|  |  |
| --- | --- |
|  | **Roslyn Cemetery**  **Lesson Four – Grade Four**  **Black Miners and the Historic Mt. Olivet Cemetery**  The Roslyn Cemetery includes the Mt. Olivet Cemetery, where **Black-American** (also known as **Afro-American** and **African-American**) citizens were buried. It reminds us of the important role that Black-Americans played in the early years of Roslyn and the coal mines. When the white immigrant miners (1st and 2nd generation) went on **strike** in 1888, demanding better wages and working conditions, the coal mine owners, the Northern Pacific Coal Company, responded to the strike by recruiting Black-Americans from the eastern and midwestern United States. The recruits included farmers, miners and former slaves who were told that jobs and better lives awaited them in Roslyn. They were not told about the strike, or that they would be **strikebreakers**, until later. |

The white miners did not welcome the Black-Americans primarily because they were strikebreakers – not simply because they were black. The black miners prevented strikers’ success by keeping the mines running – the Northern Pacific Coal Company did not have to improve working conditions immediately. Their arrival meant the white miners no longer had jobs.

Relationships between the old and new groups of miners were difficult. The white miners’ anger developed into hateful attitudes about the black miners, which we would now call “**racism**” and “**prejudice**.”

A Black-American community developed in Roslyn. At first, they lived apart from the white community, outside of Roslyn in Jonesville (near Ronald and the #3 mine). These immigrants followed paths similar to those of the white immigrants, establishing a school, church and lodge to assist the families. The first Black Free Masons lodge in Washington was started as a club in May, 1889, at Roslyn. They established the Mt. Olivet cemetery for black immigrants.

The black immigrants suffered hard times just like the first Roslyn immigrants. However, the tense relations between white and black immigrants resulted in extra hard times for black immigrants who often feared for their lives. Many were armed, both at work and at home. When white miners eventually returned to work in the mines, relations improved as black and white worked side by side. Dangerous mining work meant all workers had to rely on one another. Within a few years, the black immigrants were able to move into Roslyn, strengthening the community.

|  |  |
| --- | --- |
| **Vocabulary Word** | **Definition** |
| **Black-American** |  |
| **Afro-American** |  |
| **African American** |  |
| **Strike** |  |
| **Strikebreakers** |  |
| **Racism** |  |
| **Prejudice** |  |
|  |  |

Class Discussion:

Many of these words have very similar meanings (Black-American / Afro-American / African American).

* Why do you think we sometimes have so many words for similar ideas, people, or things?
* Why is it important to be careful in which words we use when we talk about people?

**Activity #1: Photo Gallery Walk**

Pick photos from [Roslyn African American History Photographs](https://digitalcommons.cwu.edu/roslyn_african_american_history/index.9.html) slideshow from the CWU archives and post them around the room for a gallery walk. Give students post-it notes. Have students walk around the room looking at the pictures. Have students write down CONNECTIONS they make to previous lessons, or personal background knowledge.

Have students walk around one more time looking at all the connections students made to the photos.

Based on student observations and connections, lead students through a Think-Pair-Share (think on their own, pair with a partner to discuss, then share with the class). Try to cover all of the groups of immigrants you have talked about so far, and why African-American people would want to immigrate to Roslyn in 1888.

|  |  |  |
| --- | --- | --- |
| **What I know about mining** | **What I wonder about mining** | **What I learned about mining** |
|  |  |  |

**Activity #2: Mining Videos**

To better understand the struggles with mining, watch these two videos.

The first video is based out of the East Coast and happens after the time we are talking about in Roslyn. However, it still has important information and lessons that can be applied to Roslyn.

