

Activity 12: Dear Annie

Meets EALR: Social Studies, Civics, History

Civics 1.1.1	Understands the key ideals of unity and diversity.
Civics 1.1.2	Understands and applies the key ideals of unity and diversity within the context of the community.
History 4.2	Understands and analyzes causal factors that have shaped major events in history.
CBA	Humans and the Environment

Objective: Students brainstorm possible solutions to problems that Native Americans and early settlers faced in the Issaquah area.

Materials: list of problems (see attached, print and cut into strips, one problem per strip), pencil, paper

Procedure:

1. Discuss two or three of the difficulties early settlers and Native Americans faced in the late 1800's. As a class brainstorm possible solutions. Here are several examples:
 - Our family wants to build a homestead in the Issaquah area but we can't decide where the best location would be to set up our farm. We are considering the top of the hill, next to the lake, or in the valley. Where would you suggest building?
 - This winter is unusually cold. I am concerned that my livestock (cows, sheep and horse) will get too cold in the barn. What do you suggest I do to keep them warm and safe?
 - The settlers keep coming into our hunting and fishing areas. They are building farms, cutting down the trees and mining in the hills. I am concerned that they will scare away all of the wildlife and we will lose our good hunting grounds. What should I tell these strangers that keep moving in to our woods?
2. Explain to the students that the early settlers and Native Americans have written some of their problems and are asking advice on how to solve the problems. Their job is to respond with suggestions. They will be "Annie," the columnist who gives advice.
3. Copy the list of problems on the following page and cut them into separate strips of paper (one problem on each piece of paper).
4. Put students in partners or small groups. Students draw one strip of paper with the problem written on it. Read the problem to the students and make sure they understand the problem. Together, they apply their

- knowledge of historic circumstances to create viable solutions to the problem.
5. Students respond orally or with short written replies.
 6. As a follow up lesson, students can write their own letters, posing problems, exchange letters, and again, respond with a solution.
 7. As a conclusion to the activity, compare the resources that were available to the early settlers and Native Americans and resources that are available to us now. Discuss why some problems that were serious then are no longer problems for us today.

List of Problems for “Dear Annie” to Solve

Dear Annie,

I am a lumberjack and cut big cedar trees all day. In order to cut the trees down, I have to climb up the trunk part way. It rains here almost every day, and my boots keep slipping on the wet bark. How can I keep from slipping all the time?

Slick the Lumberjack

Dear Annie,

My husband works in the Superior Coalmines. When he gets home his clothes are filthy! It takes a lot of hard work to heat up the water over the fire, scrub his clothes on the washboard and then dry them near the fire. We can only afford two sets of clothes for each member in our family. How can he keep clean without so much laundry?

Weary at the Washboard

Dear Annie,

I am seven years old. My best friend lives in Seattle. We have to take the train to get to Seattle, and it is a full day’s journey. How can I get my parents to take me to Seattle more often?

Lonely

Dear Annie,

My family is thinking of moving to Squak Valley. My brothers and sisters think we might get bored living out in the country. What is there to do on the homesteads on the eastside of the lake?

Afraid to Move

Dear Annie,

I am a mule. Some miners from the Grand Ridge coalmines just bought me in Seattle to work in the coalmines. I like to work hard, but I hear that the coalmines can be very dark. I'm afraid of the dark. Will those coalminers make sure there is light for me to see in the mines?

Molly the Mule

Dear Annie,

There is a new boy at our school. He is really nice, and he is the only other boy my age that lives in the area. I want to be friends with him but he doesn't speak very much English. His family just moved here from another country. On top of that, the other kids tease him because he wears different clothes and looks different than they do. How can I get them to stop teasing him? How can I make friends with him?

Wanting a New Friend

Dear Annie,

My family has been coming to this area for many, many years to hunt, fish, and gather wild plants. More and more people are moving into the area. They keep cutting down the trees. They clear the land for farms. I am concerned that more and more people will move here until the land is all used up. What can I do?

Worried

Dear Annie,

The new people that have moved to our area will not let us to hunt and fish where we have for years. Instead, the only way for us to survive is to pick hops for the settlers. The work is very hard and hurts our hands. The new people also have given us different names and won't call us by our Native American real names. What can we do?

Stuck with the Wrong Job and Name

Dear Annie,

I am the family cat. My family is going to take the boat Squak to the Monohon Sawmill on Saturday. My owner, a six year old girl, wants to take me on the trip! What will the boat ride be like? I don't like water very much. Should I be worried? Should I hide under the bed on Saturday morning?

Kimmy the Kitty