

PEOPLE ON THE MOVE



**EARLY TRAVEL IN  
WASHINGTON STATE**



**HISTORYLINK CURRICULUM**

HISTORYLINK.ORG, THE FREE ONLINE ENCYCLOPEDIA OF WASHINGTON STATE HISTORY

# PEOPLE ON THE MOVE



## EARLY TRAVEL IN WASHINGTON STATE

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 HISTORYLINK CURRICULUM

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# Curriculum Alignment

**Classroom-Based Assessments:** This curriculum suggests classroom activities that fulfill the following Washington State Classroom-Based Assessments:

- People on the Move
- Humans and the Environment

**Textbook:** This curriculum and specific elementary essays contain information that complements the following concepts or themes presented in the fourth-grade history textbook *Washington: Our Home*.

- Walter Bull (immigrants/settlers) p. 107
- Wine Industry in Washington (industries) pp. 186-189
- Fort Walla Walla (Hudson's Bay Company, fur traders) pp. 88, 118
- Marcus and Narcissa Whitman (missionaries) pp. 98-101, 104-111

**OSPI EALRs and GLEs:** These suggested classroom activities align with the following Washington State Essential Academic Learning Requirements:

- Geography 3.2.3 Understands that the geographic features of the Pacific Northwest have influenced the movement of people.
- Geography 3.1.1 Understands how the environment affects cultural groups and how cultural groups affect the environment.
- History 4.2.1 Understands and analyzes the causal factors that have shaped events in history.
- History 4.2.2 Understands how individuals caused change in Washington state history.
- History 4.2.3 Understands how technology and ideas have affected the way people lived, and changed their values, beliefs, and attitudes.
- Social Studies 5.1.2 Evaluates if information is clear, specific, and detailed.
- Social Studies 5.2.1 Creates and uses a research question on an issue or event.
- Social Studies 5.2.2 Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.
- Reading 1.3.2 Understands and applies content/academic vocabulary crucial to the meaning of the text. Uses new vocabulary in oral and written communication and content/academic text.
- Reading 2.1.3 States the main idea of an informational text.
- Reading 2.1.7 Summarizes the events, information, or ideas in an informational/expository text.
- Reading 2.2.1 Explains ideas or events in sequential order.
- Reading 3.2.1 Understands information gained from reading to perform a specific task.

**Social Studies Skills:** These suggested classroom activities provide groundwork for the following Washington State Social Studies Skills:

- Look at event or circumstance from multiple perspectives.
- Draw conclusions.
- Engage in discussion.



# Curriculum Objectives

## Content:

- Provide information about why different groups moved to Central or Eastern Washington in the 1800s.
- Provide information on how early settlements affected the lives of the Native people in those regions.
- Provide information about individuals who were catalysts for change and growth in Central and Eastern Washington.

## Performance:

- Look at an event or circumstance from multiple perspectives through classroom discussion.
- Use maps to identify routes and sites important to early non-Native settlement in Washington.
- Identify which natural resources in what is now the State of Washington—and especially Eastern Washington—were important to a group's decision to live or settle there.
- Compare and contrast decisions made by early settlers regarding locations for settlements. Discuss the importance of transportation options in choosing to locate (or not locate) to Eastern Washington. Would more people have chosen to move there if it had been easier to reach and/or get goods back and forth across the mountains? Would the choices have been different for early settlers than for people choosing to move to a new location today?
- Draw conclusions about why specific groups chose to move to Eastern Washington and whether that decision ended up being a good choice. Draw conclusions about what the arrival of settlers or explorers meant to the lives of the Native people who lived there before white settlement.
- Understand new vocabulary words in context and be able to use them appropriately in classroom discussions, on worksheets, and in final projects.
- Engage in classroom discussions prompted by essential questions.
- Give findings in an oral or written presentation.

## Essential Questions:

- Why were early non-Native settlements formed in Washington?
- Why did immigrants choose to leave their homes and move to what is now the State of Washington?
- What role did natural resources play in the settlement of various regions of Washington?
- How did settlement by whites and other immigrants affect the lives of the Native people who already lived, hunted, and fished there?

# Curriculum Activities

**Divide the class into four groups. Assign each group one of the elementary-level essays that have been prepared especially for this project:**

- Walter Bull: Leading Citizen of Kititas County
- Wine Industry in Washington
- Marcus and Narcissa Whitman: Missionaries of the Walla Walla Valley
- Fort Walla Walla

Individuals in small groups should each read the assigned essay but can complete the worksheet together. They will compile the information and prepare a short presentation in which each person in the group reads at least one point from the list the group has compiled, contributes to the class discussion, or responds to at least one point during a question-and-answer session.

## Classroom Discussion Topics

1. What travel conditions do you think there would have been during the 1850s? See if the class can come up with a list of 8-10 different descriptions. Prompt them to include details about the land and weather conditions, and about any animals or plants that might have been threatening or helpful.
2. Ask students to compare travel over Snoqualmie Pass now to what was experienced by those who first used this route more than 150 years ago. List at least five differences and discuss how travel may improve or change in the future to get people and goods over Snoqualmie Pass more easily and economically.
3. Ask students to discuss whether they would have been willing to move west with their family. Why or why not? How would they feel if their parents decided to move the family across the United States, leaving belongings, friends, and school behind? What would students choose to take? Think about size, weight, sentimental value, and whether an object could be replaced if lost or broken.
4. Ask students to list which natural resources were important to settlers choosing Eastern Washington and the Walla Walla Valley.
5. Which geographical features (mountains, rivers, forests, etc.) along the wagon roads between Seattle and Walla Walla would have been challenging for early travelers? What improvements were needed to make travel easier? How have those improvements been maintained to handle today's traffic needs?
5. How did settlement by whites and other immigrants affect the lives of the Native people who already lived there or who used the area for hunting, fishing, or foraging?

After each of the essays has been discussed, the teacher will prompt students to compare and contrast the success of the settlement site that they chose. Would there be a better choice for the settlement today, with more or better options for travel, greater population diversity, clear legal rules for land ownership, and enhanced natural resources? Did settlement by this individual or group have a positive or negative effect on those who were already living in the area (Native Americans or earlier non-Native immigrants)? In their responses, students should use at least one new word from the vocabulary section. They should be sure to provide a clear meaning of the word if it is one that they think their classmates will not understand. Each group should try to use as many of the new vocabulary words as are appropriate in their responses.

