

## WHAT MAKES WASHINGTON UNIQUE? UNIT 2: NATURAL RESOURCES



Strawberry pickers in the field, ca 1921. [Courtesy Museum of History & Industry.](#)

How have physical geography and resources contributed to people's decisions to make Washington/ SR 520 corridor region their home? How were they formed?

Who were the first people of Washington and how did they use their environment to meet their basic needs?

How did the Native Americans from the SR 520 corridor region use the lake and its shores for transportation and personal needs?

Who were the cultural groups who immigrated to Washington prior to 1916 - why did they come and where did they settle? Examine selected groups who settled in the SR 520 corridor region and how they used natural resources for transportation and personal needs.

## UNIT 2: NATURAL RESOURCES

### PRIMARY OBJECTIVES OF THIS UNIT

To provide reliable non-fiction materials, educational resources, 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 affect why people chose to live in specific regions of Washington State and the Seattle/King County/520 corridor region.
- identify which natural resources were important to the Native Americans of this region and to those who immigrated to this area before 1916.
- evaluate the influence migrants and immigrants had on the development of Washington State.
- 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 State and King County that were significant during different periods of time.

### STUDENT ACTIVITIES

- Students will read (or listen to) recommended HistoryLink.org essays and participate in directed class discussions.
- Students will analyze why certain cultural groups chose to live in regions surrounding the SR 520 corridor, and how they used the environment and natural resources to meet their needs and wants.
- Students will trace the movement of a migrant or immigrant group who settled or worked in the Lake Washington area.
- Students will analyze the importance of transportation routes used by different groups during selected eras in local history.
- Students will create a timeline that includes a written component explaining how each choice in that moment in history impacted the development of Washington State

### MATERIALS INCLUDED

- Maps showing the Lake Washington area marked with Native American villages (MAP #3),
- World map to mark where specific immigrant/cultural groups settled (MAP #2), and map of transportation corridors (MAP #4).
- WORKSHEETS #3-6.

### MATERIALS/EQUIPMENT NEEDED

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

### TIME MANAGEMENT

- 2-3 class periods

### RECOMMENDED GRADE LEVELS

- Grades 4 and 7

## UNIT 2: NATURAL RESOURCES

The Puget Sound region was home to the Native Americans for thousands of years before non-Native groups arrived. Native Americans of this region lived here because of the mild climate and because it had everything that they needed to thrive and survive.

When settlers 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 home has contributed to its development. They have each had a lasting influence on neighborhoods, business districts, and the natural environment. All people who have lived on Lake Washington – one of the greatest natural resources of the Puget Sound region – have used its waters in their daily lives. In the last 150 years, the methods of crossing the lake to transport goods and persons from one side to another have changed greatly, creating both negative and positive effects on the natural environment.



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.*



## UNIT 2: NATURAL RESOURCES

**Barren:** land where nothing lives, empty of life

**Collision:** one thing crashing into another, usually very hard

**Docking:** when two land masses come together

**Environment:** natural surroundings, such as land, air, and water

**Exclusion:** the act of leaving or keeping something or someone out

**Glacier:** huge sheet of ice that moves across the land

**Immigrant:** someone who comes from another area to live

**Melt water:** water that is a result of melting ice

**Micro continent:** a small land mass

**Plate:** part of the upper or lower layer of the earth's crust

**Primeval:** before recorded time

**Sediment:** grainy soil that is left behind by moving ice or water

**Terrane:** area or surface over which a particular rock or group of rocks is prevalent

**Trough:** deep trench or ditch



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.

## UNIT 2: NATURAL RESOURCES

### SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

**People on the Move :** The movement of people has played a large role in shaping our world. Students are asked to choose a group of people and describe their needs and wants (economic reasons) and location (geography) caused them to move. Students will create a map illustrating this movement.

### SUGGESTED ACTIVITIES

- Have students read the selected ELEMENTARY ESSAY #2: “How the Land in Washington State was Formed,” which describes how the physical features of Washington State were formed, and ELEMENTARY ESSAY #3: “Living and Working on the Lake,” which describes three selected cultural groups who lived or worked in the areas/neighborhoods surrounding Lake Washington before 1916.
- As a class, discuss why these groups of people chose to live in the Lake Washington region. Discuss how these decisions were based on their needs and wants. How were these decisions based on the physical and natural environment? Students should use WORKSHEETS #3, 4, and 5 for these activities.
- As individuals or in small groups, students will select one of the cultural groups and construct a map to show where that group came from and where they settled. Students will use proper names for starting and ending locations. The completed mapped route should show general geographic features that affected the each group’s decision to leave where they were and choose the new destination.
- Each individual or group will add their route to a world map (MAP #2). A representative of each group will present their findings to the class. They will add their group to a simple timeline that shows the development and settling of Lake Washington. This timeline should be posted under the map.
- Each individual or group 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.
- Use WORKSHEET #6 for more fact-finding fun using secondary sources.

