The Journey of Catharine Paine Blaine

FOR ELEMENTARY GRADERS

Summary:
Women played a vital role in the settlement of the West, both in the creation of frontier towns and in promoting political ideals. Many of the women who settled in the West brought with them ideals that they had learned at home on the East Coast. Reform movements that had begun back East often took root in the territories in which these women came to live.

This lesson plan examines the life of Catharine Paine Blaine, missionary, schoolteacher, and women's rights activist who traveled from Seneca Falls, New York to Washington Territory in the 1850s. Students will examine primary sources and make connections to their own experiences, mapping the route that the Blaines took to reach Seattle from Seneca Falls. Using everyday items that Catharine brought with her to the Pacific Northwest, your students will explore how eastern settlers brought both objects and ideas with them as they traveled.

Essential Academic Learning Requirements (EALRs):
This lesson plan satisfies Washington state standards in Social Studies, Civics, Reading, Writing, and Art. It may also be used to fulfill a Dig Deep Classroom-Based Assessment. This lesson plan also meets New York state’s Social Studies standards 1.1, 1.2, 1.3, 1.4, 3.2, 5.1, and 5.3.

Essential Questions for Students:
- What did Catharine experience when she traveled from New York to Washington Territory? What dangers did women settlers face when moving west?
- How can people change the places in which they live? What kind of change did Catharine Paine Blaine bring to the Pacific Northwest?

Primary Sources for Student Understanding:
1. 1851 Colton Map
2. Out of the Box: Clothing and Artifact Images
3. Excerpts from the Letters of Catharine Paine Blaine (included in other handouts)

Secondary Sources for Student Understanding:
1. To Go So Far From Home
2. What Catharine Carried

Student Worksheets:
1. Map Their Journey
2. When Did It Happen?
3. What Would You Take?
4. Pack Your Trunk!
5. Catharine Blaine: Seneca Falls and the Women’s Rights Movement in the State of Washington exhibit

Materials:
1. Large map of the United States (optional)
2. Push pins or markers to designate locations on map (optional)

Instructions for Teachers:
PREPARATION
Prepare yourself by reading the material provided for you and your students throughout this lesson plan. You may also wish to incorporate some of this material as part of a larger unit on women’s suffrage and westward expansion. In the introduction to the unit, it will be necessary to remind students that women have not always had the right to vote in the United States. You may wish to utilize the What is Suffrage? reading before using this lesson plan.
As part of this unit, students will be mapping out the journeys of Catharine Paine Blaine and her husband, David, and discussing the distance between East and West Coasts. Take a United States map and post it on the classroom wall, using it to remind students of the geographic distance that isolated the Blaines from friends and family on the East Coast. You may also wish to refer back to this map as you complete different portions of this curricular unit.

ACTIVITY 1: MAPPING THE JOURNEY

Step 1
Introduce this lesson plan to your students by sharing some of the following objectives:
- What was life like for American women in the 1800s?
- Did women on the U.S. East Coast have more rights than those on the West Coast? What was the same? What was different?
- How did ideas travel from one part of the country to another?
- We will find out by tracing the route of one woman’s journey from Seneca Falls, New York to Washington Territory to see what happened to her. This woman, Catharine Paine Blaine, was an early woman’s rights activist who brought ideas from her home in the East to the place where she and her husband settled in the West.

Step 2
Ask students to imagine what it would have been like to be a settler traveling the Oregon Trail from the East Coast to the West. Explain that there was more than one way to travel to the Pacific Northwest – have students read the letter excerpts in the Map Your Journey handout and discuss the following questions:
- How did most settlers travel to the Oregon territory in 1853? (Students should answer either “land,” “overland trail,” or “the Oregon Trail” – the railroad was not yet completed.)
- How does Catharine Paine Blaine suggest that she and her husband come to Seattle?
- Why does Catharine want to travel by sea?
- Which way would you pick to make the journey? Why?
- How do you think that Catharine got to Seattle from New York?

Step 3
Explain to students that they will be creating their own maps of Catharine’s journey from Seneca Falls to Seattle using the clues from the handout provided.