**If the teacher wishes to have students do this assignment as an individual project, have them select one of the four elementary essays at the end of this curriculum:**

Have each student write a short paper (at least three paragraphs) that answers three of the four essential questions proposed by this curriculum unit. Lead a classroom discussion, based on the essential questions, that allows all students to share information that they learned from their essay, from additional research (if you have asked them to dig deeper), and from personal insights. In his or her paper, each student should compare and contrast the decisions of others to live in the area being discussed and decide if those decisions were wise or whether a different location should have been chosen. How did the individual(s) or groups that moved to this area affect others who were already living there? In their final paper or presentation, students should use at least five of the vocabulary words that accompanied their individual essays.

# Curriculum Extension: *Map Activities*

**Identify geographical features (mountains, rivers, forests, etc.) along the wagon roads between Seattle and Walla Walla that would have been challenging for early travelers.** What improvements were needed to enable them to cross and/or continue traveling? How have those improvements been maintained to handle today's traffic requirements?

## Vocabulary: Map Points on Seattle to Walla Walla Map

- 1) **steamer:** ships powered by steam
- 2) **prairie:** land that is often covered with grasses and is good for farming
- 4) **bypass:** a road that allows you to drive around a city or an obstruction
- 4) **steep grade:** land that rises sharply
- 5) **dam:** a barrier built across a stream or river to obstruct the flow of water
- 6) **swath:** a strip or space
- 7) **homestead:** land and buildings where a family makes its home
- 8) **roadhouse:** a place along a road for travelers to get food or supplies
- 8) **channel:** the deep part of a waterway
- 9) **foothill:** a low hill leading to a mountain
- 9) **domesticated:** tamed
- 9) **valley:** a low, flat area between hills or mountains
- 10) **switchback:** a zigzag route that allows vehicles to climb a steep hill
- 10) **turntable:** a platform that turns, allowing vehicles to change directions
- 11) **irrigate:** to provide water to an area that is dry
- 13) **butte:** a hill with steep sides and a flat top
- 14) **hop:** a plant used to make beer, also used for animal feed
- 15) **vineyard:** a garden area prepared to grow grapes for wine
- 16) **infrastructure:** basic underlying framework
- 16) **loam:** soil made up of sand and clay
- 17) **cold storage:** an artificially cooled place
- 17) **warehouse:** a building used to store goods
- 17) **confluence:** where two rivers or streams join together
- 19) **obstacle:** something that gets in the way
- 20) **hub:** the central place around which other things revolve
- 20) **navigation:** planning the route for travel
- 20) **junction:** place where two or more things join together
- 21) **reservoir:** a place where water is collected
- 21) **adobe:** brick made of clay and straw
- 22) **natural history:** study of the history of nature
- 23) **obsolete:** no longer in use
- 23) **sustainable:** avoiding the depletion on natural resources
- 24) **inhabitants:** persons who live in a certain place

### Have students list the towns located on or near the Walla Walla wagon roads.

Using text included on the maps, have students determine when the town was founded and whether it was there before or after the routes were established. Did the wagon road come to an existing town or was the town settled as a result of the road? Ask students to explain how they came to their conclusions.

Some of this information may not be included on the map, but can be found in the Thumbnail History of the town found on HistoryLink.org. The introduction to each such essay is called the abstract, and information about a town's founding might be found there. If not, the first several paragraphs of each town or city Thumbnail History usually contains such basic facts as the year the town was founded. Dig deeper into the essay to find the first settlers who started the community. Create a timeline that shows when the towns along the Walla Walla wagon roads were established.

**Using maps provided,** ask students to compare the Seattle to Walla Walla Wagon Roads Map with the Washington Territory Indian Nations and Tribes Map and have them identify the territory of each tribe that early settlers using the wagon roads would have traveled through. Based on what they have learned in preparing their individual essays, ask students to share which Indian groups were friendly to early settlers and which were not. Would knowing that you were in a tribe's territory have changed your decision to travel through an area, move to a new place, or open a business? Could the routes of the Walla Walla wagon roads have been changed to avoid confrontations? Why or why not?

# Materials and Resources

## Materials and Resources Checklist

- ✓ **Maps:** Seattle to Walla Walla Map and Washington Territory Indian Nations & Tribes Map
- ✓ **Resources:** Download HistoryLink's iPhone app WagonRoads from the App Store and use the Kid Questions along the route to spark conversation about the landscape of early Washington state transportation and settlement.
- ✓ **4 Elementary Essays:** Walter Bull; Wine Industry in Washington; Marcus and Narcissa Whitman; and/or Fort Walla Walla
- ✓ **Worksheets**

# Materials: Maps

**Seattle to Walla Walla Map provided by HistoryLink.**  
See attachment for larger version.

## Seattle to Walla Walla

**Notes:**

The scale of the map is not all of the driving route due to space constraints. Please consult a highway map to determine the route you will follow.

The State Discover Pass is required for parking in noted locations. It is available online at <http://www.wsdot.gov/plan/permits/discover-pass/>.

**Legend & Map Information**

- driving route
- interstate/highway
- wagon routes
- city
- museum
- historic
- cemetery
- scenic
- wildlife
- park
- wineery

**State Discover Pass (required for parking)**

**Notes:**

The scale of the map is not all of the driving route due to space constraints. Please consult a highway map to determine the route you will follow.

The State Discover Pass is required for parking in noted locations. It is available online at <http://www.wsdot.gov/plan/permits/discover-pass/>.

**Kittitas County Historical Museum Features an early automobile collection: 114 E 3rd Ave., 509-525-2778, [www.kchm.org](http://www.kchm.org)**

**AREA OF MAP DETAIL**

**Notes:**

The scale of the map is not all of the driving route due to space constraints. Please consult a highway map to determine the route you will follow.

The State Discover Pass is required for parking in noted locations. It is available online at <http://www.wsdot.gov/plan/permits/discover-pass/>.

