

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.

<u>Vocabulary Word</u>	<u>Definition</u>
<u>Black-American</u>	
<u>Afro-American</u>	
<u>African American</u>	
<u>Strike</u>	
<u>Strikebreakers</u>	
<u>Racism</u>	
<u>Prejudice</u>	

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 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.

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](#)

<u>What I know about mining</u>	<u>What I wonder about mining</u>	<u>What I learned about mining</u>

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.

<u>Vocabulary Word</u>	<u>Definition</u>
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](#)”

<u>Information I Already Knew</u>	<u>New Facts I Learned</u>

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

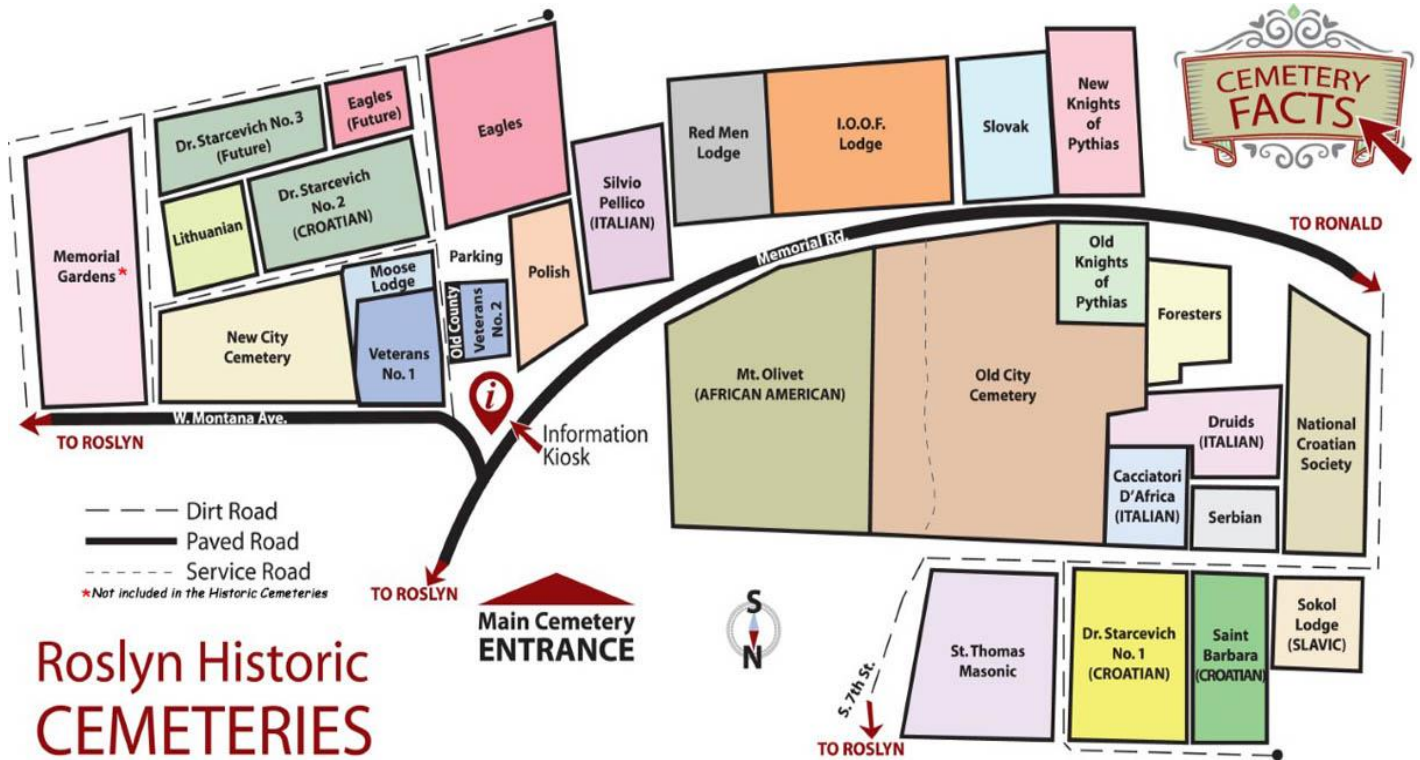
- Why did black miners come to Roslyn?
- Why were the striking miners angry with the black miners?
- Why did conflict result from the arrival of black miners?
- How did the black miners' arrival differ from what they expected in Roslyn?
- What is prejudice?
- What is racism?
- What is discrimination?
- 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.

