

PUBLIC MARKET CENTER



PIKE PLACE MARKET

ONE MARKET FOR ALL TEACHER'S GUIDE



Lesson 1: Immigration

As the Market prospered, various newcomers to the area found opportunity selling goods at the Market. Italians, Sephardic Jews, Japanese, Filipino and Hmong communities found new pathways at the Market.

Like many ethnic groups who have immigrated to a new land, the newcomers arrived with the hope of creating a better life for themselves and their families. Some became farmers, others became fishmongers, butchers and bakers. Each brought unique talents to the Market. Through hard work and dedication, the challenges faced by these individuals helped form a strong sense of community within the Market.

People from all different cultural backgrounds have found refuge, peace and financial success selling their goods in the Market.

Materials Needed: Large world map and enough pieces of small pre-cut white construction paper and colored markers or colored pencils for each student, yarn & push pins

Pre-Discussion Questions or Journal Prompts

- What is immigration?
- What are some reasons people come to the United States from other countries? (to escape war, famine, persecution, better jobs, to join relatives, etc.)
- When did your families immigrate here? Why did they leave their country?
- Do they have any personal stories or experiences to share?
- What obstacles might they face today?
- What are current issues facing immigrants right now in the U.S?

Have students discuss what countries their family originated from, their cultural backgrounds and ethnicities. What brought their families here to Seattle?

Class Immigration Map Activity

Students will draw their faces (self-portraits) on a small piece of white paper and color it. Help students tape or tack their pictures, extending the yarn from the main country their ancestors came from. This will give them a glimpse into the diversity of their classroom and also the class's immigrant historical path.

Take some time to discuss the map. Did anything surprise them about this activity?

Final Discussion

What is the effect of immigration on American history and culture?

What was the effect of immigration here at the Pike Place Market?

What gifts and talents did immigrants bring to the Seattle area?

How does the Market benefit from different cultural influences?

How would the Market be different without cultural diversity? Would it still be unique? Would it still be a popular place for people to shop, eat at and visit? Why or why not?

Video

Have students watch this recent video from KING 5 and KOMO NEWS (Feb. 17, 2017) at Pike Place Market, when employees and business owners stopped working for one hour to show support for immigrant communities.

<http://www.king5.com/news/local/seattle/pike-place-workers-walk-out-to-show-solidarity-with-immigrants/409442991>

<http://komonews.com/news/local/pike-place-market-vendors-stand-together-in-unity-in-support-of-immigration>

As the video states, “The peaceful rally follows controversial orders from President Donald Trump, along with detainment by U.S. Immigration and Customs Enforcement agents of undocumented immigrants across the nation.”

“We were founded by immigrants, and we have so many immigrants here,” protest organizer Sharon Shaw says of Pike Place Market. “We see what’s happening in our country today and we’re really concerned.”

Shaw draws from the market’s history to offer an example of how rounding up undocumented immigrants has negatively affected the market.

“The one part of our history that’s just huge, is when the Japanese were interned during World War II. We lost 60 percent of the market to that,” Shaw says. “Sixty percent.”

“Different people, different colors, different ideas, different philosophies. They’re all welcome here.”
— Frank Albanese, owner of coffee shop Local Color

- What do you think of Frank’s quote?
- Why doesn’t everyone believe this philosophy?

The video touched on doing what’s right and that we’re all members of our community and citizens of our country and that all should be welcome.

- What are your thoughts on the current tightening of U.S. immigration with the new presidency?

Fairness, Equity, Social Justice & Civic Engagement

Please review terms with your students prior to the discussion questions. Give students a few examples that you’ve seen or experienced in your own life.

Fair: Free from bias, dishonesty or injustice

Unfair: Not fair, not conforming to approved standards of justice, honesty or ethics

Equity: Fairness

Social Justice: The idea that everyone deserves access to the same economic, political and social rights, regardless of their race, socioeconomic status, gender or other characteristics.

Discussion Questions/Journal Prompts

- What’s the difference between fair and unfair treatment of people?
- What unfair circumstances or events have happened in history?
- Can you share any personal experiences of unfair treatment in your own life?
- Have you stood up for someone being treated unfairly? Why did you do that?
- Why is it important to be fair to all people?
- How is fairness linked to having respect for others?
- How is treating others with fairness and equity connected to your character?

Challenge your students to think of their own personal responsibility in treating people fairly and promoting social justice wherever they are. Discuss ways to safely respond when they observe unfair treatment and how to get engaged in their communities in a positive way.

Extension Activity

Unfair things happen in your community and around the world every day. Take a moment and look through the print replica version of The Seattle Times. Can you find a photo or article that focuses on immigration, unfair practices or other social justice issues in your local community or throughout the world? Present your finding to the class and tell them why it’s unfair and what you would do, if you could, to change it.

Additional resources

<https://historyexplorer.si.edu/resource/immigration>

http://amhistory.si.edu/onthemove/themes/story_51_5.html

Lesson 2: Connecting Japanese Internment (and its Effect on the Market) Through Art

Beyond food, the Market has proved an invaluable community resource and a gathering place, especially during Seattle's tougher times. Many believe that the Market replicates a mirror, reflecting the current events in the world.

After the bombing of Pearl Harbor, rumors spread that the Japanese were somehow involved, which led to declining sales at the Market. During this time, about half of the Market's farmers were of Japanese descent. On February 19, 1942, President Roosevelt signed Executive Order No. 9066, which authorized local Japanese to be sent to internment camps, for the remainder of the war. The majority of the Pike Place Market's farmers were forced from their homes and livelihoods, never to return.

U.S. involvement in World War II began a period of decline at the Pike Place Market that endangered its survival. With the internment of the Japanese, the Market lost over half of its farmers and sadly, most never returned to sell at the Market again. In 1939, 515 permits were handed out to farmers and in 1949, the number of permits issued plummeted to 53. Fewer farmers meant fewer shoppers, which was a devastating loss for both the Market and its customers.

In 1998, local Japanese-born artist Aki Sogabe was commissioned to create artwork honoring the memory of long-time Japanese American farmers. "Song of the Earth" was created with papercut images transferred onto five porcelain enamel panels, each 3 feet by 5 feet. The project took her one year to complete and has been on display ever since at Pike Place Market's main entrance near the corner of Pike Street and Pike Place.

Sogabe stated, "There are no Japanese farmers in the Pike Place Market now, but I feel their pioneer spirits are still there. I believe we must not forget their hard work and their joy. The songs represent the voices of the Japanese American farmers with their memories and messages that they wanted to leave for us, the new generation." (<https://discover.stqry.com/v/2-song-of-the-earth-1998/s/6888df1e0da622252e95acabab5da6a7>)

The "Song of the Earth" art panels are located at the entrance to Pike Place Market, just to the right of Rachel the Piggy Bank. You will find them overhead as part of the ceiling structure when you look toward Pike Place Bakery. Two explanatory panels begin and end the installation: In 1941 approximately two-thirds of the farmers' stalls in the Pike Place Market were occupied by Japanese Americans. Today there are none.

Print out a color copy of each piece of artwork. Divide class into small groups and give each one a different picture. Have them choose a reporter to write down the group's answers.

Have the groups take 15 minutes to discuss the following:

Step 1: Pass the photo around and tell your group what you see. Don't analyze the photo yet.

Step 2: How does the art make you feel? What are the specific images or things in the photo that bring out those emotions/feelings?

Step 3: What was the artist aiming to show in this piece? What do the people have in common? What was the setting of the artwork? What time period? How do you know?

Step 4: Think about the title of the art. Why do you think she chose it for the piece? Does it make sense to you? What would you re-name the piece if you were given the opportunity?

Step 5: How can you learn about history through art?

Step 6: What message do you think the artist wanted to share through her artwork?



Song of the Earth



Song of the Farmers



Song of the Joy



Song of the Sorrow



Song of the Memory

When each group is done with their own theories about Aki Sogabe's artwork, take a moment to share the artist's excerpts from her original project proposal. Here are excerpts:

More about "Song of the Earth"

The intent of "Song of the Earth" was to honor and remember the Japanese-American farmers who were forced to leave during World War II, relocated to internment camps, and never returned. The project took one year to complete. (<https://discover.stqry.com/v/2-song-of-the-earth-1998/s/6888df1e0da622252e95acabab5da6a7>)

Song of Earth

"A group of Japanese farmers came to the Puget Sound area and their hard lives began by clearing the land for farming. They cultivated the 'borrowed' land they were not allowed to own themselves."

Song of Farmers

"When the Pike Place Market opened for business, our pioneer farmers were there to sell their produce. I wish to express their joy and happiness of harvest time. This entry depicts the scene of farmer families working the field."

Song of Joy

"When the Public Market opened for business in 1907, the farmers brought their produce to sell and they became popular because their vegetables were fresh and priced low. They worked hard and enjoyed their farm life until the start of World War II. 'Song of Joy' will be a picture of farmers selling their produce at the Market with their happy faces."

Song of Sorrow

"Japanese farmers' sorrow started in December 1941. The Sanitary Public Market was destroyed by a fire. The cause of the fire was never determined, but rumors of Japanese involvement because of Pearl Harbor were spread. In April 1942, Seattle's Japanese families received orders to pack up and were interned to Camp Harmony in Puyallup. 'Song of Sorrow' will have 2 items. One scene will show the Market with empty stalls and second scene will show empty farm with no one around."

Song of Memory

"After the war, fewer than two thirds of evacuated Japanese returned to Seattle area and only a few number of valley farmers recovered their land and returned to the Market. 'Song of Memory' will be a scene of Japanese farmers' faces with expression of recalling the good old days and with hope of brighter future."

Resources

www.pikeplacemarket.org/blog/mural-honoring-japanese-american-farmers-pike-place-market

<http://www.tolerance.org/lesson/using-photographs-teach-social-justice-exposing-racism>

Lesson 3: Linking the Past to the Future

Pre-Discussion

Take a moment and think about the farmers back in 1907, racing to 1st and Pike with their carts full of produce to sell on the street. What do you think they envisioned for the future? Do you think they thought about refrigeration and local grocery stores in every community? What do you think their thoughts were about the future?

The Pike Place Market mirrors Seattle, with its tapestry of progressive values, strong sense of community and cultural diversity. It was the citizens of this great city who came together and fought to protect the Market by demanding a positive change for their community. This movement encompassed both civic engagement and grassroots activism and ultimately saved this beloved site from destruction.

Civic engagement involves volunteering your time to make a positive difference in your community.

Grassroots activism is when citizens come together in a group for a common goal or purpose.

Discussion/Journal Prompts

- Where have you seen civic engagement and grassroots activism in your own neighborhood or city?
- What were the social issues that your community cared about?
- What's a social justice issue that you care deeply about?
- What can you do to help that cause? What inspires you to make a difference?

How did civic engagement, along with grassroots activism, save the Market?

Supermarkets and advances in refrigeration meant people no longer needed to depend on Pike Place Market to meet their food needs. Many Market buildings fell into a state of disrepair, as did other properties in the surrounding neighborhood.

One solution proposed by city planners and government was a program known as urban renewal. Old, dilapidated buildings would be demolished and replaced with new construction, often skyscrapers. One such plan was the Pike Plaza Redevelopment Project, proposed in 1963, later revised into "Scheme 23." The plan was supported by Seattle's mayor, many city council members, both daily newspapers, and many merchants in the Market.

Many local citizens protested the plan. A grassroots effort was started to stop redevelopment. Architect and UW professor Victor Steinbrueck helped lead a citizens-action group, Friends of the Market, and rallied to "Keep the Market!" They obtained over 50,000 signatures on their petition from like-minded Seattle voters that didn't want the Market to go away.

By voicing their opinion, standing up for what they believed was right and working together as a team, this group of local voters changed the Market's destiny, which was slated to be demolished. On election day November 2, 1971, Friends of the Market won the battle over big business.

A historic district was created in 1971 by the City of Seattle to protect and preserve the Market and its buildings from future commercial development and to safeguard the Market for future generations.