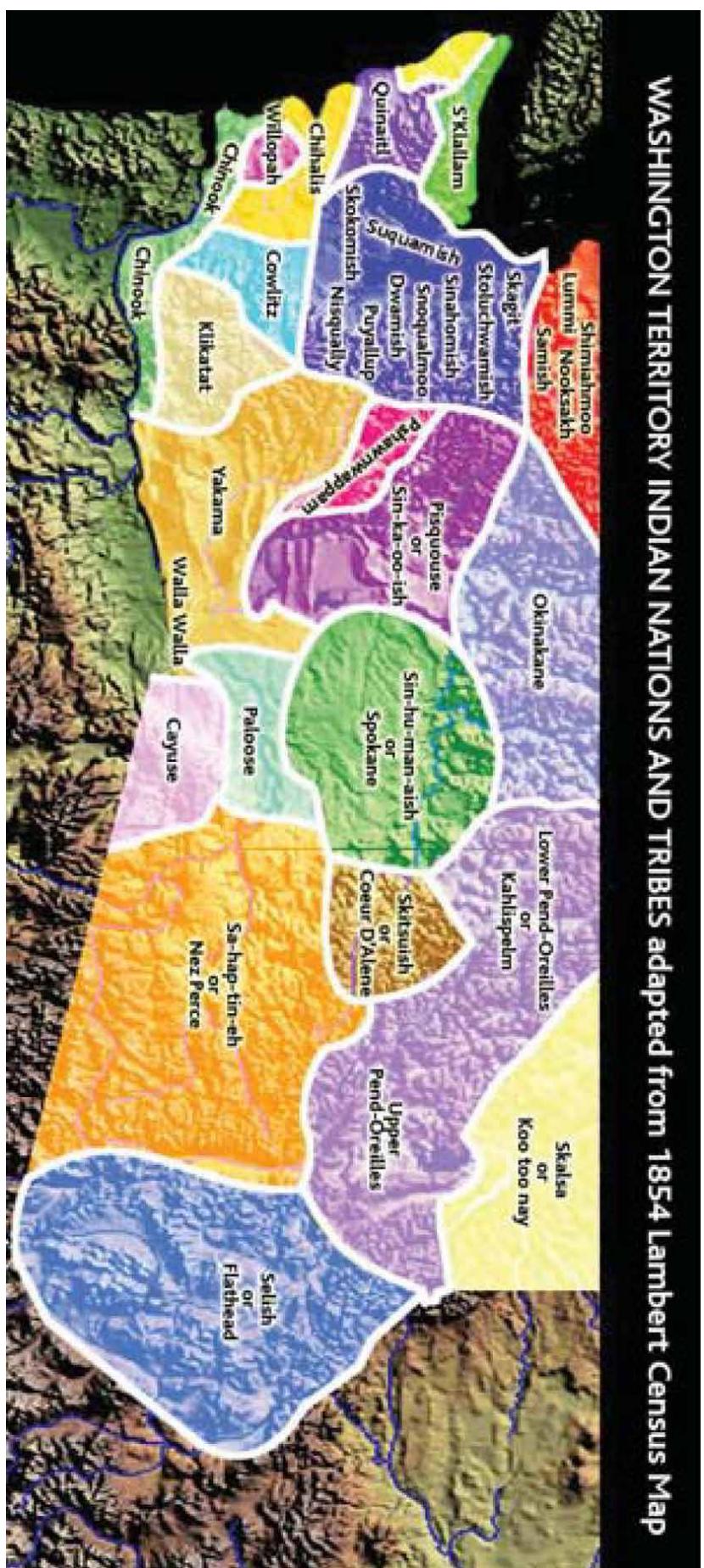
**NORTHWEST ART MALL**

Go to NORTHWEST ARTMALL for Fabulous Artworks of the Northwest! Visit our Artists, which can think off printed on almost anything you can imagine!

**Notes:**

The scale of the map is not all of the driving route due to space constraints. Please consult a highway map to determine the route you will follow.

The State Discover Pass is required for parking in noted locations. It is available online at <http://www.wsdot.gov/plan/permits/discover-pass/>.



## Materials: *Maps*

The Treaty Trail: U.S.—  
Indian Treaty Councils in  
the Northwest. This is the  
largest version.

The Washington Territory Indian Nations and Tribes map was adapted from an early census map. Courtesy Washington State Historical Society

# Resources

## Online Resources

### Integrating HistoryLink.org into your classroom:

**Counties and Towns:** This curriculum was developed to provide materials for students to research the city or county where they live, go to school, or visit. [http://www.historylink.org/\\_content/education/downloads/County-Thumb-nails-Integrate.pdf](http://www.historylink.org/_content/education/downloads/County-Thumb-nails-Integrate.pdf)

### Since Time Immemorial: Tribal Sovereignty in Washington State:

This curriculum covers tribal history, culture, and sovereignty. <http://www.indian-ed.org/>

### Teach About Native American in History:

Includes "The Settlement of the West," "Reasons for Westward Expansion," and "The Impact of Westward Expansion on Native American Groups." <http://docsteach.org/home/native-americans>

### Teaching with Primary Sources Lesson: The Whitman Massacre:

<http://teamtwpsvancouver.wordpress.com/2012/12/18/teaching-with-primary-sources-lesson-the-whitman-massacre/>

### The Treaty Trail: U.S. - Indian Treaty Councils in the Northwest:

This curriculum was prepared by the Washington State History Museum. <http://www.washingtonhistory.org/files/library/CauseAndEffect.pdf>

### These Are Matters of Grave Importance:

This curriculum provides materials and resources for individual or classroom research projects concerning cemeteries. [http://www.historylink.org/\\_content/education/downloads/These%20are%20Matters%20of%20Grave%20Importance.pdf](http://www.historylink.org/_content/education/downloads/These%20are%20Matters%20of%20Grave%20Importance.pdf)

### Travel through Time and Culture: Unit Five—The Oregon Trail:

This curriculum was prepared by a team at Highline School District's Valley View Elementary School. [http://www.historylink.org/t-tac/unit\\_5\\_Oregon\\_Trail.htm](http://www.historylink.org/t-tac/unit_5_Oregon_Trail.htm)

## Relevant Primary and Secondary Sources: V—visit required, W—website

### American Indians of the Pacific Northwest Collection (W):

Provides an extensive digital collection of original photographs and documents about Northwest Coast and Plateau Indian cultures. The digital databases include more than 2,300 original photographs, more than 1,500 pages from the Annual Reports of the Commissioner of Indian Affairs to the Secretary of the Interior from 1851 to 1908, and the text of six Indian treaties negotiated in 1855. Secondary sources include 89 articles from the Pacific Northwest Quarterly and 23 University of Washington publications in anthropology. Search the digital collections at <http://content.lib.washington.edu/aipnw/index.html>

### Central Washington University Brooks Library Collections (V, W):

Located in Ellensburg these collections include books, government documents, maps, microforms, and other items on Washington history. Plan a visit at <http://www.lib.cwu.edu/Archives-Special-Collections> or search the digital collections at <http://www.lib.cwu.edu/CWU-Brooks-Library-Collections>

### Historic Newspapers in Washington State Online Project (W):

Part of the Washington State Library's program to make its rare, historical resources more accessible to students, teachers, and citizens across the state. Search the digital collections at <http://www.secstate.wa.gov/history/news-papers.aspx>

### National Archives Pacific Alaska Region (V):

headquartered in Seattle, the regional branch of the National Archives and Records Administration holds original documents from federal agencies located in Washington, Oregon, Idaho, and parts of Montana. The records comprise correspondence, forms, maps, photographs, drawings, blueprints, lists, reports, and much more. Plan a visit at <http://www.archives.gov/pacific-alaska/seattle/holdings/index.html>

### Northwest Digital Archives (W):

Includes correspondence, diaries, photographs, and much more. Digital reproductions of primary sources are available in some cases.