Using the Journey handout and a blank North American map, ask them to trace the route that the Blaines took to the Pacific Northwest. The 1851 Colton Map of the United States is also provided for you to show students what kinds of maps were available to Catharine and her husband before they began the journey.

You may also wish to ask students to illustrate a scene from the “Map Your Journey” reading. Alternately, this exercise can be broken into two parts or done in groups – with lower-level readers doing an illustration while the other half of the room creates the map. Encourage students to share their work with the class after they have finished.

ACTIVITY 2: EXHIBIT ACTIVITY (OPTIONAL)

Step 1
Consider taking your students to visit the exhibit “Catharine Blaine: Seneca Falls and the Women’s Rights Movement in the State of Washington.” If you cannot visit the exhibit, the panels for it may be downloaded and printed out for classroom use. Using the exhibit panels, ask students to complete the When Did It Happen? worksheet in order to dig deeper into the life of Catharine Paine Blaine.

If you choose to supplement this unit with a writing exercise, ask students to keep their worksheets and use that information to support their essays. This portion of the unit also supports the discussion in Activity 3.

ACTIVITY 3: PACKING CATHARINE’S TRUNK

Step 1
Distribute the What Catharine Carried reading to your students. With this essay, also distribute the Out of the Box artifact reading for them to look at.

Divide students into small groups and ask them to use both the reading and the artifact images to make a list of everything that Catharine might have brought with her.

Step 2
Once they have created their lists, ask the groups to do the following:
- Pretend that you are Catharine Paine Blaine and you are preparing to travel to the Pacific Northwest.
- Using what we have learned, take a look at the list that you have made.
- Now imagine that you are packing a trunk for Catharine to take with her - but in that trunk, you can only include her five most important things.
- With your groups, decide what those five things are and write a sentence about each to explain why they are so important.
- Don’t forget to look at your readings for ideas!

Step 3
Ask each group to report on what items they selected. Ask them the following:
- What objects did you select? (As students share, write their ideas on the board.)
- Why do you think these things were important to Catharine?

After students have discussed their top items, use the list that you have generated from their ideas and take a classroom vote. You may wish to offer the groups a chance to prepare a short presentation and “campaign” for their top object.

ACTIVITY 4: TAKE IT A STEP FURTHER (OPTIONAL)

Have students write about how eastern women affected the lives of their counterparts in the West. How did the ideas and beliefs of those women change the places that they migrated to?

Option 1: Imagine the Journey
Imagine that you were going on a long trip yourself – to a foreign country or to a place that you don’t know. What would you take to remind you of your home?

Ask students to imagine an object they could not leave their home without and create a picture of it, illustrating it on an individual basis or as part of a classroom scrapbook.

**Option 2: What Ideas Would YOU Bring?**

Would you want to share some of the things that you believe in if you traveled on a journey to somewhere new? What kind of ideas might you share?

Using the prompt above, have students write an essay or poem about one of the ideas that they would take with them to a new place.

**Option 3: How Did One Person Make a Difference**

Ask students to select one woman from the East Coast who made a difference to the lives of people in the West and write a short persuasive essay about her. They may use their exhibit worksheets for ideas. Explain to them that they should review all the materials provided in order to write about what kind of impact eastern reformers had on the West. They should be reminded to look at social, economic and technological impact in considering their arguments. Washington Stories and the Women’s Rights National Historical Park website are two great sites that offer primary and secondary sources that could be used for this paper.

Depending upon the amount of time you have, students might devote only a few days to this assignment, or, alternatively extend their research into many other sources and devote more time to the writing and presentation of their papers. After students have drafted their persuasive papers, pair them up and have them switch papers. Ask them: Are you persuaded by your partner’s recommendation? Why or why not? What evidence has your partner used that persuades you? Where could they improve?

**ADDITIONAL RESOURCES AND OPPORTUNITIES**

- Visit the Women’s Rights National Historical Park either in person or online.
- Book a field trip to the Washington State History Museum to see exhibits about Washington women and settling the Pacific Northwest.
- Have students look at family letters, diaries and ephemera of travel to see what types of connections they can make between Catharine’s journey and others that members of their families may have taken. Encourage them to share this information with the class.
- Bring artifacts into the classroom. The Washington State History Museum has a Frontier Towns history box available with artifacts spanning much of this time period. A traveling trunk may also be checked out from the Woman’s Rights National Historical Park at http://www.nps.gov/wori/forteachers/travellingtrunks.htm. Many other state and local historical societies also provide similar materials.
- Use this classroom project as a springboard to inspire students to explore the ideas, people, and stories as part of National History Day. Visit the Washington or New York History Day websites to find out more about the program.

