

HOW DO NATURAL RESOURCES INFLUENCE WHERE AND HOW PEOPLE CHOOSE TO LIVE?



Native Americans camped on beach. [Courtesy Museum of History & Industry.](#)

How did early inhabitants of the area use the lake and the natural resources of the SR 520 corridor region in their daily lives?

How did settlers use the lake in their daily lives or to promote the growth of the new city?

How and why did the importance of crossing the lake for different groups change over the years?

What affect did each of these groups have on this region's resources?

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PRIMARY OBJECTIVES OF THIS UNIT

To provide reliable non-fiction text and primary and secondary resources that will assist students to:

- understand that the natural resources of a region are important to why people choose to live there.
- analyze how natural and human-made resources affected why people chose to live in Washington, specifically the Seattle/King County/SR 520 corridor.
- identify which natural resources were important to the Native Americans of this region and to those who immigrated to this area after 1851.
- compare and contrast transportation options that allowed these groups to live and work in these areas.
- identify unique natural and man-made resources of Washington and King County at different periods of time.

STUDENT ACTIVITIES

- Students will read (or listen to) recommended ELEMENTARY ESSAYS and participate in directed class discussions.
- Students will analyze why different cultural groups chose to live in regions surrounding the Lake Washington area of King County and how they used the unique environment and natural resources of this region to meet their needs and wants. Use worksheet provided.
- Students will analyze the importance of crossing the lake for different groups at different eras in local history.

- Students will investigate why and how the options to use the lake changed and analyze the sustainability of how groups have utilized the lake and its resources.

MATERIALS INCLUDED

- ELEMENTARY ESSAYS #3: “Living and Working on the Lake” and #4: “Transportation on the Lake.”
- MAP #2–world map to mark where specific immigrant/cultural groups settled
- MAP #3–map showing the Lake Washington area marked with Native villages
- MAP #4–map that tracks transportation routes –tribal/canoes, steamers, bridges
- WORKSHEETS #3, 4, and 5.

MATERIALS/EQUIPMENT NEEDED

- Computer, Internet access, and overhead projector, or copied sets of primary sources from this lesson.
- Map sets and a worksheet for each student or small groups of students.

TIME MANAGEMENT

- 2-3 class periods

RECOMMENDED GRADE LEVELS

- Grade 3

HOW DO NATURAL RESOURCES INFLUENCE WHERE AND HOW PEOPLE CHOOSE TO LIVE?

Northwest Native Americans who lived near Lake Washington used the natural resources found in and around the lake for living and trading. They fished for salmon and other lake species; gathered berries to eat and other plant materials for baskets, clothing, and shelter; and hunted and trapped animals that lived near the lake for their meat and hides. They also used the lake for travel, movement of trade goods, and for social outings.

When other cultural or immigrant groups moved to Washington, they also used the lake's resources for their living and business needs, but the ways that they used the lake's resources were often different and on a larger scale than the activities of the Native Americans of this area. These uses included farming the rich soil of the shorelines, commercially fishing for salmon, and logging the forests.



Oxen pulling logs to the shoreline at McDonald's logging camp in Kenmore, 1878. As timber close to Seattle fell to the axe, loggers looked further afield for trees, using the area's lakes and rivers to float the logs to sawmills in Seattle. Photo by Arthur Churchill Warner.

[Courtesy UW Special Collections, WAR0573.](#)

HOW DO NATURAL RESOURCES INFLUENCE WHERE AND HOW PEOPLE CHOOSE TO LIVE?

Economically: using the least amount of money possible

Ferry: a large boat that carries vehicles as well as passengers

Freight: goods to be shipped

Produce: fresh fruits and vegetables

Scow: a large, flat-bottomed boat

Steamer: a ship that is powered by a steam engine



Western Mill Company, site of the first sawmill on Lake Union, ca. 1891.
Photo by Frank La Roche.

[Courtesy UW Special Collections, La Roche 10046.](#)

HOW DO NATURAL RESOURCES INFLUENCE WHERE AND HOW PEOPLE CHOOSE TO LIVE?

SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

Humans and the Environment: It is important to understand how the environment affects our lives and how we affect the environment. Students will write an essay or develop a presentation analyzing the interactions between groups of people and their environment.

SUGGESTED ACTIVITIES

- Have students read (or listen to) recommended ELEMENTARY ESSAYS #3 and #4 (“Living and Working on the Lake” and “Transportation on the Lake”) to enable them to participate in directed class discussions.
- Using worksheet (WORKSHEETS #3-5), initiate class discussion and prompt students to analyze why different cultural groups chose to live in regions surrounding the Lake Washington area of King County. Ask students to consider how they used the unique environment and natural resources of these regions to meet their needs and wants.
- Ask students to think about the importance of crossing the lake for different groups at different eras in local history. Why and how did the options to cross the lake change?
- Ask students to compare and contrast how people treated the waters of the lake. Did each of these groups treat the lake and its resources in a sustainable manner with the advanced transportation methods that they used?