<u>Hardships from the past</u>	<u>Hardships faced today</u>

Activity #3: Mt. Olivet Activity

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



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.

Family	First	Second	Birth	Death	Descriptions, Inscriptions, Remarks	Row	Plot	Letter
Unmarked					Unmarked child's plot, concrete slab	1	1	
Epps	Quincy		1855	1927	"At Rest", medium upright grey granite stone, concrete curb and top	1	2	
Unmarked					Small stone, child's grave	1	3	
Cullins	Mary	Hart	1926			1	16	
Fleming	Mine	A	Nov 6 1899	Feb 11 1975	"Cpl, US Army", military marker with cross	2	4	
Unmarked					Unmarked double concrete slab	2	5	A
Unmarked					Unmarked double concrete slab	2	5	B
Warden	"Jim"		1916	1977	Pine tree, deer on small flat grey and rose stone, flag along side	2	6	
Unmarked					Unmarked concrete slab	2	7	
Unmarked					Unmarked concrete slab	2	8	
Unmarked					Unmarked concrete slab	2	9	
Unmarked					Unmarked concrete slab	2	10	
Unmarked					Unmarked concrete slab	2	11	
Hart	Elaine	O	1924	1992		2	18	
Hart	Edward		1890	1971	Red granite double pillow with "Bonham Texas" inscribed on a heart, concrete curb, white gravel	2	19	
Hart	Pearl		1890	1953	Same stone as 2-19	2	20	
Hart					Unmarked slab inside Hart enclosure	2	21	
Hart	William		1918	1970	"Married Feb 28, 1942", red medium upright stone, concrete curb, white rock	2	22	

Unmarked					Concrete curb, adult size	4	5	
Unmarked					Concrete curb, adult size	4	7	
Unmarked					Concrete curb, adult size	5	3	
Unmarked					Concrete curb, adult size	5	6	
Unmarked					Concrete curb, adult size	5	7	
Morgon	Henry		May 10 1874	Nov 18 1911	"At Rest", small grey upright stone	6	2	
Unmarked					With flag	7	1	
Unmarked					Concrete curb	7	2	
Unmarked					Concrete curb	7	3	
Williams	Harriet				Wood enclosure, light gray stone, aqua flowers, concrete curb and top, all names on some stone	7	8	A
Francis	Georgia				Same marker as 7-8A	7	8	B
Howard	Mr.				Same marker as 7-8A	7	8	C

Hart	Beulah		1925	1980		4	20	
Hart	James	Van	1948	1981	Red granite medium upright stone, concrete curb, gravel on top	2	24	
Hart	Theodore	David	1947	1984	Red granite upright stone, concrete curb	2	25	
Unmarked					Unmarked concrete slab	2	30	
Webb	Gerald	L	June 28 1947	Sept 14 1995	PV 1. US Army, Viet Nam	2	35	
Shepperson	James	E			"P G M James E Shepperson, Dedicated this 5th day of July, 1986, M W Prince Hall Grand Lodge, Washington and Jurisdiction", flat bronze marker, concrete slab	3	1	
Claxton	William	E	1862	1943	"Father", small grey upright marker, concrete curb	3	2	
Unmarked					Plots 3-3, 4, 5 and 6 are unmarked	3	3	
Unmarked						3	4	
Unmarked						3	5	
Rudolph	Hardy	J	1877	1942	"Father", small red granite upright stone, concrete curb	3	6	
Strong	Eva		1888	1976	"Wife", pillow of dark grey marble	3	11	
Porterfield	Willie	F	1865	1933		3	15	
Paterson	Alice			Dec 27 1907	"O sleep in Jesus, Blessed thought, aged 49 yrs", tall slender upright stone	3	16	
Carpenter	Robert			Mar 9 1918	"He is not dead, but sleepth, aged 17 yrs", same stone as 3-16A	3	16	
Strong	Noble		Feb 15 1913	Mar 15 1925	White log marker on base	3	17	
Strong	Henry		1876	1956	"Father", pillow of grey marble	3	20	