These materials were supported by the National Park Service’s Challenge Cost Share Program. Opinions and views are those of the author(s) and do not necessarily represent the position of the Department of the Interior.
Title: "Map of the United States, Mexico & Caribbean"

Accession ID number: 2003.16.90

View map image: http://stories.washingtonhistory.org/assets/maps/2003.16.90.djvu

This map is provided in a high resolution version which requires a DjVu browser plug-in. To view the DjVu version, download and install the plug-in from LizardTech website at: http://www.celartem.com/en/download/djvu.asp#win

Object Type: map

Creator: J.H. Colton; New York City, NY

Date: 1851

Rights: Property of the Washington State Historical Society – All Rights Reserved

Full Description: Map of the United States, including Mexico and Cuba/Caribbean Islands, dated 1851. Major towns, forts, Indian Tribes and geographic features are depicted. Washington is shown as part of Oregon Territory. Territorial and state boundaries are not clearly delineated.

Subject: North American Indian; United States; Oregon Territory; Fort; map, boundary; Caribbean Sea; Cuba

Electronic Publisher: Washington State Historical Society

Description: ink; paper

Dimension: height: 13 inches; width: 18.5 inches

File Characteristics: original map scanned on the Lumiere JumboScan at the Washington State Archives, Olympia, Wa., at 300 dpi

Call Number: MAPB/US/1851
Russell's Primary Reader, Improved Edition

“Readers” were books used by teachers to explain subjects like reading and writing. Many students would use the same book, passing it from one person to another.
Out of the Box
The Artifacts and Ideas that Traveled from East to West

Mitchell’s School Geography, Fourth Revised Edition (1856)

Geography books like this one didn’t just have maps inside. They also taught about people and places across the world.
A hymnal is a book of hymns, or songs sung in churches. Catharine and David used hymnals as part of their church services. Many hymns reflect the ideas and values of the time in which they were written.
Catharine’s Clothing

Pictured here is some of Catharine Paine Blaine’s clothing.

**Blouse**

**Skirt**

**Nightgown**

**Petticoat**

These materials were supported by the National Park Service’s Challenge Cost Share Program. Points of view are those of the author(s) and do not necessarily represent the position of the Department of the Interior.
Household Objects

What other things might be in a Seattle household in the 1840s? Check out these objects for ideas.

Ask yourself if these are things that would have been brought from the East or if they could be purchased in the West.

Dishes

Candles

Handkerchief

Soap

Thimble and Needle Case

Pitcher

Books and Papers

These materials were supported by the National Park Service’s Challenge Cost Share Program. Points of view are those of the author(s) and do not necessarily represent the position of the Department of the Interior.
In the fall of 1853, a newly-married young Methodist missionary couple left Seneca Falls, New York, fully aware that they might never see their families again. Catharine and David Blaine considered the effects of the distance in time and communication before they agreed to serve for ten years in the Oregon conference of the Methodist Episcopal Church. Though they had discussed overland travel by wagon train, the Blaines went by sea, preserving their health and belongings from the hardships of a months-long ride across the plains. Still, their wedding trip to Niagara Falls was a short hop compared to the complicated, unsure journey to their destination on Puget Sound in the new Washington Territory.

After reaching New York City by railroad and canal, the Blaines traveled by the U.S. Mail steamer Ohio down the East Coast to the Isthmus of Panama. They went by railroad and mule to the Pacific Ocean, then took the Pacific Mail steamer Panama to San Francisco. From there, they sailed on the barque Mary Melville into Puget Sound.

“Every day brings something new as we hasten from point to point,” wrote David Blaine to his family in October, 1853. The Blaines departed from New York City on October 5, 1853 and arrived in Seattle on November 28, 1853.

The journey spanned a continent and a world. At the time of their departure, Seneca Falls was a populated industrial town of several thousand; Seattle a few small houses and Indian shelters. In September, 1854, Catharine wrote to her family “…there is no similarity between the two places and I know too well we are not in Seneca Falls.”

Within a few weeks of arriving, Catharine Blaine started teaching school. The Blaines put in a garden and an orchard. They built a house and a church, a woodhouse and fence. When the house was complete, they added a chicken yard and bought cows to supply themselves with eggs and milk. When they traveled, whether to preach, teach Sunday School or visit with other settlers or Methodist ministers, they went by foot, canoe, and sometimes both. Catharine, “a capital walker,” described one path as “such a one as you old country folks never dreamed of calling a road; stumps, logs, mud holes and hills...”

In addition to canoes, the Blaines’ letters home described all kinds of ships anchored in the deep bay fronting the Seattle shoreline: ships from the Sandwich Islands (Hawaii) and China carrying vegetables and furniture, U.S. naval ships surveying the coastline for harbors, ships
carrying coal from mines near Lake Washington, ships full of timber sawn at Yesler’s mill bound for China and San Francisco. Steamships brought news and goods from home in the form of mail and packages. Catharine asked for stamps, seeds, clothing patterns, and pictures of growing relatives. David wanted newspapers and journals in return for letters to the Seneca Falls and Methodist newspapers about Seattle’s growth.

Both Blaines believed that Seattle would grow to a large commercial center like New York or London. The harbor for ships, plentiful timber and coal to supply growing towns in California and Asia, and the shorter, though undeveloped northern railroad route from the east to the west coasts convinced them that Seattle would be “a principal point on the great thoroughfare between China and the rest of the world.”

The Blaines dreamed of easy transportation between Seattle and their Eastern relatives. David Blaine, convinced that Seattle would be the terminus of a northern railroad, hoped for regular visits back home: “If a railroad was built, we could soon cross the continent and hasten back again…” he wrote in August, 1854. The Oregon conference of the Methodist Episcopal Church moved the Blaines to Oregon in February, 1856, where they still relied on boats for news and goods. Living in Portland, Oregon City, and Lebanon, they wrote of shipwrecks on the Columbia River and contracts to carry the mail from “the states.” In 1863, when they returned with their family to Seneca Falls, a railroad linking eastern and western coasts was still a dream.

The Blaines kept Seattle property through these moves. In 1872, when David Blaine visited Seattle, he sold the old property and bought new lots further north before returning to New York. In 1882, after serving in four different churches in central New York and Pennsylvania, the Blaines returned to Seattle. From 1882 until their deaths in the early 1900s, the Blaines watched the town they helped start grow into the commercial center they had predicted 50 years before: a bustling commercial port with easy access to trade with Asian countries, connected to eastern markets by the Northern Pacific Railroad.

Want to know more?


This essay was supported by the National Park Service’s Challenge Cost Share Program. Points of view are those of the author(s) and do not necessarily represent the position of the Department of the Interior.
On the last night before their ship was due to sail, Catharine Paine Blaine packed the essentials for their new life in tiny Seattle, Washington Territory. Catharine wrote to her mother that their things were “in most admirable disorder,” as she rearranged the clothes, grooming tools, and basic housekeeping gear already packed into three trunks to include new sheets, towels, and stockings.

Her husband, David, had already received travel money and an advance on salary which, with their own funds, would allow them to buy what they needed to support themselves on their arrival. Catharine also packed the tools of Methodist missionaries: Books, papers, pen and ink, a Bible, and a journal to record the trip’s events.

Taking up far less space, but more important to their future success, were the beliefs, experience, education, and reform ideas that Catharine and David Blaine carried in their minds. Their religious belief that all people were “children of one parent” and David’s training as a minister led them to pursue missionary work. Catharine could garden, preserve food, cook, keep house, and make and care for clothes. Raised on a farm, David knew how to build fences, sheds, houses, and other buildings as well as manage chickens and cows. Both were educated to teach school. Catharine could teach the younger grades, while David’s college and theological seminary degrees qualified him to run a school. Catharine regarded “the position of teacher as second in importance to no other.”