Search the digital guide at <http://nwda.wsulibs.wsu.edu/index.shtml>

### Washington History Historical Maps (W):

This site holds extensive map collections depicting Washington and the surrounding region. The collection draws on maps from state and territorial government records, historic books, and federal documents.

Search the digital collections at <http://www.secstate.wa.gov/history/maps.aspx>

### Washington State Digital Archives (W):

This archive contains more than 3.7 million records, including marriage, naturalization, census, death, birth, and military records. Search the digital collections at <http://www.digitalarchives.wa.gov/default.aspx>

### Whitman College and Northwest Archives (V, W):

This archive in Walla Walla curates materials that document the history of Whitman College and the Walla Walla region, as well as rare books and other special collections housed in the Penrose Library. Plan a visit at <http://www.whitman.edu/library/archives>

## HistoryLink.org Essays

[Seattle to Walla Walla Wagon Roads: Essay 10757](#)

[Cayuse Indians: Essay 10365](#)

[Hudson's Bay Company: Essay 9881](#)

[Catholicism in the Walla Walla Valley: Essay 9514](#)

[Inland Empire Highway: Essay 10644](#)

[Sunset Highway: Essay 10383](#)

[Union Gap: Essay 10334](#)

[Walla Walla County: Essay 7679](#)

[Other resources are listed at end of each essay](#)

# Materials: *Walter Bull: Leading Citizen of Kittitas County*

Walter Alvadore Bull (1838-1898), February 19, 1856. Courtesy Ancestry.com



Walter Alvadore Bull was one of the first settlers of the Kittitas Valley in Central Washington. In 1869, he arrived in the region and joined about a dozen other families and unmarried men who had already claimed land there. Bull established a 160-acre homestead at Naneum, near what is today the city of Ellensburg. In time he would own the largest farm and ranch in Kittitas County. He also helped start a business to improve the road across Snoqualmie Pass, to make it easier to travel between Eastern Washington and the Seattle area.

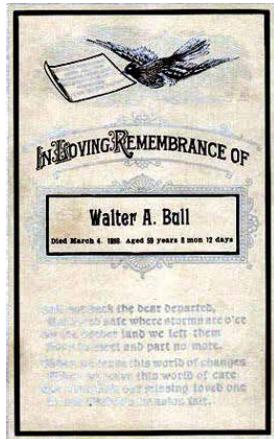
## Pioneer Farmer and Businessman

Since the early 1700s, the Kittitas Valley had been home to the Upper Yakama Tribe. Before that, small groups of Indians often came to the valley to dig for camas and kous — a root used to make bread. The valley was covered with grasses and had many streams filled with fresh water. This made the valley a perfect place for Indian horses to graze. But in 1855, the Yakama Tribe signed the Yakama Treaty to give land to the U.S. government. This land included the Kittitas Valley. Settlers soon realized that the valley's mild climate and open land were ideal for cattle and other livestock that they brought with them as they moved westward.

Walter Bull and his two younger brothers spent their early years in New York. Their father worked for a Great Lakes shipping business and moved the family to Wisconsin when Walter was 10 years old. As a young man he served in the Union Army during the Civil War. After the war, he worked for the U.S. War Department to help freed slaves and refugees get the help they needed to restart their lives. Next, he worked for the Union Pacific Railroad, laying track for the first transcontinental rail line. After the railroad was finished, Bull wrote his mother a letter. He told her that he and his friend Thomas Haley were moving west. He wanted to see what kind of country Oregon was. And he hoped to find a farm and finally settle down.

As they traveled west, Bull and Haley worked with crews building roads. They often heard stories about the Yakima and Kittitas valleys from cattlemen who traveled through that region. So the two men decided to see for themselves. When they arrived, they saw miles and miles of grass and plenty of water. They knew that they could make a living farming and raising cattle there. Bull claimed land immediately. His friend Thomas Haley settled on a farm nearby — but not for another 10 years.

Walter Bull raised dairy cows, sheep, and cattle. As time passed, he expanded his ranch until he was the largest landowner in the valley. He was one of the first in the area to irrigate his fields so that he could grow hay. He was able to feed his own animals and sell what was left over to others who were also raising cattle.



Funeral placard, Walter Alvadore Bull (1838-1898). Courtesy Ancestry.com



Bull Ranch barn, Ellensburg, ca. 1872. Courtesy Ellensburg Daily Record

## VOCABULARY / Walter Bull

**Assistance:** provide help to

**Camas:** a bulb (part of a plant) used for food

**Cattle:** cows, bulls, or steers that are kept on a farm or ranch for meat or milk

**Citizen:** person who legally belongs to a country and has the rights and protection of that country

**Contributed:** added to

**Descendants:** those who come after, like sons, daughters, or grandchildren

**Ideal:** perfect

**Irrigate:** bring water to an area that is dry

**Loyal:** sticks by a person or an ideal

**Prosperous:** having plenty of money

**Region:** area

**Refugee:** someone who has been forced to leave a place because of war

**Transcontinental:** across the continent

**Trustworthy:** someone you can count on as being honest and truthful

**Widow:** a woman whose husband has died

But getting goods and supplies from east of the Cascade Mountains to the larger markets on the western side was not easy. As early as 1860, Congress had considered building a military road from Walla Walla to Seattle. The road would replace a trail that could only be used by those on foot or horseback. That plan ended when the Civil War started, in 1861. But in the summer of 1865, a small section of road was built that allowed a few wagons to cross over Snoqualmie Pass. Improvements to the road during the next two years made it easier for herds of cattle and wagons filled with people and goods to travel over the pass.