Taylor	Fred				Same marker as 7-8A	7	8	D
Taylor	Nellie				Same marker as 7-8A	7	8	E
Howard	Dorothy				Same marker as 7-8A	7	8	F
Taylor	Ellenora				Same marker as 7-8A	7	8	G
Spates	Fates				Same marker as 7-8A	7	8	H
Hoeard	Stanley				Same marker as 7-8A	7	8	I
Green	Peter			Oct 13 1899	"F L T, Husband of Lydia Green, aged 40 yrs 8 mos", grey medium upright marker	7	15	
Roberts	G	W		April 22 1902	"Masonic, Odd Fellows, aged 45 yrs 1 mo 3 days", white granite upright marker	7	16	
Speights	Nellie			Aug 10 1905	"Her end was peace, Wife of F Speights, aged 29 yrs 5 mos 10 dys", medium upright marker, foot stone	8	8	
Price	Mary		Jan 15 1844	Mar 19 1908	"Tho lost to sight, to memory dear, Wife of Henry Price", tall upright stone with drape, foot stone	8	9	
Thomas	B	J	Jan 14 1869	Dec 30 1908	"Husband of Josie Thomas, aged 39 yrs 11 mos 15 days, Beloved one never forgotten", heart-shaped grey medium upright marker	9	1	
Donaldson	T	W	Mar 23 1881	May 20 1902	Medium upright marker with lamb	9	18	A
Donaldson	Rusia		Mar 24 1897	May 31 1898	Same marker as 9-18A	9	18	B
Donaldson	Ruby		Nov 23 1899	Nov 23 1899	Same marker as 9-18A	9	18	C
Colman	Stella		Dec 21 1921		Same marker as 9-18A	9	18	D

Donaldson	Jessee		Mar 1846	Nov 1913	military marker on concrete slab,	9	19	
Harris	Matilda			Oct 4 1898	"Wife of George Harris, In loving remembrance of", large upright marker	9	20	A
Scott	Lillie	May		Dec 4 1898	"Infant Child of L and F Scott, aged 8 mos", same marker as 9-20A	9	20	B
Scott	Florence		1859	1916	"Wife of Lee Scott, Called higher, Treasurer of S M T", grey medium upright marker	9	21	
Hopkins	G	Annie		April 6 1899	"Rev G. Annie Hopkins, aged 49 years", small marker	9	25	
Hopkins	Baby				Same marker as 9-25	9	26	
Craven	Samuel	A	1895	1969	"Father", red granite medium upright marker, concrete curb and top	10	13	A

Craven	Ethel	F	1906	1993	"Mother", on same stone as 10-13A	10	13	B
Allen	John				"In memory of", aged 24 yrs 11 mos, medium upright marker with flag	11	26	
Olds	Albert		Aug 20 1865	Mar 10 1947	"Husband", red granite upright marker, concrete curb and metal pipe fence	12	4	A
Olds	Nettie		Dec 26 1876	Nov 16 1949	"Wife", same marker as 12-4A	12	4	B
Smith	Edward		1875	1969	Same description as 12-4A	12	4	C
Maynard	Mariah		Sept 12 1803	Feb 21 1900	"She heard the angels bidding her come, For her robe and crown in the heavenly home, aged 97 yrs", white medium upright marker, concrete curb and top	12	12	
Unmarked					Wood slab	12	20	
Williams	G	W		May 10 1892	"Death is the gate of endless joy, aged 41 yrs", died in Roslyn Wash	13	12	
Mackey	Catheren		Dec 25 1854	July 3 1897	"May her soul rest in peace, born in Lexington Ky", medium upright marker	13	22	
Unmarked					Concrete cross	14	3	
Hazelwood	George	A		Nov 11 1890	"Aged 45 yrs", medium grey upright marker, concrete curb	14	34	
McCauley	Robert			April 15 1896	"Husband of Fannie Taylor, aged 39 yrs", small grey upright marker	14	35	
Unmarked						14	36	
Unmarked					Cross	14	37	

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>