The Blaines arrived in Seattle with strong reform ideas as well: women’s rights, anti-slavery, and temperance. Too much drink caused people to act in ways they regretted, degrading them and those they interacted with. The Blaines were disgusted when the officers and passengers of the steamer Panama drank to excess on their trip to Puget Sound and when alcohol was freely used in Seattle. David Blaine presented a petition asking for temperance law during the first session of Washington’s Territorial Legislature.

As firm abolitionists, the Blaines believed that slavery degraded both the slave and the owner. Initially, Catharine was drawn to missionary work in Africa with those who had “suffered so much in consequence of the wickedness... of our own countrymen.” They found white Seattle neighbors from southern states good-natured but unwilling to work. They opposed slavery when Oregon was admitted to the union in 1859.

Catharine also retained the reform ideas of women’s rights to education, the professions, and the rights of citizenship, including the vote. Prior to her marriage, she attended the first women’s rights convention held in the United States in her home town of Seneca Falls in 1848. She signed the Declaration of Sentiments from that convention, calling for women’s rights in all areas of life. As a young woman in Seneca Falls, she wore the short skirts and pants called the “Bloomer Costume,” a reform dress adopted by women who knew their own minds. Once in Seattle, she taught the community’s first school and the Sunday School of the Methodist Episcopal Church.
and was outraged when women did not get the right to vote in the new territory.

The Blaines’ beliefs, experience, education and reform ideas, as much as the clothes, books, and tools in their trunks, helped shape the new Seattle. The Blaines called others “Brother” and “Sister” as was the Methodist Episcopal practice, and worked hard to restore “gospel influences” to a community far from home. They built gardens, orchards and animal pens resembling those at home. They patterned their tiny house on the Greek Revival style common in central New York, and finished it with wallpaper, carpet, and rag rugs. The small Methodist Episcopal Church, which became known as the “White Church,” looked like the larger white churches with bell towers scattered through New England. Catharine’s students, she wrote, improved in “mind and manners” and David’s congregation heard sermons derived from education and books acquired in New York.

Along with the seeds from Seneca Falls planted in their garden, the Blaines brought seeds of eastern reform ideals to Seattle. Although the Washington Territorial Legislature did not pass a law regulating the sale of liquor in its first session, as the Blaines had hoped, or agree to a resolution introduced by Seattle representative A.A. Denny granting the right to vote to women over the age of 18, these ideas came with the Blaines from central New York.

The Blaines left Seattle in 1856, returning in 1883 for the rest of their lives. Although Catharine died in the early 1900s, she is credited with starting Seattle’s first kindergarten and helping Washington women ultimately gain the right to vote in 1910.

Want to know more?


This essay was supported by the National Park Service’s Challenge Cost Share Program. Points of view are those of the author(s) and do not necessarily represent the position of the Department of the Interior.
Map Their Journey
How did the Blaines Get to the Pacific Northwest?

Not all settlers who traveled to the Pacific Northwest got there by wagon. Catharine Paine Blaine and her husband, David, came by land and sea. Looking at the maps provided, answer the following questions about their journey.

“A passage at sea would enable us to devote considerable time to study and thus we could be improving. I suppose the overland route would not admit of any such thing. We could do but one thing at a time and that would be to jog along at a snail’s pace caused by the patient ox.”

- Catharine Paine, in a letter to her future husband David Blaine
January 17, 1853

1. Name the four routes that settlers could take to the Pacific Northwest.
_______________________________________________________________________________________________________

2. Which route did Catharine and David take?
_______________________________________________________________________________________________________

3. What were the advantages of taking that route?
_______________________________________________________________________________________________________

4. According to Hayward’s United States Gazetteer, how long did it take to get from New York to California using the Panama route?
_______________________________________________________________________________________________________

5. According to Hayward’s United States Gazetteer, how long did it take to get from Missouri to California using the overland route?
_______________________________________________________________________________________________________

6. Which route would you take and why?
_______________________________________________________________________________________________________

TRY THIS! Take a blank map of North America and draw both the Panama route and the overland route on it. Use a special color to show the route that you would take.
The 1849 map below shows some of the routes that travelers used to get to California in the 1850s.
Hayward’s United States Gazetteer gave four different routes that people could use to get to California and Oregon in 1853. From these areas, settlers were then able to travel north to Washington Territory.