HOW DO NATURAL RESOURCES INFLUENCE WHERE AND HOW PEOPLE CHOOSE TO LIVE?

PRIMARY SOURCES

DOCUMENTS

- Newspaper articles

MAPS

- MAP #2–world map to mark where specific immigrant/cultural groups settled
- MAP #3–map showing the Lake Washington area marked with Native villages
- MAP #4–map that tracks transportation routes –tribal/canoes, steamers, bridges

SECONDARY SOURCES

WASHINGTON: OUR HOME

- Chapter 2 – Geography is the Stage
- Chapter 3 – Native People
- Chapter 5 – Early Immigration and Settlement

RELEVANT HISTORYLINK.ORG ESSAYS

10171: [Miller Street Landfill](#)

10170: [Montlake Neighborhood](#)

10243: [Washington Park](#)

10179: [The steam scow Squak begins ferrying passengers across Lake Washington in 1884.](#)

10185: [Woodin family crosses Lake Washington to homestead on Squak Slough \(later called Sammamish River\) in September 1871.](#)

2040: [Leschi, first auto ferry in Western Washington, begins operating on Lake Washington.](#)

682: [Lake Washington Floating Bridge is dedicated on July 2, 1940.](#)

ELEMENTARY LEVEL ESSAYS

- ELEMENTARY ESSAY #3: “Living and Working on the Lake – Pre-Contact through 1916”
- ELEMENTARY ESSAY #4: “Transportation on the Lake – Pre-contact through 1916”

RELEVANT 520HISTORY.ORG PAGES

- [Past Landscapes – From Ice and Water](#)
- [Coast Salish Cultures](#)
- [Tribal Stories](#)
- [Contact, Construction, and Change](#)
- [Steamers and Scows](#)
- [Transport of Natural Resources](#)
- [Shaping the Landscape](#)

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ADDITIONAL ONLINE RESOURCES

- [The Archaeology of West Point](#): This is the story of a land and its people and how both changed over time. It's a tale of urban archaeology and the discovery of ancient cultures of the city of Seattle, cultures with traditions that endure today. Project of the Burke Museum.
- [Lake Union Virtual Museum – First People Exhibit](#): Lake Union was a home for Native Americans of the Duwamish Tribe for thousands of years. This exhibit examines how the last of the ancient Duwamish on the lake struggled and adapted to stay in their homeland.
- [Washington State History Museum](#): Lesson plans and other educator resources from the Washington State Historical Society.
- [The Waterlines Project](#): examines the history of Seattle through a focus on its shorelines: the natural and human forces that have shaped them, the ways they have been used and thought about by the people who have lived here, and how this historic understanding might influence urban-development decisions being made today. Project of the Burke Museum.
- [Let's Cross That Bridge When We Come to It](#): Curriculum developed by HistoryLink.org that explores the history of bridges in Washington.



Washington Park from east side of the Montlake Portage, 1903. Photo by Olmsted Brothers.
[Courtesy Seattle Municipal Archives, Item No. 30538.](#)

HOW DO NATURAL RESOURCES INFLUENCE WHERE AND HOW PEOPLE CHOOSE TO LIVE?

SOCIAL STUDIES EALR 4: HISTORY

- **4.2.1** Understands and analyzes the causal factors that have shaped events in history.
- **4.2.2** Understands how contributions made by various cultural groups have shaped the history of the community and world.
- **4.2.3** Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.

SOCIAL STUDIES EALR 3: GEOGRAPHY

- **3.1.1** Understands how the environment affects cultural groups and how cultural groups affect the environment.
- **3.2.1** Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.

SOCIAL STUDIES EALR 2: CIVICS

- **1.1.1** Understands the key ideals of unity and diversity.
- **1.1.2** Understands and applies the key ideals of unity and diversity within the context of the community.

SOCIAL STUDIES EALR 5: SOCIAL STUDIES SKILLS

- **5.1** Uses critical reasoning skills to analyze and evaluate positions
- **5.2** Uses inquiry-based research.
- **5.1.1** Creates and uses a research question to conduct research on an issue or event.
- **5.3.1** Engages in discussions that attempt to answer questions about cultural similarities and differences.

- **5.4.1** Engages in discussions that attempt to answer questions about cultural similarities and differences.
- **1.1.1** Understands the key ideal of unity and diversity.
- **1.1.2** Understands and applies the key ideals of unity and diversity within the context of the community.