This was good news for Walter Bull. But the road still had problems. There were mudslides and poorly built bridges. Often there were long delays due to poor weather. In 1883, Bull and two other Ellensburg men created "The Seattle and Walla Walla Trail and Wagon Road Company." Bull was named as the president. Their corporation would build and maintain the road and bridges. They would also buy and provide upkeep for all the ferries and other boats needed to travel along the road. In exchange, they would collect a small fee — called a toll — from those who wanted to travel on that route.

What Bull and his partners did not count on was the completion of the Cascade Division of the Northern Pacific Railroad line. The railroad carried cattle and passengers on another route over the mountains. Since it was quicker and cheaper to travel by rail, the Wagon Road Company founded by Bull and his partners soon went out of business.

Walter Bull continued to be a leading citizen in the region. He served as the first postmaster of Naneum and the first probate judge for Kittitas County. He was married to his first wife, Jenny, until her death in 1885. They had five children — four sons and one daughter. After Jenny's death, he married a local widow named Rebecca Frisbee. They had two more sons. Many of his descendants still live in the Kittitas Valley today.

The Bulls had a comfortable lifestyle until a financial crisis called the Panic of 1893. During the next five years, many of the nation's banks failed, businesses closed, and people were out of work. Walter Bull had to sell off most of his land to pay back money that he owed. He still owned some mining claims in Okanogan County, in north central Washington. So he moved there to try to build up some money for his family. But he was in poor health, and he died on the Okanogan ranch of an old friend in 1898. He was 60 years old.

Walter Bull's body was not returned to Ellensburg until the following year. He was buried in the Odd Fellows Cemetery and a large marker placed on his grave. He was praised by many as a loyal and devoted citizen and a trustworthy businessman. He was honored as a pioneer who had contributed much to the development of Kittitas County.

**Sources:** This essay is based on the following HistoryLink essay: "Bull, Walter Alvadore (1838-1898)" (Essay 10472).



Walter Alvadore Bull (1838-1898), Rebecca Nilsen Frisbee Bull (1856-1936), ca. 1893. Courtesy Ancestry.com

# Materials: Wine Industry in Washington

**W**ine grapes were one of the first cultivated fruits grown in the Pacific Northwest. Now wines made from Washington-grown grapes are among the best in the world. There are more than 750 wineries in Washington, and the wine industry contributes more than three billion dollars to the state's annual economy.

## From Dried-up Seeds

The earliest recorded grapevines in what was to become the state of Washington were planted at Fort Vancouver. This new trading post was built in 1825 by the British Hudson's Bay Company. Manager Dr. John McLoughlin selected the site on the north bank of the Columbia River because the soil was fertile and the ground was flat. He thought it would be a good place to develop a farm, to grow food for people at the fort.



"Picking Grapes, Washington," postcard, ca. 1910.  
Courtesy Peter Blecha

Among the first fruits planted there were grapes and apples. It was all pretty much by accident. The head of the Hudson's Bay Company, George Simpson, had placed seeds from grapes and apples in his vest pocket while attending a party in London, England. He discovered them a few months later while visiting Fort Vancouver. He gave the dried-up seeds to McLoughlin, who planted them to see if they would still grow. And they did!

Some of the settlers who traveled the Oregon Trail in their covered wagons carried grape cuttings to start vineyards for their homesteads. Henderson Luelling babied his cuttings all the way from Iowa to the Willamette Valley in Oregon. He started a nursery there and shared cuttings with others who wanted to try to grow grapes on their own land. There were others in the Puget Sound region who also started nurseries to grow grapes and apples and share with other immigrants.

In 1869, the Charles Schanno family planted the first known grapevines in the Yakima Valley on their farm near Union Gap, probably using plantings from the vineyard at Fort Vancouver. While preparing to move from Oregon, where the family had founded the first brewery in The Dalles, to the Yakima Valley, Schanno carefully wrapped his grapevines in wet straw to make sure they did not dry out. He carried the precious grapevine cuttings by hand. When he arrived, he placed them in a warm spring on his property to prepare them for a successful planting. Within a few years, Anthony Herke planted a vineyard on a nearby homestead. It is believed that he got his "starter" vines from his neighbor Charles Schanno.



Fort Vancouver, 1845. Courtesy UW Special Collections (Neg. No. UW 26972z)

Early vineyards in Washington were not considered businesses. Farmers used the grapes to make wine for their own use, then traded, sold, or gave their excess to friends and family. Over the next forty years, many individuals experimented

## Vocabulary: Wine Industry

**Annual:** each year

**Bonded:** secured by the government

**Brewery:** where beer is made

**Climate:** weather conditions

**Cultivated:** grown from seed

**Economy:** the way a country manages its money and resources

**Excess:** left-over

**Fertile:** providing special features where something can grow

**Harvest:** to gather crops, such as wheat or grapes

**Horticulturist:** someone who looks for ways to improve the quality of plants

**Illegal:** against the law

**Imported:** came from another country

**Nursery:** a place to take care of babies or new plants

**Prohibit:** forbid someone to do something

**Varieties:** different types

**Vineyard:** large garden to grow grapes

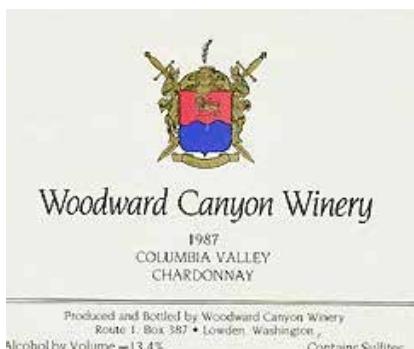
with growing different types of grapes, some with seeds imported from France. In 1883, a 20-degree-below-zero freeze wiped out many of the local vineyards.

But the Yakima Valley's soil and climate provided a great place for grapes to thrive — even after the big freeze. Although the valley was very dry, the Yakima River provided the irrigation needed to water the vineyards. In 1905, the U.S. Bureau of Reclamation began a series of new irrigation projects that encouraged more people to move to the area to try their hand at planting grapes. By then, many different types of wine were being produced due to the greater variety of grapes planted in the valley.

A law passed by Washington voters that made it illegal to sell alcohol in the state took effect in 1916. This was called "prohibition" because the law prohibited — or banned — the sale of alcohol. The law allowed individuals to make small amounts of their own homemade wine, so many of the early wine-makers still continued to grow grapes and produce wine.