**ROUTES TO CALIFORNIA AND OREGON.**

**NICARAGUA ROUTE.**

From New York to San Juan del Norte, at the mouth of the San Juan River, otherwise called Greytown, is 2000 miles. From New Orleans the distance is about 1400 miles. There is a good pier at Greytown, at which passengers can land without trouble, or they can pass directly into the river steamers, which ascend 52 miles to the Castillian Rapids. Here is a short portage of about 300 yards, the rapids not admitting the passage of steamers. Above the rapids to San Carlos, at the head of the river, is 27 miles. Thence across Lake Nicaragua to Virgin Bay is 42 miles. From Virgin Bay to San Juan del Sud, on the Pacific Ocean, is a land journey of 13 miles, to facilitate which a plank road has been constructed. The Transit Company have now on the river and lake seven small steamers, and others building, and the passage of the isthmus, 135 miles in the whole, is accomplished in about 40 hours,—a time which will be considerably diminished when the new boats are ready. From San Juan del Sud to San Francisco is about 2600 miles, making the whole distance from New York about 5000 miles. This is accomplished in from 22 to 28 days, being the shortest and most expeditious route to California. Steamers by this route leave New York, New Orleans, and San Francisco once a fortnight, on the 1st and 15th of each month.

**CAPE HORN ROUTE.**

From New York to Cape Horn, about 14,700 miles. This distance is made by clipper ships in from 100 to 130 days. Ordinary merchant ships are from one to two months longer.

The expense by all these routes for first class passengers is from $250 to $350 each; steerage passengers $150 to $200.

**OVERLAND ROUTE.**

There are two principal starting-places for this route, St. Joseph, Mo., a few miles above Fort Leavenworth, and Council Bluffs, a short distance N. of the entrance of the Platte into the Missouri. The road from Council Bluffs for 800 miles up the N. side of Platte River is the best natural one in the world. The elevation is less than 12 feet to the mile. The water coming from the high lands is fresh and cool. Grass is abundant, and on the river bottom two weeks earlier than on the route over the plains from St. Joseph, on the other side of the river. Timber, “buffalo chips,” and mineral coal are found sufficient to supply travellers. The large amount of travel to California, Oregon, and Utah makes it a great national thoroughfare. Over 100,000 souls have already travelled this road since the discovery of gold in California. The passage from Council Bluffs can be safely made, with waggons drawn by mules or oxen, in from 80 to 90 days, at an expense of not over $100 for each passenger. If emigrants conduct themselves properly, no danger need be feared from any Indian tribes through which the road passes. All necessary outfits and supplies can be had at Kansasville and Council Bluffs. An accurate General Directory has been published by J. H. Colton, 86 Cedar Street, New York, and a Mormon Guide, by Mr. Clayton, which will give the emigrant all necessary information. The forts of the American Fur Company and of the United States are usually prepared to render any aid needed by travellers. Aid has also been furnished at the California end of the route at the expense of the state of California.

**DISTANCES FROM COUNCIL BLUFFS.**

<table>
<thead>
<tr>
<th>Distance</th>
<th>Miles</th>
<th>Kilometers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffalo Creek</td>
<td>239</td>
<td>383</td>
</tr>
<tr>
<td>Utah Lake</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td>Last Timber</td>
<td>38</td>
<td>61</td>
</tr>
<tr>
<td>North Bluff Creek</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>Wolf Springs</td>
<td>18</td>
<td>29</td>
</tr>
</tbody>
</table>
1853

late September: The Blaines took a train from Seneca Falls to New York City. They spent two weeks shopping for their journey, sightseeing and visiting their relatives one last time before going to Washington Territory.

October 5: Catharine and David left on the steamship Ohio with about 700 other passengers.

October 12: The steamship stopped for coal at Kingston, Jamaica. The Blaines spent a day sightseeing.

October 17: The Ohio arrived in Aspinwall (now Colón), a city in Panama. The Blaines took the train to Barbaccas. After their arrival in Barbaccas, they went to Cruces by boat.

To get to Panama City from the town of Cruces, the Blaines had to rent mules. Catharine and David rode them to Panama City with the help of a guide.

October 20: After reaching Panama City, the Blaines boarded another steamship - the Panama. This steamship was very crowded and there was extremely bad weather on the journey. The ship had one short stop at Acapulco, Mexico before traveling on to California.

November 4: The Panama reached San Francisco. It was so foggy, however, that the ship could not land until the next day!

“I could not help wishing it was New York instead of San Francisco we were entering.”

- Catharine Blaine in a letter to her parents

November 5, 1853

After the Blaines spent a few days in San Francisco, they booked passage to Olympia on the Mary Melville, a barque (a sailing ship with three or more masts). The trip was pleasant, although the ship nearly ran aground south of Cape Flattery because of more foggy weather.

Once the Mary Melville entered Puget Sound, the ship sailed south and anchored at Steilacoom. David and Catharine thought that they might settle there but found that the town already had a minister. They continued their journey by ship to Olympia where they discovered that David had been assigned to work in Seattle. They spent a few days in Olympia, then returned to Steilacoom, then sailed north to Alki.

On November 26, the Blaines left the Mary Melville.

The Blaines crossed Elliott Bay to Seattle in a large mail canoe, landing at the wharf in Yesler’s sawmill on November 28, 1853. They had reached their new home.
Catharine wrote this letter to her family back east in December of 1854. In it, she writes about the dangers of traveling by sea.

“Yours of Oct 20th were received this week, you [page torn] had anything from us by the last mail. Doubtless you [page torn] been thus disappointed as our mails have been so irregular, and are to a great extent still. We write every time the steamer goes to Olympia but she does not make regular trips. Sometimes we have to wait a week or two after the mail gets to O. before we can get it, but when it comes it brings all. We have not yet lost anything that we know of. The last mail brought news of the loss of the Arctic. Is it not dreadful to think of? Since there have been so many vessels lost, I have thought I should almost fear to venture on the sea again, but I suppose if an opportunity offered for me to return to N.Y. in the same way we came I should forget all such fears. Our experience at sea was of such a kind as to cause me to regard a voyage with very little dread. Mother asks how we would like to have her make us a visit. If I could believe such a question asked in earnest how well I would like to answer it. I would in this letter give instructions in regard to the preparations she would need to make...

If the fare was down to a reasonable rate I would endeavor to persuade some of our friends to come to see the country (and us) and return if they were dissatisfied but with the fare at its present high notch I do not expect any such endeavor would avail much. Some days I get to thinking about home and I feel that I must go, and then I think, how I wish they could come here. We are living as comfortably, that is, comparatively so that I want our friends to know all about it. Talk of the sacrifices we have made – they are nothing in comparison with them that those around us have made in a less worthy cause – that is, to make money.”
What events were important in the life of Catharine Paine Blaine? Write them on the timeline to the right. Don’t forget to include national events as well as the things that happened in her personal life.

1830: Catharine is born.
Pretend that you are Catharine Paine Blaine, traveling to the Pacific Northwest for the first time. Read the list below of what Catharine brought with her. Using these objects and the things that you have studied, pick five that Catharine would have thought the most important.

On the back of this page, write one sentence about each thing that you picked. Explain why this thing is important to Catharine and her family.

Use this worksheet with “Pack Your Trunk.”

Some of the Things Catharine Brought:

- Stockings
- Towels
- Sheeting
- Clothes
- Likenesses (daguerrotypes)
- Three trunks
- Four boxes larger than the trunks
- Half barrel of flour
- Half barrel of sugar
- Firkin of butter
- Box of soap
- Box of candles
- Bedclothes
- Bible
- Books
- Paper, pen and ink
- Dishes/Pans
- Sewing Kit
- Thermometer

People bring more than their “things” with them when they travel - what kinds of ideas and dreams do you think Catharine took with her?
Pack Your Trunk!

If you were traveling to a foreign place and didn’t know when you would return, what would you bring with you?

Draw an object or write a sentence in the circles above about the things that you would want to take to a new place from home.

Use “What Would You Take?” to get some ideas!