The Friends of the Market made a difference. They devoted time and energy to raise awareness that the Market would be destroyed unless citizens signed the petition. They saved the Market, so that they could enjoy it, so future generations would be able to visit and have the same unique experience.

Friends of the Market still exists. Anyone can join. Visit <http://www.friendsofthemarket.net/> for more information.

Discussion/Journal Prompt

On August 17, 2017 Pike Place Market will celebrate its 110th anniversary. What changes have taken place since 1907? What world events? What advancements in transportation and technology? What will the world look like 110 years from now, in 2127? Will the Market still look the same?

Think-Pair-Share: Divide students into small groups of two or three. Have groups choose three questions to discuss for 15 minutes. Write for all to see, "2127: 110 years in the future"

- What does the past teach us about the future?
- How would you like to influence the world?
- What changes will the world see?
- How will your neighborhood and the city of Seattle evolve?
- What do we need to preserve now, to save for future generations?
- How will transportation advance?
- How will technology progress?

Activity

Students will write a letter to their future selves, in 15 years. Have them take 10 minutes to answer the following questions:

- How old will you be in 15 years?
- Where do you see yourself in 15 years?
- Did you graduate from college? What degree?
- Where will you be living?
- What career will you have?
- What's the biggest change you see from your high school self?
- Do you have a family? Married? Children?
- Are you happy? Why or why not?
- What new interests and hobbies will you have?

Write a one-page letter to yourself. Use the questions above to guide the flow of your letter. Write the letter to yourself and include your goals and dreams for the future.

How does your future-self compare to your high-school self? What kind of life do you want to lead? What kind of person do you want to be? What legacy do you want to leave in this world?

Lesson 4: How Many People Does It Take to Sell a Product?

In 1907, there was a huge uproar in Seattle when onions (normally 10 cents a pound) skyrocketed to \$1 per pound. A 90 cent increase! That was a lot of money back then and many families could no longer afford them for their meals. In fact, according to the Consumer Price Index, \$1 in 1907 is worth \$25 today.

Pike Place Market was founded on August 17, 1907, when less than a dozen farmers arrived to the new public market with horse drawn carts full of produce. To the farmers' delight, their carts were emptied within a few short hours by thousands of shoppers. Little did they know on that chaotic first day that they had changed the course of history. By cutting out the "middleman," citizens could buy directly from farmers, which led to the public getting fresh produce at reasonable prices.

Why was it so important to create a public market? In the year before the Market was founded, prices of commonly used vegetables, like onions, soared, making it difficult for people to buy produce to make their meals. The commission houses, or wholesalers, were setting the prices, and this was a rotten deal for the farmers and the customers. A change was needed.

Thank goodness Pike Place Market provided a place for shoppers to purchase their fresh food at reasonable prices and for farmers to get the most profit from the produce they harvested. It was a win-win situation for everyone.

This lesson is a farm-to-consumer role play or can be done as a reader's theater.

CHARACTERS: Narrator, Farmer, Commission House Owner "CH Owner"; Mom-and-Pop Grocery Shop Owner "Mom"; Hotel Owner

Note: The narrator may be the teacher, or a student. The directions are in italics.

NARRATOR: Before the Pike Place Market was created by the City of Seattle in 1907, farmers usually signed with commission houses (the "middlemen" or wholesalers) to have them sell their farm-fresh produce. These commission houses were on "Produce Row" on Western Avenue, south of where the Market is today.

Farmers would bring their horse-pulled wagons to downtown from nearby farms, for example, in the Duwamish Valley and Rainier Valley, or "Garlic Gulch" as it was known because there were so many Italian farmers there.

Let's pretend we have a farm in "Garlic Gulch." I need a farmer. Who would like to be the farmer? (*Narrator chooses student to be a farmer. Try to aim for even number of boys and girls for the roles in this play.*)

In July it's time to pick onions. We're out in the field picking onions. Everyone is picking. Let's pick onions. (*Everyone simulates picking*)

We've come to end of our work day—it's 10 at night! Farmers work long hours in the summer because of all the daylight we have. We have about 16 hours of daylight in July.

(*Turn to the farmer and ask*) "What are you going to do with all these onions?" (*They answer: Sell them.*)

Off you go to the Commission House downtown. Now I need the Commission House Owner. Who would like to be the owner? (*Chooses the Commission House Owner.*)

There are four questions every business owner asks, no matter what type of business it is:

1. How am I going to make money? Am I going to offer goods or services?
2. What am I going to call my business? Let's call your business (Commission House Owner's name)'s Commission House.
3. How am I going to tell people about my business? Big signs on rooftops? Small ads in newspapers?



MOHAI, PEMCO, Webster & Stevens Collection

Remember, in 1907 there were no TVs, internet or cell phones. You must get the word out about your business, or you won't stay in business very long.

The Commission House Owner greets a new customer. (*Says to CH Owner*) What's the first thing you'd say to greet your customer?

CH OWNER: Good morning, how can I help you?

FARMER: I'd like you to sell my onions, please.

CH OWNER: These are very fresh. I'll pay you five cents a pound. Deal?

FARMER: Sounds good. (*If farmer says no, they may need to negotiate.*)

NARRATOR: They weigh the onions. The farmer brought 100 pounds of onions. How much will the Commission House Owner pay? (Five dollars.) Now the owner will sell the onions in order to make money.

In 1907 there were no grocery stores like Safeway. Instead, consumers shopped with small, family-owned grocery shops called "Mom-and-Pop" shops. You could meet the mom and dad who owned the shop, plus family members who worked there. They weren't large—maybe the size of a classroom, and the family often lived upstairs.

The owners would shop almost daily, like everyone else, since we didn't have refrigerators then.

Pop is back at the shop opening for the day. Mom is out doing the shopping for the shop. Who wants to be the mom? (*Chooses mom. Then asks class this question.*) What is the name of the mom-and-pop shop? That's right, (student's name)'s Mom-and-Pop Shop. Customers are wanting to buy farm-fresh onions, and Mom wants to keep those customers (*point to face and smile—students should say, "happy"*). That's right. Happy.

NARRATOR: (*Says to CH Owner*) You have a new customer. How do you greet your customer?

CH OWNER: Hello, how may I help you today?

MOM: I'd like to buy some onions to sell to my customers.

NARRATOR: (*Says to CH Owner*) How much did you pay our farmer per pound?

CH OWNER: Five cents per pound.

NARRATOR: In order to make a profit, do you need to charge this customer more or less than five cents per pound for the onions?

CH OWNER: More.

NARRATOR: That's right. Business owners must receive more money from sales than they pay out for what they are selling. Here's Question 4. All business owners ask themselves: How much do I think my customers are willing to pay for my goods? (*Says to CH Owner*) What's the price today? Go ahead and tell your customer.

CH OWNER: (*Says to Mom*) Fifteen cents per pound.

NARRATOR: What do you think? Are you willing to pay that price?

MOM: Sure.

NARRATOR: They weigh the onions and do the math to figure out the price (*Teacher may introduce the concept of profit here.*) Money is paid to Mom. (*CH Owner gestures paying money to Mom. Narrator says, "Ka-ching!" to imitate cash register sound.*)

Where is (CH Owner) going to put the money? The bank. *(CH Owner returns to seat.)*

In 1907, many people could not afford to live in their own houses or apartments, so they grouped together to live in hotels called boarding houses. Many families might share one house. One family might rent only a couple rooms to make extra money. The owner of a local hotel might cook dinner a few nights a week for its residents.

Who would like to be a hotel owner? *(Calls on another student to be hotel owner.)*

(Says to the class) What's the name of the hotel? *(Class calls out the student's name as the name of the hotel.)*

(Says to hotel owner) Your customers are asking for onions in your delicious entrée tonight. You want to keep your customers *(pauses, waits for class to respond with "happy")*. You head to the local mom-and-pop grocery shop to buy onions.

Mom, how do you greet your customer?

MOM: Good morning, how may I help you today?

HOTEL OWNER: I'd like to buy some onions today, please.

NARRATOR: *(Says to Mom)* What price did you pay to the CH Owner for your onions?

MOM: Fifteen cents for each pound.

NARRATOR: In order to make money, do you need to charge a price that's higher or lower?

MOM: Higher.

NARRATOR: Name today's price for the onions. Remember, you need to think how much your customers are willing to pay.

MOM: Thirty cents for each pound.

NARRATOR: *(Says to Hotel Owner)* Deal?

HOTEL OWNER: Yes. *(If Hotel Owner says no, may need to negotiate with Mom.)*

NARRATOR: They weigh the onions and do the math to figure out the total cost, and (Hotel Owner) pays Mom. What's that sound? *(Class responds with, "Ka-ching!")*

Mom heads to the bank after closing to put her money in her savings account. *(Mom takes a seat)*

That evening, (Hotel Owner) slices and dices lots of onions for the main entrée, a casserole. *(Says to Hotel Owner)* Go ahead and chop the onions.

Now, because this is like a play, let's play with time. We go to the next day, and the hotel owner is walking down the street near the hotel when he encounters the farmer. Come on up, farmer. *(Farmer comes forward)*

The farm is near the hotel, and (Hotel Owner) knows the onions came from his/her farm. They even know each other, so greet each by saying, "Howdy-do!"

FARMER & HOTEL OWNER: Howdy-do!

NARRATOR: The hotel owner compliments the farmer on how good those onions tasted.

HOTEL OWNER: Those onions from your farm I bought yesterday were delicious!

FARMER: Thank you.

NARRATOR: *(Says to Farmer)* You're also curious to know how much the hotel owner paid for your onions, so you ask.

FARMER: How much did you pay for my onions?

HOTEL OWNER: Thirty cents for each pound.

NARRATOR: *(Says to Farmer)* How much money did you receive for each pound from the Commission House Owner?

FARMER: Five cents.

NARRATOR: So you could have received up to how much per pound if you had directly sold your onions to the Hotel Owner?

FARMER: Thirty cents!

NARRATOR: I bet you're not very happy now. *(Says to Hotel Owner)* And you could have paid how low a price if you had gone directly to the farmer to buy your onions?

HOTEL OWNER: Five cents! I paid too much!

NARRATOR: This was life in 1907. Unhappy customers saying they were paying too much. Unhappy farmers saying, "Don't blame us, we're not making much money."

In early August 1907, the Seattle City Council, our government leaders at City Hall, voted to address this problem by voting to create a public farmers market called *(pauses and waits for class to say, "Pike Place Market")*. This way, at the new public market, farmers could now sell directly to customers. The price of food would go *(gestures downward)*, while the amount of money the farmers would receive would go *(gestures upward)*.

Now, everyone could now be *(points and smiles while class says, "Happy!")*

Let's give everyone a round of applause.

Discussion

1. What happened to the price of onions every time we introduced a new seller? (It went up.)
2. Do you think the price today will be the same tomorrow? Why?
3. I'm sure you noticed how low the prices in 1907 seem compared to prices today. Prices today seem much higher than they were long ago. This increase is called inflation. What factors influence prices of goods and services? (Supply of goods, demands for the goods, weather, labor shortages)

Lesson 5: Starting a Business: Brainstorming Your Talents and Creating a Business Plan

Discussion

How do you activate your entrepreneurial spirit? Does someone either have it or not? How can you develop it within yourself? Do you know someone that has entrepreneurial spirit? How is it reflected in their work ethic? Work ethic involves habits that create success. Have you ever considered starting your own business?

Take a few minutes and think about all the things you enjoy doing and then determine a possible new business you can start using this brainstorm as inspiration.

What are your talents? Do you like playing an instrument, taking care of animals, babysitting, drawing, making jewelry, doing braids, baking or mowing lawns? Do you play sports and can you do private coaching/training? Can you teach piano to elementary students? Can you teach cooking classes to kids in your neighborhood? Can you create games or apps? Do you have an idea for a new invention/product? Are you good at fixing electronics? Think about what you're good at. A business starts with a good idea. Make sure it's something you'll enjoy.

How do you choose a name for your business?

Here is how Alex Apostolopoulos, the owner of Ellenos Greek Yogurt at Pike Place Market, chose the word "Ellenos" for the name of his business.

He created a word that linked to his Greek heritage and that sounded close to "Hellenic."

So that's how we have "Ellen..." He also wanted to honor his life in Australia, so the "...os" part of "Ellenos" sounds close to "Aus..." of "Australia." Voila! That's how the name "Ellenos" came to be.

Check out their website www.ellenos.com and read their story. What is their business logo? What do you like about their website? What stands out to you?

Write a simple business plan (make sure to share it with your parents and get their approval). It helps you organize your thoughts, visually. Include the following:

- Create a business name and logo (a symbol or design that is linked to your products/business). Make sure it's creative and catchy. What company logos stand out to you?
- A basic description of your idea
- How much will it cost you to make one item? Or if it's a service, how much is your time worth?
- How much money will you need for supplies? What investment is required?
- Will you advertise your business and who will your customers be?
- An estimate of expenses and profits you hope to see. Profit = Revenue – Costs

Be prepared to share your business plan with your class.

What are some products that you've thought, "I could've come up with that idea?" Try your plan out and see if it works and remember, don't give up. Persistence is a great life skill. Keep trying even when things may get difficult or frustrating. You'll never know if you don't try.

Extension activity

Interview a local business owner in your community. What were the steps they took to get to where their business is today? What sparked the idea to start a business? Did they write a business plan? Did they need to get funding?

The Pike Place Market helps new businesses by providing support services like training or office space. They empower and mentor small business to grow and succeed. Pike Place Market has always been an incubator for small businesses and farmers in Seattle.

People from all different cultural backgrounds have found refuge, peace and financial success selling their goods in the Market.

What does it take to start and grow a business in today's world? First, you need "entrepreneurial spirit." What are the common characteristics of people who become entrepreneurs?

Harvard Business Review stated, "We want people with entrepreneurial spirit on our team, and actively seek it out. These are the people that challenge the norm, have original opinions that move a discussion forward, and act with tenacity and determination. They have both creativity and ambition."

<https://hbr.org/2013/02/dont-hire-entrepreneurs-hire-e>

"Busker" is an English term for street performer. You'll find a wide-ranging variety of buskers here at the Market, performing with instruments and tools ranging from spoons, whistles and puppets to violins. Magicians, mimes, jugglers, dancers and others perform, too. Buskers enrich the Market's already vibrant cultural community.

New performers are always welcome at the Market. Due to the historic (and residential) nature of the Market, horns, percussion and amplified music are not permitted.

All Market performers are required to purchase a performer's badge. To perform at the Market, visit the Market office on Tuesdays and Thursdays from 2 – 4 p.m. to apply. The cost is \$30 for an annual permit. Contact Pike Place Market for more information.

Additional Reading About Entrepreneurs

<https://www.theguardian.com/small-business-network/2016/dec/09/starbucks-co-founder-couple-of-stores-zev-siegl>

<http://myemail.constantcontact.com/School-Beat-newsletter---January-31--2017.html?soid=1102579612793&aid=HwDMeTaamzY>

<http://www.bizjournals.com/seattle/how-to/growth-strategies/2016/12/nicole-marquis-of-hipcityveg-on-success.html>

<http://www.seattletimes.com/business/amazon/security-guard-works-at-amazon-and-amazon-works-to-sell-his-bbq-sauce/>



Become a Pike Place Market Busker

Did you know kids can be buskers at any age, as long as they are chaperoned by an adult?

The Market PDA's Education Program has taught more than 40,000 Seattle elementary school students about the Pike Place Market, its unique history, community and wide array of businesses. The program begins with a classroom visit/lesson on the Market and then a resource kit is left with the teacher. Three weeks later, the class visits for a field trip and tour of the Market. *The program is open to Seattle-area students in second through fifth grade.*

To inquire about a classroom visit or for more information on Market tours or teacher resources, please visit: www.pikeplacemarket.org/education.