It was not until 1933 that Washington became the 24th state to vote for the repeal of (doing away with) prohibition. Shortly after that companies began to file papers with the government to establish commercial wineries. They were "bonded" or licensed by the state. By 1938, there were 42 such wineries in the state.

Washington's wine producers formed a club to help each other in 1935. They called themselves the Washington Wine Producers Association. In 1938, they changed the name to the Washington Wine Council. They hired experts to help improve the quality of wines produced in this state. One of them was a horticulturist named Walter J. Clore. He worked at the Agriculture Research Extension Center near the town of Prosser in the Yakima Valley. He helped winemakers find better kinds of grapes to plant. One result was that winemakers began producing more varieties of wine in the valley. Many of those wines have caught the attention of wine-lovers all over the world because of their flavor and quality. Some have won important awards such as "best in the country" or scored 100 percent from top critics and judges. And all this started from some left-over seeds found in a vest pocket



Woodward Canyon Winery (Lowden, Washington)  
1987 Columbia Valley chardonnay label. Courtesy  
Peter Blecha



Vintage Washington State Liquor Control Board tax stamp, ca. 1936. Courtesy Peter Blecha

**Sources:** This essay is based on the following HistoryLink essays: "Wine in Washington" (Essay 8658) and "Schanno family plants the first wine grapes in the Yakima Valley near Union Gap in 1869" (Essay 5275).

# Materials: *Marcus and Narcissa Whitman: Missionaries of the Walla Walla Valley*



Narcissa (Prentiss) Whitman (1808-1847), idealized portrait based on 1847 sketch. Courtesy National Park Service.



Marcus Whitman (1802-1847), idealized portrait based on 1847 sketch. Courtesy National Park Service

Marcus and Narcissa Whitman were missionaries who came to the Walla Walla Valley from New York. They wanted to teach Indians about their religion. They also wanted the Indians to change the way they were living and become more like white people. Over time, instead of creating friendships, the Whitmans were unable to gain the trust of the Cayuse Indians. When Dr. Whitman was unable to stop an outbreak of measles, the Indians decided that he was trying to poison them. Some attacked the mission, killing the Whitmans and 11 other adults.

## Missionary Dreams

Narcissa Prentiss was born in New York. She was the eldest daughter in a family of nine children, so she had many responsibilities. She learned to weave, sew, cook, and make soap and candles — all skills that would prove useful later in her life, when she became a missionary. She was well-educated for a woman of her generation. She loved to read and write. But ever since she was a young girl, Narcissa had dreamed of becoming a missionary. Single women were not allowed to become missionaries in those days. So Narcissa realized the only way she could meet her goals was to become the wife of a missionary.

Marcus Whitman also had wanted to be a missionary when he was growing up. When he was eight years old, his father died, and Marcus was raised by religious relatives. He worked in the family shoe store and studied to become a country doctor. When he volunteered to become a medical missionary, he met Reverend Samuel Parker, who was trying to raise money to establish a mission among the Indians in Oregon Country. Whitman knew that married men were preferred as missionaries so he agreed to find a wife. He was told that Narcissa Prentiss wanted to go to Oregon as a missionary too, so he arranged to meet her. Within a few months, they had wedding plans.

Soon after their marriage, Marcus and Narcissa began to prepare for their trip to Oregon. Marcus Whitman encouraged Henry Spalding and his wife Eliza to come to Oregon with them. Spalding was a Presbyterian minister. He had already accepted an assignment to a mission in western Missouri. Eliza Spalding was not in good health. But after careful thought, the Spaldings decided to go west with the Whitmans.

The 3,000-mile journey to Oregon took about seven months. For the first half of the trip the missionaries traveled comfortably by riverboat. Narcissa enjoyed the changing scenery and new adventures. When they arrived in Liberty, Missouri, the Whitmans and Spaldings purchased the equipment, supplies, and livestock needed to start their new homes in the West. They bought a sturdy farm wagon, a dozen horses, six mules, 17 cattle, and four milk cows. They bought tools, furniture, clothing, blankets, barrels of flour, and food. The bill came to \$3,063.96. It was paid for by the organization that was sending them and other missionaries to Indian territories.



*Cayuse chief Tiloukaikt*, painted by Paul Kane (1810-1871), ca. 1847. Courtesy National Park Service

Ahead of them now were 1,900 miles of prairie, mountain, and desert. To travel this part of the journey safely, the missionaries joined a group of traders from the American Fur Company. The route followed river valleys toward the Rocky Mountains. Sometimes they were able to travel only 15 miles a day. They ate mostly buffalo meat and drank milk from their cows. Sometimes there was no wood for their cooking fires, and they burned buffalo dung instead. It was very hot during the summer months and the flies and mosquitoes bit them and the livestock constantly.

While crossing the plains, the women rode in a lightweight wagon that Spalding's father-in-law had given to him for the trip. It was the first wheeled vehicle that was taken over the Rockies. But as they got nearer to the mountains, the trail became rougher. The wagon got stuck in creeks, sometimes tipped over on steep trails, and needed constant repairs. Whitman and Spalding finally turned it into a two-wheeled cart when the axle broke. Without the wagon, Narcissa and Eliza were forced to ride on horseback. They rode on sidesaddles, which meant both of their legs were on the same side of the horse's back. It was uncomfortable, but to them it was more modest and lady-like than riding on regular saddles.

The missionaries met many Indians along the trail, including Nez Perce and Pawnee. Narcissa and Eliza were the first white women that many of the Indians had ever seen. Eliza took advantage of these meetings to try to learn their languages.

They were relieved to arrive at Fort Walla Walla, a Hudson's Bay Company trading post, on September 1, 1836. Breakfast was waiting for them: fresh salmon, potatoes, tea, bread, and butter. Narcissa noted in her journal that she sat in a comfortable armchair for the first time in months. A few days later, they traveled by boat down the Columbia River to Fort Vancouver. Eliza and Narcissa spent eight weeks at the fort while their husbands looked for locations for their missions. The women helped out in the school at the fort. They also shopped in the fort's warehouses and picked out china, blankets, cookware, furniture, and other things they would need in their new homes. Much of what they had started their trip with in New York and Missouri had been left along the trail in order to lighten the weight on the wagons and horses.

By this time, the men had decided that they would establish separate missions. Spalding selected a site at Lapwai in Nez Perce territory in present-day Idaho. Whitman decided on a place about 150 miles away at Waiilatpu ("Place of the Rye Grass"). Marcus and Narcissa would live among the Cayuse Indians. The manager of Fort Vancouver warned Whitman. He told him that the Cayuse were less friendly towards whites than the Nez Perce, but Whitman ignored him.

Narcissa and Marcus moved to their new cabin in mid-December. It was very crude. They had to use blankets to cover the openings for the door and windows. They had to kill and eat 10 wild horses to survive because there was little other food that winter.

In March — on her 29th birthday — Narcissa gave birth to a little girl. She named her Alice Clarissa. She was the first child born of Caucasian parents in present-day Washington. The Cayuse were amazed by the baby's pale skin and light-brown hair. Tiloukaikt later became head of the band of Indians that lived near the mission during winter months. He was friendly to the Whitmans and called Alice a "Cayuse girl" because she was born on Cayuse land.



*Whitman Mission at Waiilatpu*, ca. 1847, painting by William Henry Jackson. Courtesy National Park Service

## Vocabulary: Marcus and Narcissa Whitman

- Ammunition:** bullets, cannonballs, or other supplies for guns and cannons
- Axle:** a bar that attaches to wheels and allows them to turn
- Convert:** try to make someone change what he or she believes
- Convicted:** found guilty of a crime
- Crude:** poorly made
- Dung:** animal feces, poop
- Emigrant:** someone who leaves one place and moves to another
- Identity:** what a person or group of persons is known for
- Immunity:** natural protection from disease
- Landscape:** surroundings
- Livestock:** farm animals such as cattle, horses, sheep, pigs, etc.
- Missionary:** a person who wants to convince others to believe in his or her faith
- Modest:** shy
- Prairie:** flat treeless land mostly covered with grasses
- Ransomed:** returned in exchange for something of equal value
- Sidesaddle:** a method of riding on a saddle and placing both legs on the same side of the horse's back
- Surrender:** give up
- Tragedy:** a sad event
- Vehicle:** something to travel in, usually has wheels

Even with baby Alice, life at Waiilatpu was lonely for Narcissa. She missed visiting with other adults who shared her interests. She did not learn the Cayuse language. To the Indians, she seemed proud and unfriendly. She did not like some of the Indian customs, especially how some of them came into her house without being invited. Then a terrible tragedy happened. Baby Alice wandered away from the mission and drowned in the river. Narcissa was very sad. She felt guilty about the accident and began to fill her time by taking care of orphans and foster children. She kept these children away from the Cayuse and did not allow them to learn the Cayuse language.

As years passed, very few of the Indians converted to Christianity. The organization that sent the Whitmans to Oregon decided that the Waiilatpu mission should be closed. Whitman traveled back to Boston to see if he could keep it open. He was gone almost a year. Meanwhile, Narcissa and the foster children moved to Fort Vancouver for safety and support. When Marcus returned, he came with a wagon train of about 800 new settlers. Now instead of trying to convert Indians, the Whitmans concentrated on helping white emigrants.

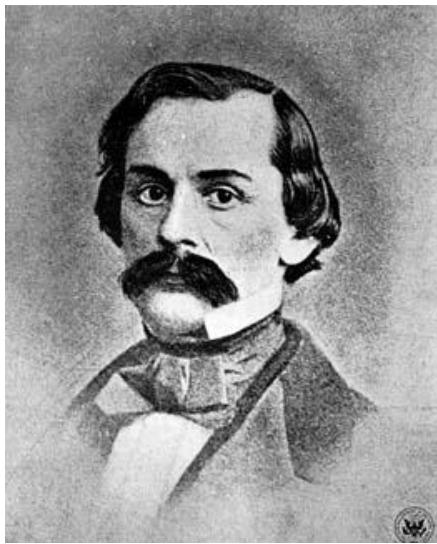
As more and more white people moved into their country, the Cayuse became worried that their land would be taken from them. They were angry that Whitman was adding new buildings and fences to the mission. More than half of the Cayuse living near the mission died after being exposed to measles, brought in by some sick people on one of the wagon trains. Indians had no natural immunity or protection from that disease. Some of them blamed Whitman, and said that he was poisoning the Indians so there would be more room for whites.

Finally, on November 29, 1847, a small group of Cayuse had had enough. They attacked the Waiilatpu mission and killed Marcus and Narcissa Whitman and seven other adults. The attack continued over the next few days. Four more men were killed; another man disappeared and may have drowned trying to escape. Narcissa was the only woman to be killed. About 50 people — mostly women and children — were taken captive. The Cayuse said they would let them go for a ransom of blankets, shirts, guns, and ammunition. The ransom was paid by the Hudson's Bay Company at Fort Vancouver. Sadly, two children died of the measles while being held captive.

After the attack, Congress made Oregon a territory of the United States (the territory included the present-day states of Washington, Idaho, and Oregon, and parts of Montana and Wyoming). The Cayuse hid in the mountains until 1850, when five members of the tribe surrendered. A jury found them guilty of attacking the mission and a judge ordered them to be hung. One of the five men was Tiloukaikt, the Cayuse who had admired baby Alice Clarissa Whitman.

**Sources:** This essay is based on the following HistoryLink essays: "Whitman, Narcissa Prentiss (1808-1847)" (Essay 10088); "Whitman-Spalding missionary party arrives at Fort Vancouver on September 12, 1836" (Essay 9700); "Dr. Marcus Whitman establishes a mission at Waiilatpu on October 16, 1836" (Essay 5191); "Cayuse attack mission in what becomes known as the Whitman Massacre on November 29, 1847" (Essay 5192); and "Trial of five Cayuse accused of Whitman murder begins on May 21, 1850" (Essay 9401).

# Materials: *Fort Walla Walla*



Colonel Edward Steptoe (1816-1875). Courtesy Yaki-ma Valley Regional Library (Image 2002-850-653)



Fort Walla Walla, 1841. Sketch by Joseph Drayton. Courtesy Fuller, *A History of the Pacific Northwest*



Gravestones of United States soldiers killed in the treaty wars of 1856-1858, Fort Walla Walla Cemetery, April 19, 2006. HistoryLink.org Photo by Paula Becker

Between 1818 and 1910, there were four outposts named Fort Walla Walla. The first Fort Walla Walla was established as a fur-trading post by the North West Company. The next two were built to house U.S. Cavalry officers, soldiers, and horses. There is nothing left of any of these forts or their outbuildings. The fourth and final Fort Walla Walla was important during the Indian uprisings of 1858, and remained in use until 1910. Its main buildings are still being used as a hospital for veterans from the Pacific Northwest.

## From Trading Post to Military Fort

In 1818, the North West Company built a trading post at a site where the Columbia and Walla Walla rivers meet. The company called it Fort Nez Perces (sometimes spelled Fort Nez Perce). Indians would bring furs to the fort and trade them for blankets, cooking pots, rifles, and other things they wanted. In 1821, the North West Company merged with the Hudson's Bay Company and the name of the post was changed to Fort Walla Walla. Problems with the Indians led to the closing of the fort in 1855. In 1862, the town of Wallula was built on the site of the first Fort Walla Walla. Because of the great location, Wallula became an important steamboat landing for travelers to the Idaho and Montana gold fields.

The second Fort Walla Walla was established in 1856 seven miles east of what is today downtown Walla Walla. It was built as a military outpost but it was closed within a year. The third Fort Walla Walla included stables, housing for the troops, and officers' quarters. No trace of this fort exists today because what is now downtown Walla Walla has been built on the site.

The Fort Walla Walla that is most remembered is the fourth and final one, established in March 1858 for the U.S. Cavalry. This military outpost housed soldiers who fought in the Pacific Northwest Indian Wars and helped bring law and order to early communities of settlers. Lieutenant Colonel Edward J. Steptoe was the officer in charge of the fort and the troops when this final Fort Walla Walla opened. He was a West Point graduate and an experienced combat officer. He had fought against the Seminole Indians in Florida and in the Mexican-American War.

On May 6, 1858, Colonel Steptoe led a troop of 159 soldiers and Indian scouts on a mission into the Indian lands of the Columbia Plateau. They headed for the area around Fort Colville where two miners had been killed. The settlers there were worried for their safety. Steptoe's troops were well-prepared and he had brought along two small cannons. They did not expect any trouble.

As they headed for their destination, some Indians saw that the soldiers had weapons and artillery. The Indians also realized that the cavalry was not following its normal route. They refused to let Steptoe and his troops cross the Spokane River. When Steptoe turned around to return to Walla Walla, a battle began. Between 800 and 1,000 Indians — from the Coeur d'Alene, Palouse, Spokane, Cayuse, and Yakima tribes — attacked Steptoe and his troops. The soldiers were badly outnumbered. Finally they escaped and returned to Fort

## Vocabulary: Fort Walla Walla

**Barracks:** buildings where military people live, on a fort or military base

**Cavalry:** division of army that rode on horseback

**Combat:** battle

**Disgrace:** make look bad in the eyes of others

**Gambler:** someone who takes a chance with his money

**Hostile:** unfriendly

**Merge:** join together

**Military:** having to do with the armed forces (such as Army, Navy, Air Force)

**Outpost:** somewhere off the main route; usually has food, water, and a place to rest

**Permanent:** lasts forever

**Resistance:** refusal to accept something

**Stable:** a place for horses

**Veterans:** people who have served in the armed forces

Walla Walla. Two officers, four enlisted men, and one Indian scout were killed, along with an unknown number of Indian warriors.

A group of 600 soldiers led by Army Colonel George Wright set out immediately from Fort Dalles, Oregon. They wanted to find and punish the Indians responsible for the attack on Steptoe. During battles that continued for the rest of the year, Wright's troops rounded up between 800 and 900 Palouse horses. Horses were very important to the Indians. In September 1858, the soldiers killed the captured horses so that the tribes would not be able to hunt or have any advantage in battle. This action led to the surrender of the many of the Indians who were involved in the fighting. Colonel Wright ordered some of the Native leaders — including Yakama tribal chief Qaulchan — to be put to death. Indian resistance to the military was soon over.

The Fort Walla Walla Cemetery was established at Fort Walla Walla in 1856. Many soldiers killed in the Indian Wars are buried there. Michael McCarthy, a survivor of one of the battles, settled in Walla

Walla. He raised money to have a monument erected to honor those members of the First Cavalry who were buried in the fort's cemetery.

In 1861, the Ninth Regiment and First Cavalry Troops who were housed at Fort Walla Walla went east to fight in the Civil War. This left the fort vacant once again. The following year, a volunteer force from Oregon arrived at the fort. They were each promised a \$100 bonus and 160 acres of land if they completed a three-year stay at Fort Walla Walla. After the Oregon volunteers left, the fort was used mostly to shelter animals over the winter months. The army considered closing the property. But by 1880, 300 troops arrived from Oregon and California and the fort resumed its importance. It became one of the largest posts in Washington Territory.

In 1891, soldiers who were stationed at Fort Walla Walla shot and killed a local gambler. The actions of those involved disgraced the fort. Within a few years, the fort was again underused as a military post. Only small forces — including a unit of Buffalo Soldiers — were stationed there. It was finally closed as a military outpost in 1910. Its buildings were needed because the local hospital — St. Mary's Hospital — had been destroyed by a fire. In 1920, the decision was made to permanently convert Fort Walla Walla into a medical facility to serve veterans in the Pacific Northwest. In 1996, it was named the Jonathan M. Wainwright Memorial Veterans Administration Medical Center, in honor of a local military man who became a hero while serving in the Philippines during World War II.



Joseph Lafayette Meek (1810-1875), first U.S. marshal in Oregon Territory, ca. 1850. Courtesy Oregon Historical Society

## Materials: *Worksheet*

### People on the Move: Early Travel in Washington State

**Travel Conditions in the 1800s:** Think of 10 descriptive words or phrases describing what you think someone traveling in the 1800s would observe and/or experience.

**Travel Conditions for same trip today:** List 10 descriptive words or phrases describing traveling conditions a person traveling the same route in the present day would observe and/or experience.

**Compare and Contrast:** How do the travel conditions differ for the different time periods?

**Reasons to Move:** Using the essay that you were assigned, identify the important reason or reasons that led the individuals or groups to move west. Why did this individual or group choose Central or Eastern Washington?

**The Move:** Was It a Good Idea? Did moving end up being a good decision for them? Were there better choices? Write a few sentences to support your answer.

**Effect of Settlement:** Did the new settlements affect the lives of the Native Americans or the earlier settlers of this region? Give examples of how lives or lifestyles were changed.

**What Would You Bring?** If you had to move and could only bring two things with you, what would they be? Remember to consider size, weight, sentimental value, and whether it is strong enough for the trip. Could they be replaced if broken or lost? List and describe why you chose these two items. Think about the differences in what you own or could take now as opposed to what you would have owned or could have taken along in the 1800s.

**New Words:** Pick three words from the vocabulary list that came with your essay and use each in a sentence.