washington?

Go to: <https://www.govtrack.uscongreee/members>

8. How many congressional districts are there in Washington?

9. List each congressional district and its representative to the United States House of Representatives.

10. Who would be your representative if you lived in the following cities?
 - A. Yakima –
 - B. Everett –
 - C. Spokane –
 - D. Walla Walla –

Go to: http://www.leg.wa.gov/CivicEd/Pages/bill2Law_elementary.aspx

11. Summarize in your own words all of the steps that are required for a bill to become a law in the State of Washington.

Washington State History

Unit Six – Assignment Two

Objectives

By completing this assignment, you will be able to:

1. List the top agricultural products and manufacturing industries for the State of Washington.
2. Discuss the importance of dams to the State of Washington.
3. Identify the “Columbia Basin Project” and its importance to the economy of the State of Washington.
4. Describe the impact of the dams on the following: fish populations, Native American tribes, farmers and manufacturers.
5. Identify the economic impact that military bases have on counties and the state economy in general.
6. Compare the average weekly and monthly incomes for a person with a high school diploma and one without.
7. Compare unemployment percentages for various levels of education.
8. List which occupational areas are projected to increase in the number of jobs and which are projected to decrease in the number of jobs in the next ten years.

Directions

Use this website to answer questions #1-3:

<http://www.infoplease.com/ipa/A0108286.html>

1. Washington holds first place in the production of eight agricultural crops. What are those eight crops?

2. List the eight manufacturing industries that are significant for Washington.

3. How many dams does Washington have and what are the four main purposes of the dams?

For questions #4-6, scroll down this website and choose "Encyclopedia: Economy":

<https://www.infoplease.com/ipa/A0108286.html>

4. Washington's water resources provide both _____ and enormous _____.
5. The Columbia River was important to the Native Americans of Washington for two reasons. What were they?
6. Seattle is a major US city and the center for Boeing. What three technological areas have become increasingly important to the economy?

For questions # 7-11, use the websites:

http://en.wikipedia.org/wiki/Columbia_Basin_Project

http://en.wikipedia.org/wiki/Columbia_River

7. What is the "Columbia Basin Project"?

