

Northwest History Consortium

Mercer Girls Come to Seattle

Patty Chacon
8th Grade

National Standard

Era 4 Expansion and Reform (1801-1861) / Standard 1

Standard 1C: The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Washington State Standards (EALRs)

EALR 2: Economics - The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

EALR 3: Geography - The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

BACKGROUND

Mercer girls were coming to Seattle, Washington in the 1860s. Students are studying Washington State History and need to better relate with the people of Seattle during the 1860s.

PROBLEM

If you intend to be a Mercer Girl what must you do to prepare yourself for the move in 1864?

Determine why there was a need to ship in girls in the first place.

SCENARIO

You are a girl. You have just spent the last 2 years trying to figure out what you are going to do with your life. A call goes out to girls around your area to move to Seattle, Washington in the early 1860s. What must you do to prepare yourself for the move in 1864?

You are a boy. You have been in Seattle, Washington (1860s), for the last 5 years without any family or women around. Determine why there was a need to ship in girls in the first place.

TASK

Boys: You are now a girl. You have just spent the last 2 years trying to figure out what you are going to do with your life. A call goes out to girls around your area to move to Seattle, Washington in the early 1860s. What must you do to prepare yourself for the move in 1864?

Girls: You are now a boy. You have been in Seattle, Washington (1860s), for the last 5 years without any family or women around. Determine why there was a need to ship in girls in the first place.

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Prepare a small poster of yourself, boy or girl, in full garb with everything that you are using. Describe everything that you need to prepare yourself, with a focus on economics and geography. You can use maps, Venn Diagrams, Double Bubble Maps, or whatever comes to mind. Be sure to read through the rubric to see if you are including everything for your presentation.

RESOURCES

Internet

Mercer, Asa S. "Asa Mercer's Letter to the New York Times." Mercer Girls. Com. ©1997 - 2010 Peri Lane Muhrich. [location unknown]. 29 November 2010 <<http://www.mercergirls.com/>>.

"The Mercer Girls: Seattle's Mail Order Brides." 19 May 2008. The Seattle Traveler. ©2005 - 2010 b5Media. New York, NY. 29 November 2010 <<http://www.theseattletraveler.com/2008/05/the-mercergirls-seattles-mail-order-brides/>>.

Muhrich, Peri Lane. "They Called Them the 'Mercer Girls': Seattle's Cargo of Brides." November 2009. Mercer Girls. Com. ©1997 - 2010 Peri Lane Muhrich. [location unknown]. 29 November 2010 <<http://www.mercergirls.com/>>.

Sanders, Eli. "NPR Quiz Show Messes Up on the Mercer Girls" from *The Seattle Times* 30 May 2001. The Seattle Times. ©2010 The Seattle Times Company. Seattle, WA. 29 November 2010 <<http://community.seattletimes.nwsourc.com/archive/?date=20010520&slug=waitwait20m>>.

Warren, James R.. "Seattle at 150: Ordway, the Unwed 'Mercer Girl,' Still Well-Loved" from the *Seattle PI* 16 October 2001. Seattle PI. ©1996 - 2010 Hearst Seattle Media, LLC. Seattle, WA. 29 November 2010 <http://www.seattlepi.com/local/42955_ordway16.shtml>.

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ASSESSMENT

Presentation Rubric

Category	4	3	2
Geography	"The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments."	The student uses a poster to make decisions by showing the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.	The student uses a spatial perspective to make a decision by guessing about the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
Economics	"The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies."	The student shows understanding of economic concepts and systems. To interact between individuals, households, businesses, governments, and societies.	The student tries to understand by guessing at economic concepts and systems. He/she tries to show interactions between individuals, households, businesses, governments, and societies.
Overall Group Work	This process was shown by ongoing questioning by the students and his/her peers.	This process was shown by a lingering question about the content.	This process was shown by a simple finished product.

Chacon, Patty. "Presentation Rubric." NWESD Organization. 2008. Anacortes, WA. 29 November 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1C_NorthwestImmigration>. **MercerGirls.Chacon.8.pdf**>. Some wording adapted by Patty Chacon from the Washington State Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12.

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REFERENCES/CITATIONS

Chacon, Patty. "Mercer Girls Come to Seattle." NWESD Organization. 2008. Anacortes, WA. 29 November 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1C_NorthwestImmigration.MercerGirls.Chacon.8.pdf>.

Chacon, Patty. "Presentation Rubric." NWESD Organization. 2008. Anacortes, WA. 29 November 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1C_NorthwestImmigration.MercerGirls.Chacon.8.pdf>. Some wording adapted by Patty Chacon from the Washington State Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 29 November 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 29 November 2010 <<http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=6,GLE&gl=9>>.