

WHAT CAN HISTORY TEACH US ABOUT THE WORLD TODAY?



Steamer Fortuna, ca. 1906. [Courtesy Museum of History & Industry.](#)

Which key events that took place prior to 1915 had the most lasting effects on the lives of the people of the SR 520 corridor region?

How did human activities on Lake Washington change after the treaty-making period?

How did the arrival of settlers influence transportation in the SR 520 corridor region?

How did introducing steamships to Lake Washington's transportation system influence the development of Lake Washington's neighborhoods?

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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:

- review the terms “culture” and “diversity”
- examine the concept of how the people who lived in the Lake Washington area used the water for many of life’s necessities: as a food source, for recreation, and for transportation.
- understand that there were key events in the history of Lake Washington that led to significant changes for the people who lived in that area.
- analyze how the changing needs of the region’s newcomers led to updated options for transportation of goods and people.

STUDENT ACTIVITIES

- Students will read (or listen to) ELEMENTARY ESSAYS and participate in directed class discussions.
- Students will analyze why certain cultural groups chose to live in regions surrounding the Lake Washington area of King County and how they used the environment and natural resources to meet their needs and wants.
- Students will analyze the importance of transportation routes used by different groups in different eras of local history.
- Students will create a timeline demonstrating the different methods of transportation for goods, services, and persons from about 1850 to the present.

- Students will use maps to trace transportation routes: tribal/canoes, steamers, bridges.

MATERIALS INCLUDED

- ELEMENTARY ESSAYS #3 and #4.
- MAP #3–map showing the Lake Washington area marked with Native villages
- MAP #4–map that tracks transportation routes –tribal/canoes, steamers, bridges WORKSHEETS # 3-5 to be used to compile discussion and research facts and to serve as a graphic organizer for final project

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

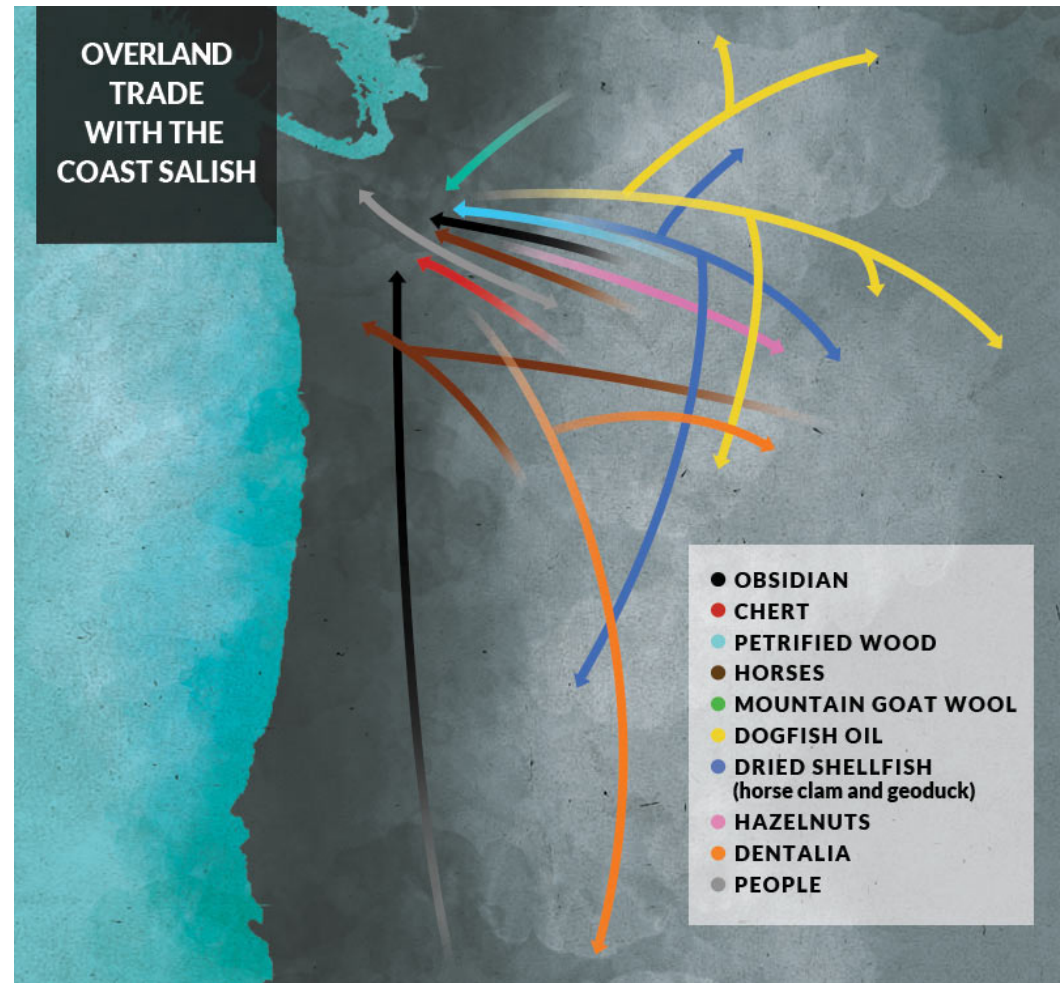
RECOMMENDED GRADE LEVELS

- Grade 3 or 4

WHAT CAN HISTORY TEACH US ABOUT THE WORLD TODAY?

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.



WHAT CAN HISTORY TEACH US ABOUT THE WORLD TODAY?

Canal: an artificial waterway built for navigation

Harbor: a part of a protected body of water that is deep enough for large ships to anchor

Landscape: physical surroundings

Mosquito Fleet: fleet of steamer ships that carried passengers on Lake Washington and Puget Sound

Portage: the carrying of boats or goods overland from one body of water to another or around an obstacle, or a place where this can be done

Salmon: a large fish native to the Northwest

Shallow: not deep

Tide: the alternate rising and falling of the surface of the ocean and of water bodies connected with the ocean that usually occurs twice a day and is the result of the moon's gravitational forces

Treaty: an agreement in writing between two or more nations or political groups

Transportation: the movement of goods or people from one place to another



The sidewheeler steamer Kirkland crossing Lake Washington, ca. 1891. Photo by Frank La Roche.

Courtesy UW Special Collections, La Roche 171. CCCalkins1890UW

WHAT CAN HISTORY TEACH US ABOUT THE WORLD TODAY?

SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

What's the Big Idea?(4th) : Ideas and technology have enormous impact on the values, beliefs, and/or attitudes of people. Students will write an essay or develop a presentation in which they explain how an idea or technology has affected the way people live.

SUGGESTED ACTIVITIES

- Have students read (or listen to) ELEMENTARY ESSAYS #3 to prepare for participation in class discussions or activities.
- Using WORKSHEET#3 and #4, ask students to analyze and list the reasons certain cultural groups chose to live in regions surrounding the Lake Washington area and how they used the environment and natural resources to meet their needs and wants.
- WORKSHEET #4 includes several specific Time to Think questions that you may have students work on in small groups or individually.
 - Were there many time periods when different groups lived or worked in the same vicinity at the same time? Why do you think this was the case?
 - What lasting contributions have been made to 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. Consider whether certain groups affected specific neighborhoods.
- Help students find 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. Have them identify which group traveled the farthest and have them consider how they think they got here? Based on what they have learned, ask students if they think the trip would have been worth the time and cost.
- Have students read (or listen to) ELEMENTARY ESSAY #4 and analyze the importance of transportation routes used by different groups at different eras in local history.
- Using WORKSHEET #5, have students create a timeline demonstrating the different methods of transportation for goods, services, and people from 1800 to today. Then, using two to three sentences for each option, describe who used this form of transportation and why it was important to how this area was inhabited and developed. How did each option influence how this area was able to grow into a large important city?
- Have students look at map (MAP #4) that shows the different transportation routes across or near Lake Washington and the SR 520 corridor region. Ask them to compare and contrast water-based transportation and land-based transportation? What were the advantages or disadvantages of each option when the SR 520 corridor was being developed through the years.

WHAT CAN HISTORY TEACH US ABOUT THE WORLD TODAY?

PRIMARY SOURCES

MAPS

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

DOCUMENTS

- DOCUMENTS #2: Newspaper articles

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

- 2629** Treaty of Point Elliott, 1855
- 5171** Smallpox Epidemic of 1862 among NW Coast and Puget Sound Indians
- 687** Klondike Gold Rush
- 869** Puget Sound’s Mosquito Fleet
- 10250** Stagecoach and Steamboat Travel in Washington’s Earliest Days
- 9294** Turning Point 16: When World’s Collide: From Contrast to Conquest on Puget Sound
- 10221** Montlake Cut
- 10171** Miller Landfill

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

- Water-Based Transportation
- Steamers and Scows
- Transportation of Natural Resources
- Evergreen Point Floating Bridge

WHAT CAN HISTORY TEACH US ABOUT THE WORLD TODAY?

SOCIAL STUDIES EALR 2: ECONOMICS

- **2.4.1** Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.

SOCIAL STUDIES EALR 3: GEOGRAPHY

- **3.2.1** Understands that people in communities affect the environment as they meet their needs and wants.
- **2.1.1** Understands and analyzes the costs and benefits of people's decisions to move and relocate to meet their needs and wants.
- **2.1.2** Understands that the geographic features of the Pacific Northwest have influenced the movement of people

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

- **5.1.1** Creates and uses a research question to conduct research on an issue or event.
- **5.2.1** Understands how essential questions define the significance of researching an issue or event.
- **5.2.2** Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event

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.
- **2.1.5** Applies comprehensive monitoring strategies before, during and after reading: predicts and infer from grade-level information/expository text and literary/narrative text.
- **2.1.7** Applies comprehensive monitoring strategies during and after reading: summarize grade-level information/expository text and literary/narrative text
- **2.4.3** Understands differences between fact and opinion.

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

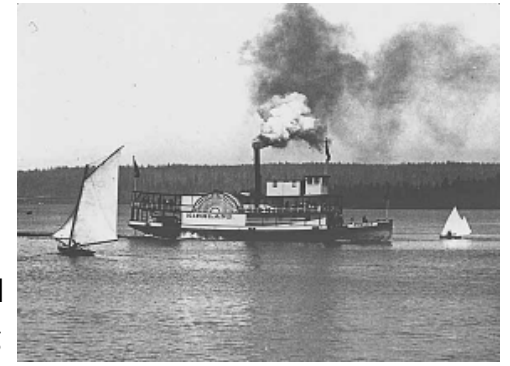


Indians in Canoe, ca 1911 [Courtesy Museum of History & Industry](#)

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

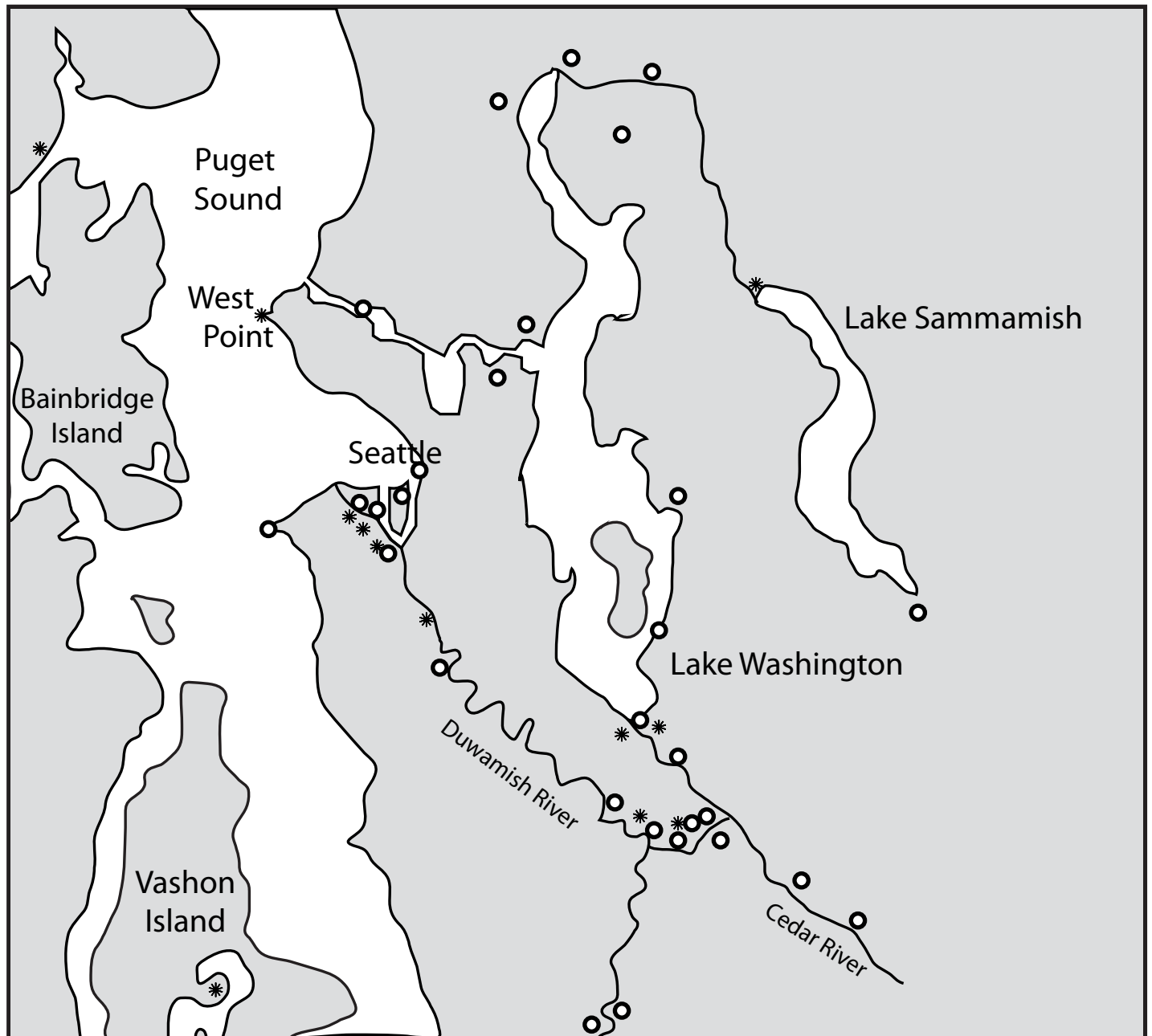
Freight: goods to be shipped

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

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

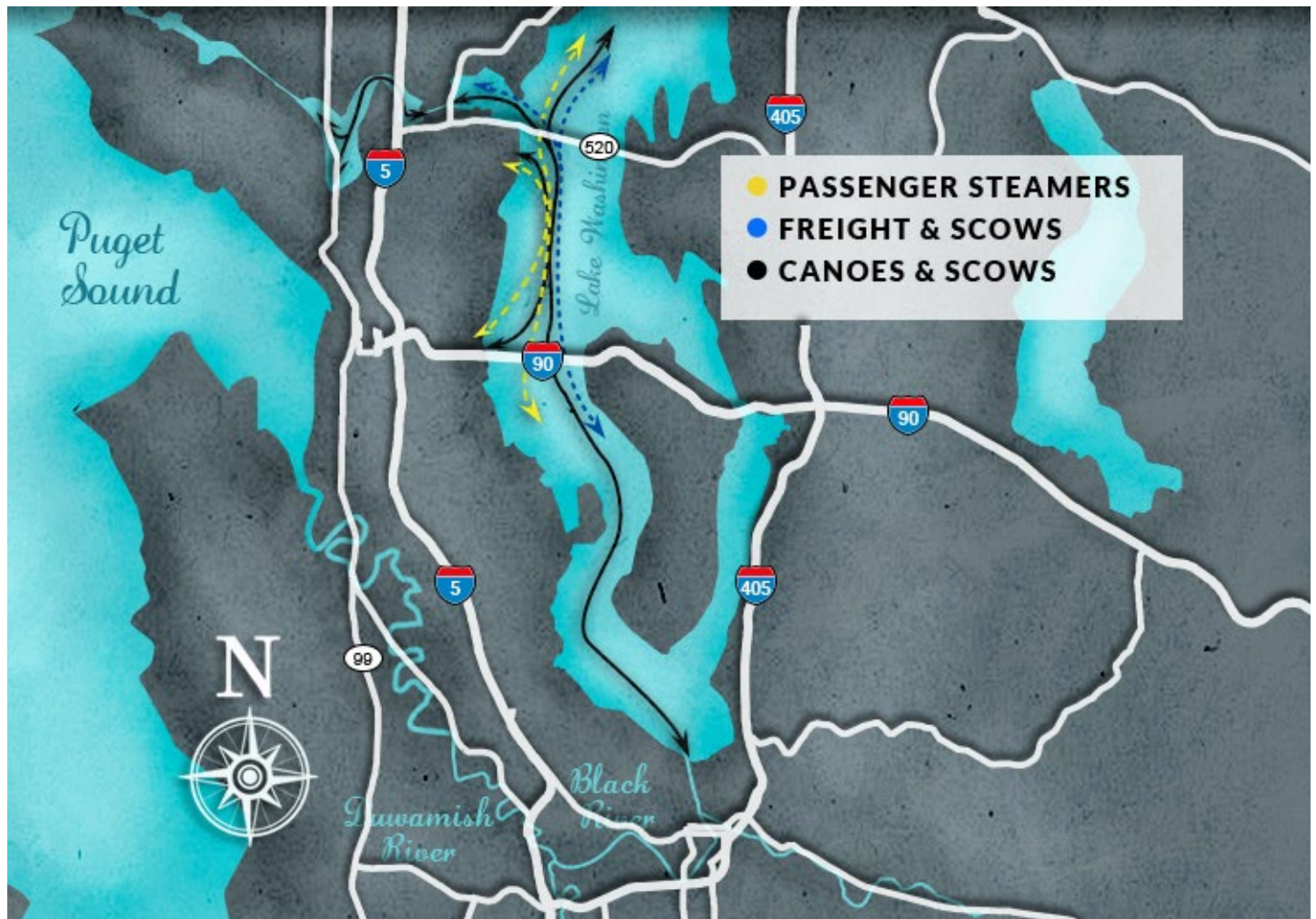
Steamer: a ship that is powered by a steam engine

Lake Washington area marked with Native American villages



Selected Place Names, Ethnographic Villages (o), 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.

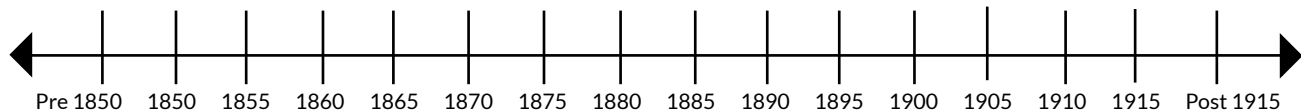
	NATIVE AMERICANS	SETTLERS	IMMIGRANTS
1)			
2)			
3)			
4)			
5)			
6)			

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

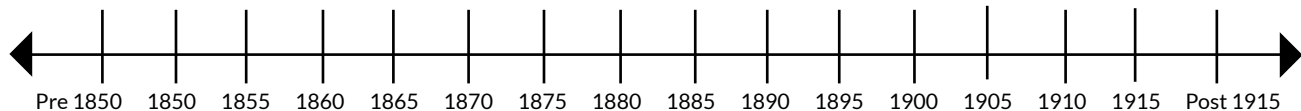
TIME TO THINK: (Use the back of this page for your responses.)

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?