READING EALRS

- **1.3.2** Understand and apply content/academic vocabulary critical to the meaning of the text. Use new vocabulary in oral and written communication and content/academic text.
- **2.1.3** State the main idea of an informational/expository text passage and provide three or more text-based details that support it.

SCIENCE EALRS

- **2-3 APPC** Students will learn that all cultures around the world have always had problems and invented tools and technologies (ways of doing something) to solve problems.
- **2-3 ESSA** Students will learn that water plays an essential role in Earth's systems, including shaping landforms.
- **2-3 LSB** Student will learn that all ecosystems change over time as a result of natural causes and that some of these are beneficial and some are harmful.
- **2-3 LS2C** Students will learn that some changes in ecosystems occur slowly and others occur rapidly and that some of these changes can affect life forms, including humans.
- **2-3 LS2D** Students will learn that humans impact ecosystems in both positive and negative ways.

ELEMENTARY ESSAY #3

The Puget Sound region was home to the First Peoples for thousands of years before non-Native groups arrived. The First Peoples lived here because of the mild climate and because it had everything that they needed to thrive and survive. When explorers, pioneers, and immigrant groups discovered the promise of this land and its many natural resources, they too decided to call it home.

Each new group brought new ideas, new traditions, and new ways to appreciate the region, build homes, establish communities, and develop industries. It is important to understand that each unique group that has called the Puget Sound region their home has contributed to its development. They have each had a lasting influence on neighborhoods, business districts, and the natural environment. This essay looks at several unique groups who lived and worked in the SR 520 region.

Native Americans:

The First People who lived on the shores of Lake Washington were the Lakes Duwamish people. These Native Americans called themselves the dkhw'duw'absh or "the people of the inside." The Lakes Duwamish fished in the waters of Lake Washington for salmon, bass, and trout. They hunted for ducks and geese in the marshland along the southern shore of Portage Bay.



Native American children near shelters, n.d. [Courtesy Museum of History & Industry](#)

Near where the Roanoke Park neighborhood is now located, there was an open prairie. There the Natives gathered berries, roots, and other important foods that were needed for a healthy diet. The Lakes Duwamish who lived in the Madison Park neighborhood called that area "Where One Chops."

In a Lakes Duwamish village, families of 20 or more lived in cedar-plank longhouses during the winter months. At one time, according to old records, there were five longhouses and a fishing weir near Ravenna Creek. A large village called hikw'al'al – or "big house" – was located on the southern shore of Lake Union. One of these settlements was located south of Seward Park and was called xaxao'Ltc, or "forbidden place."

The Lakes Duwamish moved to temporary camps to hunt, fish, and gather food during the summer and fall months. These camps were built around lightweight structures made of cattail mats. These shelters could be put up and taken down easily and placed in the bottom of the canoe when it was time to move again. This annual movement was based on a "seasonal calendar." This calendar followed the different life cycles of food, animals, birds, sea life, and other resources.

The Duwamish used canoes carved from cedar trees to travel between villages. In addition to gathering food, they traveled the waters of lakes, rivers, and Puget Sound to trade goods with members of other tribes and to visit friends and family. A narrow span of land connecting Lake Washington and Lake Union provided a place to move boats and supplies from one lake to another. This connecting

ELEMENTARY ESSAY #3

piece of land was level and only one-quarter of a mile across. It was called “Swa’tsugwL,” which is translated as “carry a canoe.” Early settlers also used this transportation route to carry goods across what they called the Portage.

In the mid-1850s, the treaties of Medicine Creek and Point Elliott pushed the Lakes Duwamish out of their traditional homes. Many were forced to move to reservations. By 1885, the City of Seattle charter prohibited Indians from living within the city limits. Just two Indian families, the Zakuse family and Cheshiahud and his wife Madaline, were allowed to remain on their small farms on Portage Bay.

In 1916, Lake Washington was lowered when the Montlake Cut canal was opened between the lakes. As a result, the marshes dried up. Some also had been filled with material removed during the construction of the cut. Between about 1912 and 1936, an area near Washington Park – known as the Miller Street Landfill – served as a dump for the city. Construction of the Arboretum and State Route 520 transformed the natural environment of the Montlake area even more. These changes made it difficult for Native communities to continue fishing, hunting, and gathering there.

Settlers:

Beginning in the mid-1800s, pioneers began to arrive in the Seattle/King County area. Many came from the Midwest or the East Coast to start new lives. They had heard that that weather was not as cold – or as hot – as it was where they came from. And they



Strawberry pickers in the field, ca. 1921.
Courtesy Museum of History & Industry

could have free land! The U.S. Congress passed the Donation Land Claim Act. This act allowed the government to give 160 acres of land to every male over the age of 18 years. This would allow them to build homesteads and farms. Women could also have 160 acres of land – but only if they were married.

The first pioneer to explore the Lake Washington was Isaac Ebey. He named the big beautiful lake Lake Geneva. The name did not stick, but settlers moved to the lakeshore to farm, log, and fish.

The first American settlers in the Seward Park neighborhood were Edward A. Clark and John Harvey. They filed claims in 1853. They built their cabins along the common boundary of their properties to provide safety and friendship. Another settler was David Graham, who farmed on the land for 10 years. He later traded the land to his brother Walter, who grew a large orchard there.

In the 1860s, Judge John J. McGilvra bought 420 acres of land at Madison Park. He was the first American to buy land in this area. He only had to pay \$5 an acre at that time because the land was being sold to raise money to build the University of Washington. McGilvra was from Illinois and once practiced law with Abraham

ELEMENTARY ESSAY #3

Lincoln. To reach his land from downtown, he cut a road through the forest. Today this road is known as Madison Street. It was named after U.S. President James Madison, and it is the only direct land route in Seattle between the salt water of Puget Sound and the fresh water of Lake Washington.

The McGilvras were the only residents of this section of the Lake Washington shoreline for over 20 years. When the judge sold his land, he saved 24 acres for public use and called it Madison Park. Within 10 years, Madison Park became very popular for camping, band concerts, and other fun summer activities. The “Seattles,” the first professional baseball team in the Pacific Northwest, practiced on a simple ball diamond there in 1890.

In 1872, Charles Waters purchased 350 acres in the Seward Park neighborhood. He called his development Somerville to honor his hometown in Massachusetts. By 1876, a school was established for the children of the loggers and farmers of this neighborhood.

In 1888, developer J. W. Edwards purchased land in the Seward Park area that he called Sunnyside. He divided the land into five-acre sections called “tracts.” Each tract was then grouped into blocks of eight, totaling 40 acres. At that time, 40 acres was about as much land as could be worked by one man and one mule. Edwards laid out roads and named them after things grown by fellow pioneer Walter Graham – Cherry, Plum, Pear, Peach, Hop, and Fruitland.

In 1891, an electric-trolley line was completed down the Rainier

Valley to Columbia City. This opened southeast Seattle to development. In 1902, Clarence D. Hillman bought up most of the Sunnyside development between Somerville and Brighton Beach. He named the project Hillman City and renamed the streets after people rather than Walter Graham’s produce.

On the east side of Lake Washington, farming and logging settlements grew up around the same time. Settlers established homesteads and farmed and logged the area. Ira and Susan Woodin established a farm in 1871 in the area that would become known as Woodinville. Just to the south, in Kirkland, the Popham and MacGregor families in 1871 became the first non-Native people to settle the area. They located their homesteads along the lake and farmed the land.

The first homesteaders in the Bellevue area were William Meydenbauer and Aaron Mercer, who both arrived in 1869. Meydenbauer, a baker born in Germany, settled alongside the sheltered bay, which now bears his name. Mercer, originally from Ohio, farmed to the south, along what is now known as the Mercer Slough.

At the southern end of the lake, at what would become Renton, Coal Creek, and Newcastle, coal deposits drew miners, including Chinese and European immigrants and local settlers, to the hills above Lake Washington.

Immigrants:

When gold was discovered in the late 1850s, many Chinese immigrants came to the Northwest. Most were from a province in China

ELEMENTARY ESSAY #3

called Kwangtung, where there was little food for their families. Once they arrived here, they helped develop the land and build the railroads. They were hardworking and did not demand as much money as other workers. By 1880, there were more than 3,000 Chinese living in Washington Territory, about 4 percent of the local population. These were among 300,000 Chinese in the entire United States.

Many of the Chinese immigrants settled in the growing city of Seattle. They worked as cooks, domestic servants, and laundrymen. Chinese workers were recruited to work in lumber mills and canneries, on hop farms, in coal mines, and on road construction projects. They also sold vegetables grown in gardens near what is now the Seattle Center and along the Duwamish River. There were also professionals: doctors, priests, editors, and students.

Through their work on transportation projects, the Chinese greatly influenced the development of the Lake Washington area. In Seattle, a crew of Chinese workers dug the first canal connecting Lake Union with Lake Washington. Chinese laborers on road and railroad projects helped make it possible to move people and natural resources more easily.

Not many Chinese immigrants lived along Lake Washington's shores because most other settlers did not welcome them. In some areas of Seattle, there were laws that prevented Chinese and other Asian immigrant groups from owning land. There were even certain areas of the city where they were not allowed to live. They were prohibited from marrying whites and had to pay special taxes. In 1882, the

national Chinese Exclusion Act prevented any more Chinese from immigrating to the United States, and in 1886 anti-Chinese mobs forced most of the Chinese immigrants to leave Seattle. Some families and businesses eventually moved back to Seattle to an area near downtown's Pioneer Square. The International District of Seattle was established in that area in 1910.

There were many other immigrant groups arriving in the Pacific Northwest by the 1880's. English immigrants purchased lots in the Seward Park area and named the neighborhood Brighton Beach, after a resort town in England. When the railroads reached the Pacific Northwest, large numbers of people of Norwegian and Scandinavian heritage arrived to live and work in the region. Because there was so much water and timber to be found here, it reminded them of home. It was a place where they could use their skills as farmers, fishermen, seamen, and loggers. They lived in the neighborhoods along the lake. This group of immigrants also helped to plan and work on important construction projects in what is now the SR 520 corridor. Throughout the twentieth century, King County became home to dozens of other cultural and ethnic groups, including Italians, African Americans, and people of Japanese descent. Many were drawn by the land and opportunities within the SR 520 project region. The descendants of those cultural groups still live and work in this area as transportation and industry continue to develop.

ELEMENTARY ESSAY #3

This essay was developed using facts and terminology from the following HistoryLink.org essays:

- **5086** [Seattle Neighborhoods: Brighton Beach](#)
- **10176** [Seattle Yacht Club](#)
- **10221** [Montlake Cut \(Seattle\)](#)
- **2808** [Seattle Neighborhoods: Madison Park](#)
- **10170** [Seattle Neighborhoods: Montlake](#)
- **3143** [Seattle Neighborhoods: Seward Park](#)
- **2060** [Chinese Americans](#)
- **3476** [Norwegians in Seattle and King County](#)
- **3473** [Swedes in Seattle and King County](#)
- **1059** [Seattle Neighborhoods: Medina](#)
- **313** [Seattle Neighborhoods: Bellevue](#)
- **208** [Seattle Neighborhoods: Kirkland](#)
- **9800** [Seattle Neighborhoods: Woodinville](#)

ELEMENTARY ESSAY #3

Boundary: edge or border

Cannery: a business where food products are packaged into cans

Cattail: a reed that grows in very wet areas and can be used for weaving things like baskets or mats

Common boundary: the dividing line between two properties

Domestic servant: a person who works for someone doing housework or looking after children

Dredging: digging underwater using a large machine

Editor: one who checks to make sure written work is accurate

Environment: surroundings

Excavated: dug out

Hop farm: farm where hops are grown (hops are used in the production of beer)

Immigrant: one who comes from another place to live

Influence: produce an effect on something or someone

Marshland: land near water where the ground is very wet

Non-native: anyone who is not of Native American descent

Orchard: special area where fruit trees grow

Platted: divide a large piece of land into building lots, streets, and public spaces like parks

Prohibited: did not allow

Province: specific area in certain countries, similar to a state in the United States

Restrictions: rules that specify what could not be included or done

Seasonal calendar: calendar based on the life cycles and growing seasons of plants and animals

Span: the space between specific starting and ending points

Temperate: mild, not too hot and not too cold

Temporary: for a short time

Thrive: grow without problems

Tract: a specific section of land

Tradition: a belief, practice, or story that is related to the past

ELEMENTARY ESSAY #4

For thousands of years, people living on Lake Washington have used its waters in their daily lives. In the last 150 years, the methods of crossing the lake to transport goods and people from one side to another have changed greatly.

First Peoples who lived in this area traveled in canoes carved from cedar logs. They used their canoes to fish, hunt, visit friends and family, and conduct trade with other tribes. When the first settlers arrived, they found it very helpful that the Native people had canoes and were willing to help them move their families

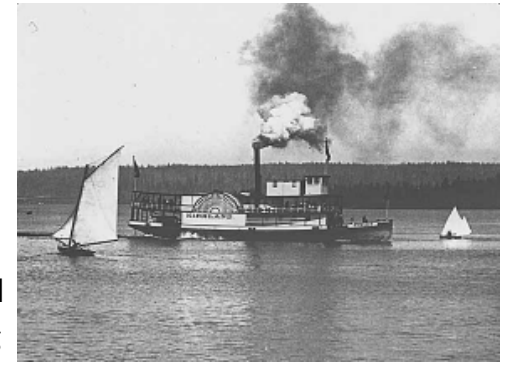


Indians in Canoe, ca 1911 [Courtesy Museum of History & Industry](#)

and belongings to hard-to-reach home sites. The Native people also helped them to access distant markets and resources. But settlers soon found they needed larger and sturdier boats, so they built flat-bottom boats called scows to move their belongings and transport their produce. Even so, settlers in isolated areas were rarely able to see their neighbors and families because of the limited transportation options.

Most scows did not have engines, so crossing the lake in them was hard and slow. Steamer ships were designed to carry more people

and freight in a safer and quicker manner. Soon the lake was crowded with steamers moving back and forth between neighborhood landings and docks. These ships were called a “Mosquito Fleet” because they looked like a swarm of insects skimming across the water. Slow-moving ferries that carried passengers and their vehicles also helped to improve transportation across the lake.



Boat Kirkland on Lake Washington, ca 1905. [Courtesy Museum of History & Industry](#)



Aerial view of Evergreen Point Floating Bridge, March 1963. [Courtesy Museum of History & Industry](#)

As more people began to use cars and trucks, the need for bridges across the lake grew. Bridges would allow individuals to drive from one side of the lake to the other to reach their homes or businesses much more quickly than taking a ferry or driving around the lake. Bridges allowed industries that were based on the east side of Lake Washington to move their products to the seaport in Seattle more economically. As the population east of the lake grew many new homes were built in towns like Bellevue and Kirkland.

ELEMENTARY ESSAY #4

This essay was developed using facts and terminology from the following HistoryLink.org essays:

- **10185** Woodin family crosses Lake Washington to homestead on Squak Slough (later called Sammamish River) in September 1871.
- **10179** The steam scow Squak begins ferrying passengers across Lake Washington in 1884.

ELEMENTARY ESSAY #4

Economically: using the least amount of money possible

Ferry: a large boat that carries vehicles as well as passengers

Freight: goods to be shipped

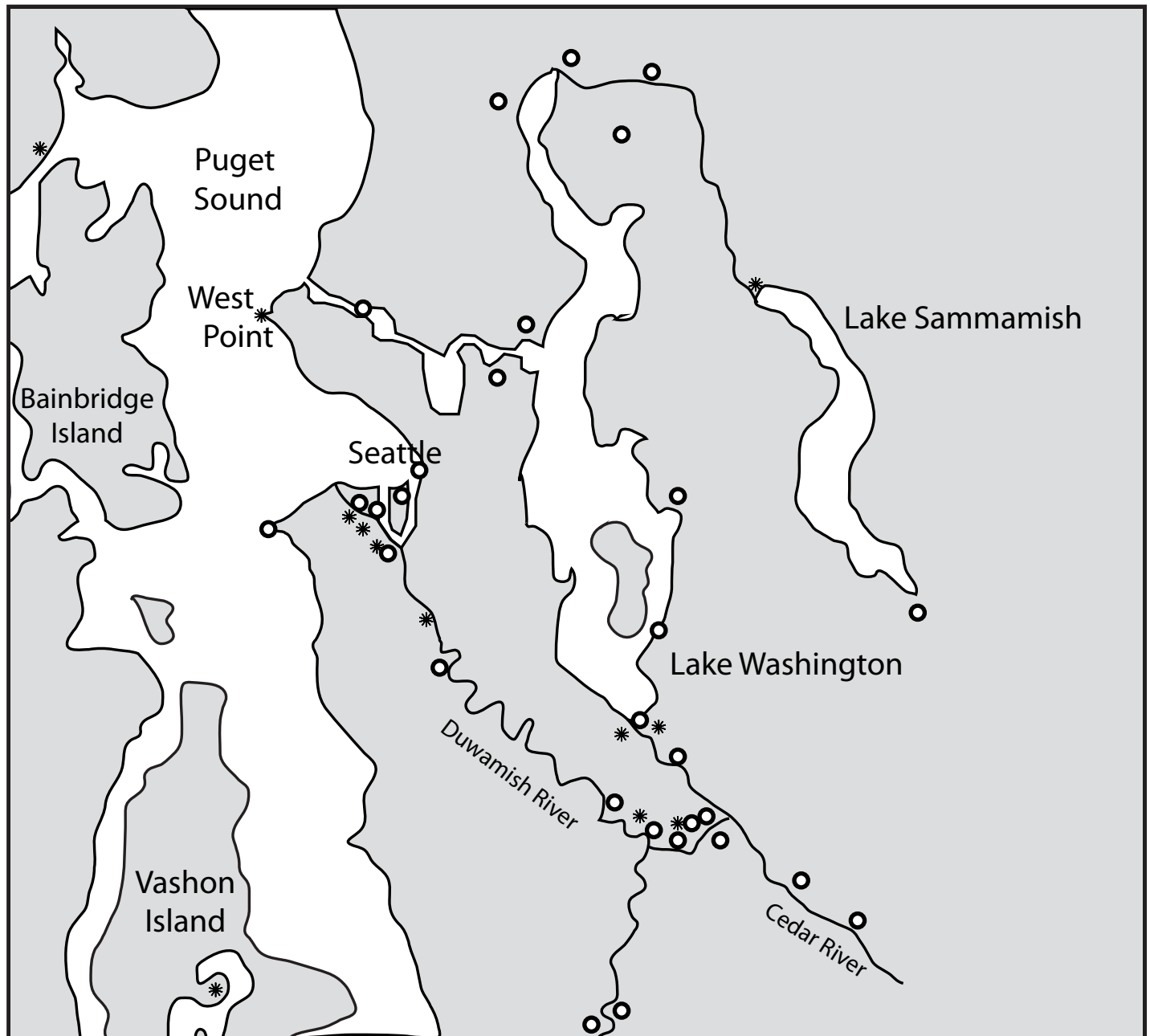
Produce : fresh fruits and vegetables, eggs, and butter produced on a farm

Scow: a flat-bottomed boat that usually is rowed or poled

Steamer: a ship that is powered by a steam engine

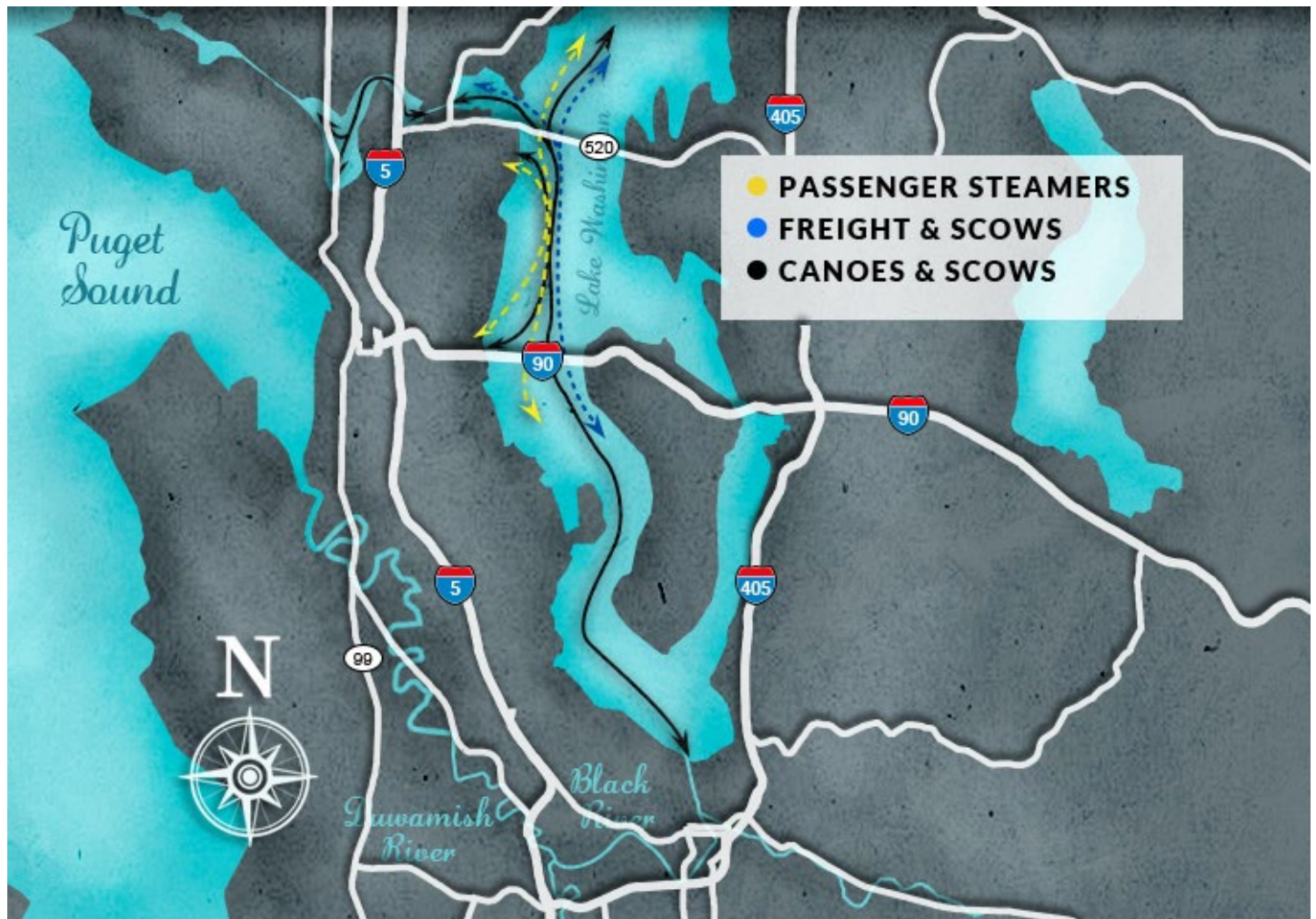


Lake Washington area marked with Native American villages



Selected Place Names, Ethnographic Villages (○), and Archaeological Sites (*)

Transportation Corridors



USING THE ENVIRONMENT TO MEET NEEDS AND WANTS

Many cultural and ethnic groups have chosen to live and work in the SR520 project region throughout the past 150 years. Reasons include climate, food sources, good land, safety, being close to family and friends, and taking advantage of business opportunities. Read ELEMENTARY ESSAY #3 and use the information to identify why each of these specific groups selected this area to live or work prior to 1916. Place a * by each response that is a natural resource.

	NATIVE AMERICANS	SETTLERS	IMMIGRANTS
1)			
2)			
3)			
4)			
5)			
6)			

WORKSHEET # 3

520HISTORY.ORG

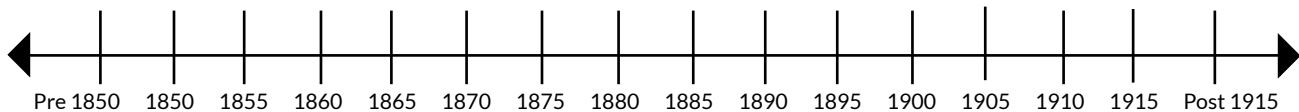
GEOGRAPHY GRADE 4 AND 7 AND HISTORY GRADE 4

TIME TO THINK:

Write one paragraph stating which group or groups you feel were most dependent on the natural resources of this region and why. List specific examples in your response.

WHEN DIFFERENT GROUPS CAME TO LIVE AND WORK IN THE SR520 PROJECT REGION

Use this timeline to mark when different groups came to live and work in the Lake Washington/ SR520 Project region.



Legend: Use the following colors to make an “X” above the date when different groups lived or worked in the Lake Washington/ SR520 Project region.

- Blue = Native Americans
- Red = Settlers from the Midwest
- Yellow = Settlers from the East Coast
- Green = Immigrants from Europe
- Orange = Immigrants from Asia

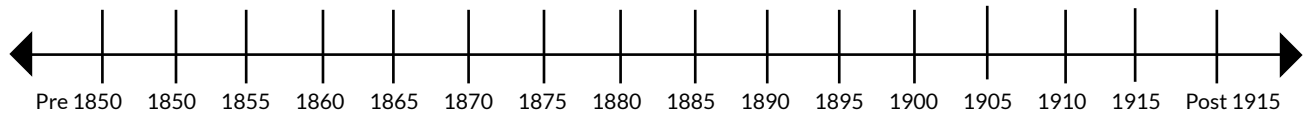
TIME TO THINK: (Use the back of this page for your responses.)

1. Were there many time periods when different groups lived or worked in that vicinity at the same time? Why do you think this was the case?
2. Use an online atlas or trip planner to calculate how far the settler groups and immigrant groups traveled to reach their new homes in the Lake Washington area. Use city and state for settlers (if it is provided) and the country for immigrants groups to figure out the approximate distance in miles. Which group traveled the farthest? How do you think they got here?
3. What lasting contributions have been made in your neighborhoods, the city of Seattle, or King County by different cultural or ethnic groups? Think about entertainment, churches, social groups, historical museums, eating establishments, ideas about the environment, and so on. Work with your classmates to create a list – did certain groups affect specific neighborhoods?

TRANSPORTATION OPTIONS FOR CROSSING THE LAKE - TIMELINE

People have been using the lakes, rivers, and Puget Sound for thousands of years to move people and things from one location to another. Native Americans paddled hand-carved cedar canoes. Pioneers and early settlers first used canoes, then built scows, and finally used more efficient steamships and ferry boats to cross bodies of water. When bridges were built, it allowed people to cross the water by automobile.

Use this timeline to mark when different methods of transporting goods or people across Lake Washington or other bodies of water in the SR520 corridor.



Legend: Use the following colors to make an “X” above the date when different methods of transporting goods and people across Lake Washington or other bodies of water in the SR520 Project region.

- Blue = Canoes
- Red = Scows and rowboats
- Yellow = Steam powered ships
- Green = Ferries
- Purple = bridges for car or truck traffic

TIME TO THINK:

Using two to three sentences for each form of transportation, describe who used this form of transporting goods and people and why it was important in how this area was inhabited and developed. How did each option influence how this Seattle was able to grow into a large important city?

Canoes

Scows

Steam powered ships

Ferries

Bridges for car or truck traffic

Map Activity: Look at MAP#4 that shows the different transportation routes across or near Lake Washington and the SR520 corridor. What do you think are the biggest differences between water-based transportation and land-based transportation?