[American Experience: The Mine Wars](https://www.youtube.com/watch?v=VgfuPBDKFJ4)

The second video is about miners who were Black-American and were brought in to be strikebreakers. Before you watch, determine the meaning of the following vocabulary words.

|  |  |
| --- | --- |
| **Vocabulary Word** | **Definition** |
| Strike |  |
| Recruit |  |
| Strikebreaker |  |

Watch the following video until the 2:02 minute mark:

As you watch the video write down facts that you already knew from previous lessons, and at least 3 new facts you learned from the video “[The Roslyn Migration](https://www.youtube.com/watch?v=G7rta9xrQQY)”

|  |  |
| --- | --- |
| **Information I Already Knew** | **New Facts I Learned** |
|  |  |

After the video, have a class discussion. This was a difficult situation for everyone involved. Try to imagine the situation from the perspective of the following people and write down their troubles and difficulties.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mine Owners** | **Miners** | **Miners’ Families** | **Strikebreakers** | **Strikebreakers’ Families** |
|  |  |  |  |  |

Extension Discussion Questions

* Why did black miners come to Roslyn?
* Why were the striking miners angry with the black miners?
* Why did conflict result from the arrival of black miners?
* How did the black miners’ arrival differ from what they expected in Roslyn?
* What is prejudice?
* What is racism?
* What is discrimination?
* What additional hardships did black miners and their families experience due to racism, prejudice and discrimination?

Compare and contrast some of the struggles faced by minority people (prejudice and racism) from the mining days presented in this lesson and the struggles they face today.

|  |  |
| --- | --- |
| **Hardships from the past** | **Hardships faced today** |
|  |  |

**Activity #3: Mt. Olivet Activity**

Carefully look over the map of the cemetery and identify the Mt. Olivet section.

A map of a cemetery entrance

Description automatically generated

**Activity #4: Mt. Olivet Research and Illustration**

Choose one of the names or graves from the Mt. Olivet plot list. Carefully look over the description of it and create an illustration of it. Be sure to include all the details. If there are symbols included, research what those mean and include a key to explain their meaning.

A table of information with text

Description automatically generated with medium confidence

A table of text on a white background

Description automatically generated

A close-up of a document

Description automatically generated

A table with a list of names

Description automatically generated with medium confidence

A close-up of a newspaper

Description automatically generated

A table of information with text

Description automatically generated with medium confidence**Closing Assessment**

|  |
| --- |
| **Exit Ticket: Black Miners and Mt. Olivet Lessons**  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did Black-American people want to immigrate to Roslyn in 1888?  List at least 1 thing that turned out different than what they expected when they moved to Roslyn |

**State Standards:**

SSS3.4.1 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.

E1.4.1 Analyze and explain the costs and benefits of people’s decisions to move and relocate to meet their needs and wants.

E1.4.2 Compare the costs and benefits of individual choices.

E1.4.3 Compare positive and negative incentives that influence the decisions people make.

G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.

**Essential Questions**

* What made immigrants willing to move great distances to live in Roslyn?
* What are the conditions under which racism, prejudice and discrimination can flourish?
* What harms occur to individuals and community where racism, prejudice and discrimination flourish?
* How can a community heal and unite after violence related to racism, prejudice and discrimination?

**Essential Understandings**

* The Black-Americans invited to move to Roslyn for jobs and a better life suffered from the deception of the Northern Pacific Coal Company, unaware that they would be strike-breakers.
* Racism, prejudice and discrimination hurt individuals and communities.
* Community members had to choose to overcome the negative conditions of racism, prejudice and discrimination and to make changes to unite the community.
* The Mt. Olivet cemetery reflects the unique experiences of Black-Americans in Roslyn and in the United States.

**Primary Sources**

Roslyn African American History Photographs

**Secondary Sources**

Roslyn Cemetery Map

Mt. Olivet Plot List

“American Experience: The Coal Wars” video

“The Roslyn Migration” video

**Teacher Prep**

Review the lesson plan, locate and print needed materials.

Read: <https://mtsgreenway.org/blog/roslyn-black-pioneers-part1/>

Read: <https://www.blackpast.org/african-american-history/roslyn-washington/>

Read: <https://www.historylink.org/File/9240>

**Additional Teaching Resources/Activities/Lesson Plans:**

* <https://www.facinghistory.org/educator-resources>
* <https://www.nytimes.com/2021/03/04/learning/lesson-plans/resources-for-teaching-about-race-and-racism-with-the-new-york-times.html>
* <https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum>