

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?



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

What did the Native American tribes of the SR 520 corridor region contribute to the culture of King County/Washington state?

What cultural groups immigrated to the SR 520 corridor region and why?

What cultures have helped shape your community?

How have neighborhoods developed because of cultural identities?

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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 the terms “culture” and “diversity.”
- understand that the character of the neighborhood, city, and state where they live - or go to school - is a result of the influence of many different cultures and nationalities.
- learn about different cultural groups who make up their neighborhood, city, and state.
- think about why those groups chose to live in this specific part of the U.S.
- encourage students to identify unique cultural contributions made by selected groups and to determine if these contributions have had lasting effects on how they live today.

STUDENT ACTIVITIES

- Students will read (or listen to) ELEMENTARY ESSAY #3 and participate in directed class discussions.
- Students will analyze why specific cultural groups chose to live in Washington State’s Puget Sound region and the Lake Washington area.
- Students will use a map of the world to identify where specific cultural groups have come from and where they settled. (MAP #2)
- Students will use a set of historical photographs (PHOTOS #3)

to identify specific cultural groups who lived in this region from 1850-1915 and discuss how they determined the specific nationality or cultural group of the people in the photo.

- Using worksheets provided (WORKSHEET #4), students will list specific contributions that have been made by selected cultural groups and explain how those contributions do or do not affect their own lives today.
- Students will present conclusions during a classroom discussion or develop a paper or oral presentation.

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MATERIALS INCLUDED

- ELEMENTARY ESSAY #3: “Living and Working on the Lake”
- Set of maps: map of the world (MAP #2), map showing the Lake Washington area marked with Native villages (MAP #3), and map that tracks transportation routes: tribal/canoe, steamer, bridges (MAP #4).
- Set of photos (PHOTOS #3)
- WORKSHEET #4

MATERIALS/EQUIPMENT NEEDED

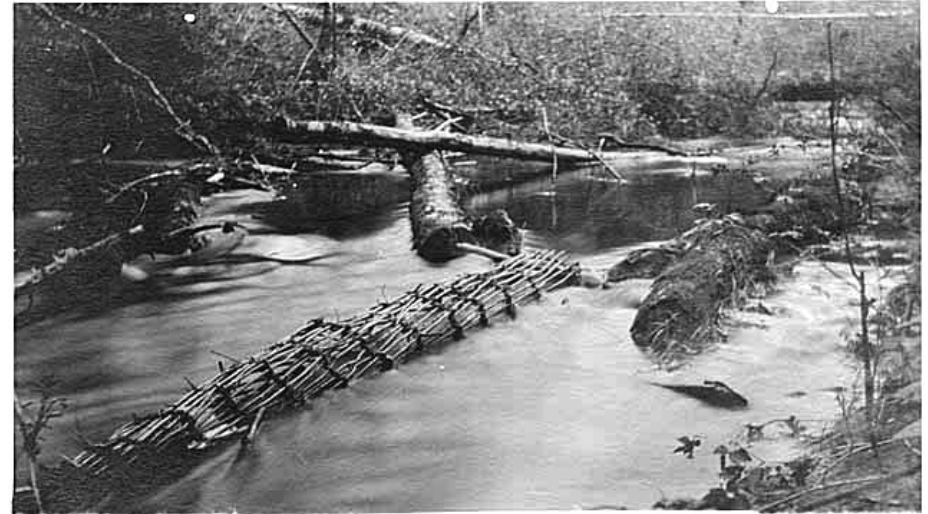
- Computer, Internet access, and overhead projector, or copies of Elementary Essay #3
- Copy of maps set and worksheet for each student or small group of students.

TIME MANAGEMENT

- 3-5 class periods

RECOMMENDED GRADE LEVELS

- Grade 3 or 4



Basket fishing traps, probably in Auburn, ca. 1923
[Courtesy UW Special Collections \(Neg. No. 439\)](#)

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

The Puget Sound region was home to Native Americans for thousands of years before non-Native groups arrived. Native Americans of this region lived here because of the temperate 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 came to call it home.

Each new group brought new ideas, new traditions, and new ways to appreciate this region, build homes, establish communities, and develop industries. It is important to understand that each unique group that has called Washington, King County, and the Lake Washington region their home has contributed to its development and has had a lasting influence on neighborhoods, business districts, and the natural environment.



Steam scow Squak, ca. 1905. Courtesy Eastside Heritage Center, ORL 79.79.128

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

Census: a count of the population

Contribution: a payment or gift for a specific purpose

Diversity: the state of being composed of different elements

Ethnic group: people with common racial, national, tribal, religious, linguistic, or cultural origin or background

Immigrants: persons who come from another country to stay

Native people: people born in a specific area

Unity: the state of being one

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

SUGGESTED CLASSROOM BASED ASSESSMENTS (CBAS)

Cultural Contributions (3rd): Knowing about different cultural groups will help you make connections with your community, your country, and your world. You will develop a position on how cultural groups have contributed to society by comparing the contributions of two cultural groups to the development of local, tribal, Washington State, United States, and/or world history.

People on the Move (4th): The movement of people has played a large role in shaping our world. Students will choose a group of people and describe how their needs and wants (economic reasons) and location (geography) caused them to move. Students will also create a map illustrating this movement, explaining where the group started, their route, and destination. Students will explain how geographic features affected the group's decision to leave where they were and to choose a particular destination, giving two or more examples.

SUGGESTED ACTIVITIES

- Have students read (or listen to) **ELEMENTARY ESSAYS #3** "Living and Working on the Lake" and choose (in small groups or as a class) a cultural group that moved to Washington State between 1850 and 1915.
- First, review the terms "culture" and "diversity."
- Ask students to list the contributions that Native Americans of this region made to how we live now and how we appreciate nature and the environment.

- Next, ask students think about why the cultural group that they chose came to the Puget Sound/Lake Washington area to live and/or establish a business. Students should use the worksheet provided (**WORKSHEET #3**) to list the contributions that their chosen cultural group and Native Americans made to how students enjoy their lives today. As an alternative, teachers can use the worksheet to prompt classroom discussions.
- Using **MAP #3**, have students identify where specific cultural groups have come from and approximately where they settled.
- Project the set of historical photographs (**PHOTOS #3**) on the overhead (or provide a link for students' computers) and ask students to identify persons from selected cultural groups who lived in this region from 1850 to 1915. Have them consider clothing styles, tools, hairstyles, housing, background scenery, etc. Ask them to discuss how they determined specific nationalities or cultural groups. Can you still today as easily tell people of different cultural groups or nationalities apart? Why or why not?
- Using the ideas in **WORKSHEET #3**, prompt the students to list specific contributions that have been made by specific cultural groups and how those may or may not affect their own lives today.
- If working individually, have the students compile their findings and participate in a general class discussion or prepare a paper or oral presentation. If preparing a paper, students will prepare a list of resources that they used in this project, including the title, type of source, date published, and publisher for each source.

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HOW TO CITE HISTORYLINK AS A SOURCE IN YOUR WRITTEN PAPER:

For most purposes, we recommend using the following format (shown with a sample essay) to cite HistoryLink.org: *Formal name of the encyclopedia*, "Name of the essay" (author's name), link to encyclopedia (date accessed).

Example: *HistoryLink.org Online Encyclopedia of Washington State History*, "President Franklin Roosevelt tours the Olympic Peninsula on October 1, 1937" (by Kit Oldham), <http://www.historylink.org/> (accessed November 3, 2004).

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.



Laurel Shade, homesite of Judge John J. McGilvra on Lake Washington, 1874, which is now Madison Park.

Courtesy UW Special Collections 1874-UW-CUR1115

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

- [Wing Luke Asian Museum, Seattle](#): Students will learn about the 200-year story of immigration and settlement by Asians and Pacific Islanders in the Pacific Northwest. Docents engage students with firsthand stories, artifacts and photos, lively discussion, multimedia, and creative activities.

WEBSITES

- [CINARC.org](#) (Chinese in Northwest America Research Committee) explores the history of Chinese in Washington, Oregon, Idaho, British Columbia, Alaska, etc., between their first known arrival in 1788 and the great changes in the regional Chinese population that followed the liberalizing of U.S. immigration laws in 1965. www.cinarc.org
- [Greeks in Washington State](#) presents the history and culture of the Greek-American community in Washington.
- [Washington State Jewish Historical Society](#) is dedicated to discovering, preserving, and disseminating the history of the Jews of Washington State.

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

PRIMARY SOURCES

MAPS

- MAP #2– map of the world
- MAP #3–map showing the Lake Washington area marked with Native villages
- MAP #4–map that tracks transportation routes –tribal/canoes, steamers, bridges

PHOTOS

- PHOTOS #3–set of photos that show individuals or groups of individuals from various cultural groups who lived in Washington and the Lake Washington area from 1850-1915

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

HistoryLink features many specific essays that highlight unique immigrant groups in Washington State. They have been compiled in a Special Suites category named Immigrants and Southeast Seattle. The Special Suites are located in the lower right navigational bar on HistoryLink.org's Home Page.

2942 [Salmon Stories of Puget Sound Lushootseed-speaking Peoples](#)

10170 [Seattle Neighborhoods – Montlake](#)

10180 [Seattle Neighborhoods – Portage Bay/Roanoke/North Capitol Hill](#)

3116 [Seattle Neighborhoods – Rainier Beach](#)

3349 [Chinese Laborers dig second Montlake Cut between Union Bay and Portage Bay in 1883](#)

ELEMENTARY LEVEL ESSAY

- 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](#)

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

ADDITIONAL ONLINE RESOURCES

These resources are not necessarily directly related to the 520History.org curriculum, but will provide additional resources to explore cultural groups who came to this area.

HistoryLink.org has identified dozens of great online resources that will link students, educators, librarians, and parents to primary sources, curricula, educational materials, and places to visit that will enrich the study of immigration.

CURRICULUM

- [Since Time Immemorial: Tribal Sovereignty in Washington State](#) A curriculum created through a partnership between the Office of the Superintendent of Public Instruction's Indian Education department and Washington State tribes. It covers tribal history, culture, and sovereignty.
- [King County and Western Washington Cultural Geography, Communities, Their History and Traditions](#): A curriculum with cultural community essays about Puget Salish, Chinese Americans, Asian Indians, Laotian Americans, and Arab Americans.
- [What's the Story: Past and Present](#) These Northwest African American Museum curriculum packets include stories about the journey of African Americans from Africa to the US to the Pacific Northwest, and the challenges they faced and the contributions they made, and what you can learn from everyday stories from the Black community.
- [World Religions and Spirituality](#) In this curriculum from the Rainier Valley Historical Society, students are exposed to many of the world's major religions, as well as forms of spirituality that are not organized religions. They learn about the important historical traditions that make up the community in which they live.

FIELD TRIPS

- [Neely Mansion, Auburn](#): Members of the Neely family were among the earliest settlers in the Kent area and played a major role in its development in the 1850s. Their farm consisted of 200 acres with a dairy and an orchard.
- [Nordic Heritage Center, Seattle](#): The Nordic Heritage Museum's school tours feature the Dream of America exhibit. Students travel back to nineteenth-century Scandinavia to begin the journey to America through the exhibit's lifelike settings and period artifacts. The voyage continues as students board a ship to cross the Atlantic, disembark at Ellis Island, and settle in the Pacific Northwest and Ballard, Seattle.
- [Northwest African American Museum, Seattle](#): The interactive and inquiry-based school tours at NAAM provide an in-depth look at the history, art, and culture of African Americans in the Pacific Northwest.

WHAT CAN WE LEARN ABOUT OURSELVES BY STUDYING OTHER CULTURES?

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 community.

SOCIAL STUDIES EALR 3: GEOGRAPHY

- **3.1.1** Understands how the environment affects cultural groups and how cultural groups affect the environment.
- **3.1.1** Understands how technology and ideas have affected the way people have affected the way people lived and changed their values, beliefs, and attitudes. (Grade 4)
- **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. (Grade 7)

SOCIAL STUDIES EALR 4: HISTORY

- **4.2.1** Understands and analyzes the causal factors that have shaped events in history.
- **4.2.3** Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.

SOCIAL STUDIES EALR 5: SOCIAL STUDIES SKILLS

- **5.4.1** Uses critical reasoning skills to analyze and evaluate positions and uses inquiry-based research.

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.

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

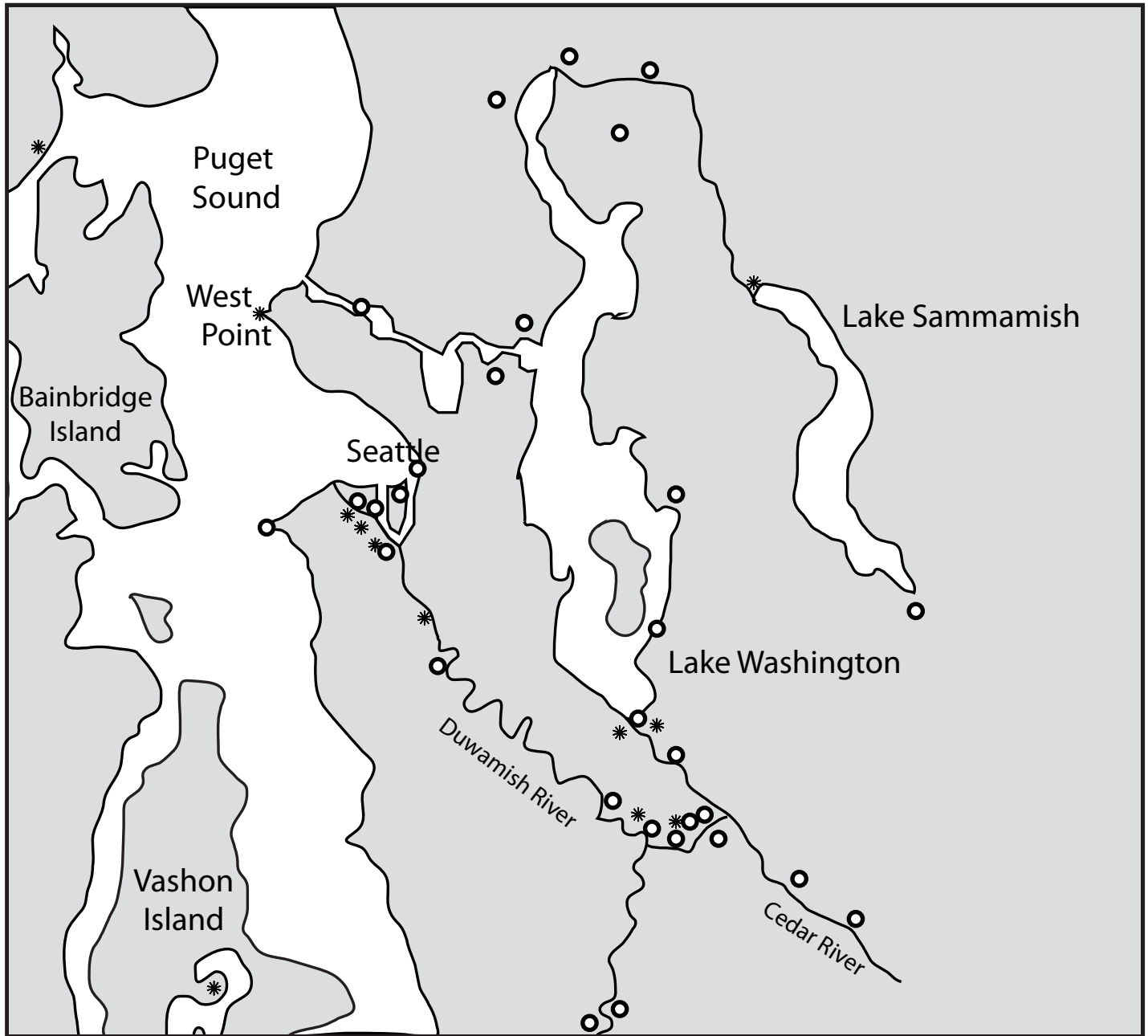
Temporary: for a short time

Thrive: grow without problems

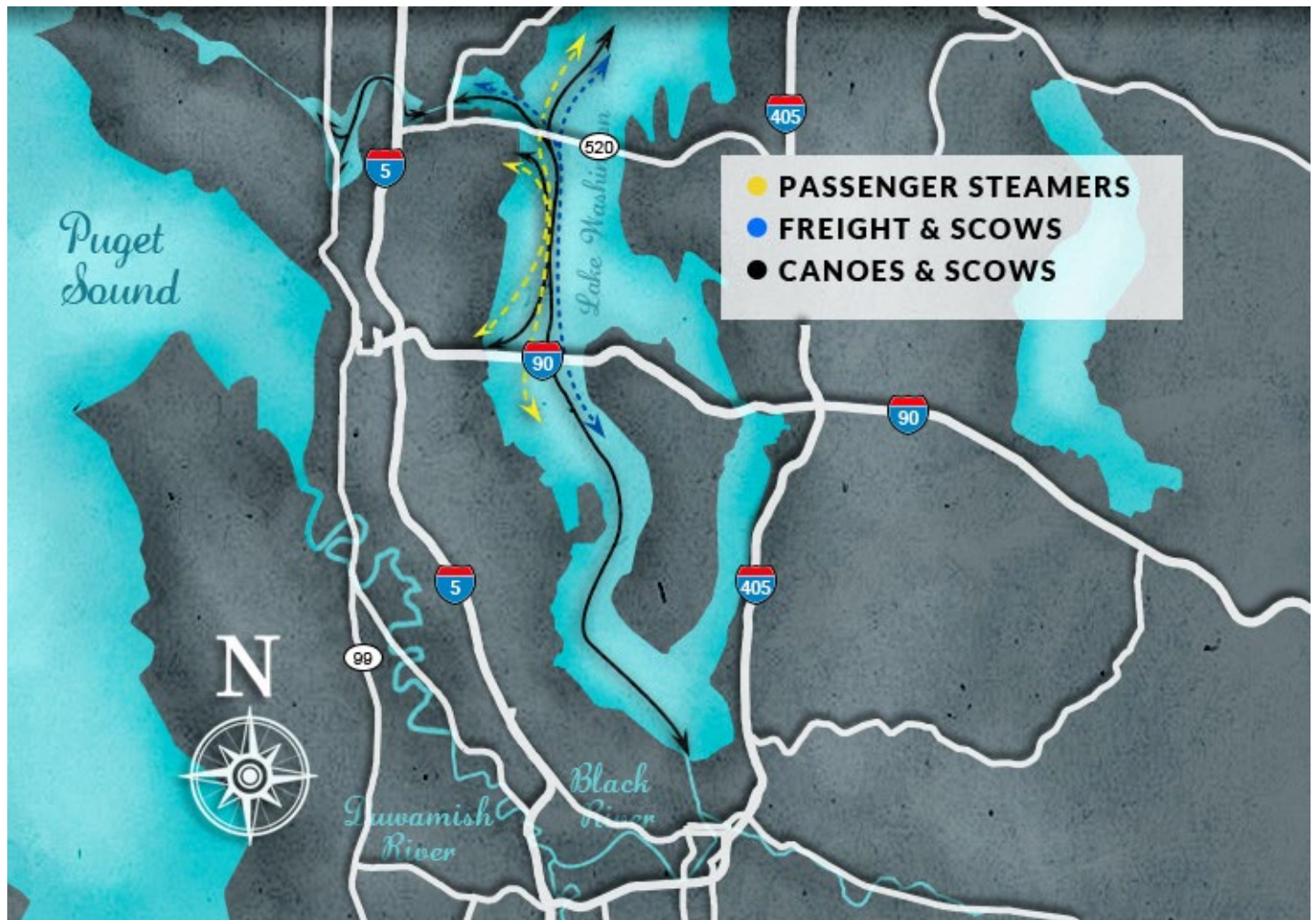
Tract: a specific section of land

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



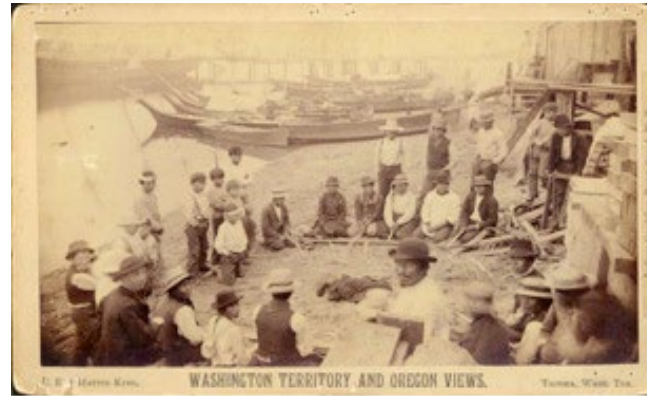
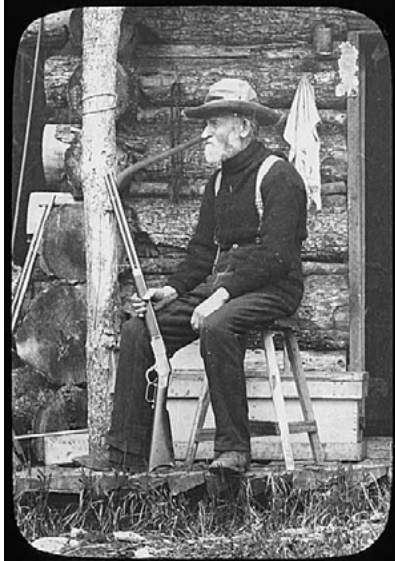


Selected Place Names, Ethnographic Villages (○), and Archaeological Sites (*)



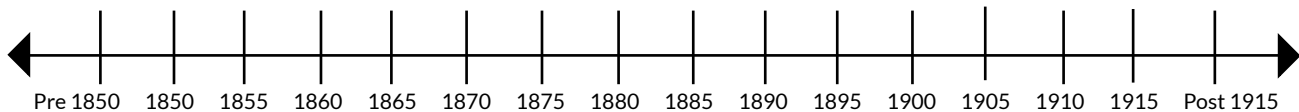






WHEN DIFFERENT GROUPS CAME TO LIVE AND WORK IN THE SR520 PROJECT REGION

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?