## UNIT 2: NATURAL RESOURCES

### SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

**Humans and the Environment:** Since we all depend on the health of the environment, responsible citizens need to understand how humans affect and are affected by the environment. Students will choose and study two groups of people living in the same or similar environments, and compare and contrast how those groups interact with their environment.

### SUGGESTED ACTIVITIES

- Read recommended 520History.org web pages, and HistoryLink.org essays (see Secondary Resources above) to learn about how the land and waterways surrounding Lake Washington were used to move people, goods, and services during several different time periods in Washington State history.
- Using WORKSHEETS #3 and 5, students will select two different groups of people, compare how they used the same environment to meet their needs and wants, and analyze how the two groups' uses are similar or different. Students will analyze how efficiency in using the water for transportation of goods, people, and services was improved between 1851-1915 and how this affected the groups of people who they studied.
- Each student will demonstrate findings in a paper or presentation. Students will research three or more credible sources that provide relevant information AND cite sources within the paper or presentation.

### 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).

## UNIT 2: NATURAL RESOURCES

## PRIMARY SOURCES

## PHOTOS

- PHOTOS #1– natural geographic characteristics and human-made resources/attractions of Washington State and Seattle area.

## MAPS

- MAP #2–a world map for students to trace where immigrant/cultural groups came from and where they settled.
- MAP #3– a map showing where Native American villages were once located
- MAP #4– map of transportation corridors

## SECONDARY SOURCES

## WASHINGTON: OUR HOME

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

## WASHINGTON: A STATE OF CONTRASTS

- Chapter 2 – The Natural Environment
- Chapter 3 – Coastal and Plateau Indians

- Chapter 6 – Early Missionaries and Pioneers
- Chapter 7 – Territorial Government and Indian Wars
- Chapter 8 – The Statehood Era
- Chapter 9 – The Progressive Era and the Twentie

RELEVANT HISTORYLINK.ORG  
ESSAYS

- **13349** Chinese laborers dig Second Montlake Cut between Union Bay and Portage Bay in 1883
- **9311** Turning Point 11: Borne on the 4th of July – The Saga of the Lake Washington Ship Canal
- **5158** Coal in the Puget Sound Region
- **5086** Okanagon Terrane
- **5087** Retreating Glaciers
- **8449** Ice Age Floods in Washington
- **8382** J. Harlen Bretz (Scablands of Washington)
- **5257** California Gold Rush Spurs Economic Development in Northwest

- **7162** Gold in Pacific Northwest
- **687** Klondike Gold Rush
- **9501** Donation Land Claim Act
- **2060** Chinese Americans
- **1057** Anti-Chinese Activism
- **5402** Treaty of Point Elliott
- **10218** Lake Union Lumber and Manufacturing

## ELEMENTARY LEVEL ESSAY

- ELEMENTARY ESSAY #2: “How Land was Formed”
- ELEMENTARY ESSAY #3: “Living and Working on Lake Washington – Pre-Contact through 1915”

RELEVANT 520HISTORY.ORG  
PAGES

- The First People, Before Settlement Times
- Past Landscapes – from Ice and Water
- Communities in our Distant Past
- Coast Salish Cultures
- Tribal Stories
- Contact, Construction, and Change

## UNIT 2: NATURAL RESOURCES

## ADDITIONAL ONLINE RESOURCES

- **Waterlines:** An online Burke Museum exhibit that 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.
- **Where the River Begins:** Where the River Begins, the first in a series of interdisciplinary curriculum guides focusing on the Nisqually River Watershed (the Nisqually River begins near the top of Mount Rainier at the Nisqually Glacier), is designed for upper elementary to middle school students. The guide includes pre- and post-visit activities and field trip activities that provide an overview of glaciers, glacial rivers, life zones, national parks, and some park history. Developed by Mount Rainier National Park and the National Park Service.
- **Archaeology of West Point:** This website tells the story of urban archaeology and the ancient cultures who lived where the city of Seattle is today.
- **Since Time Immemorial: Tribal Sovereignty in Washington State:** This online curriculum was created through a partnership between the Office of the Superintendent of Public Instruction's Indian Education Department and Washington State Tribes.
- **Early Fishing Peoples of Puget Sound:** An online curriculum developed by the Pacific Science Center and Sea Grant Marine Education Project that explores how Indian communities used fish and other natural resources.



## UNIT 2: NATURAL RESOURCES

**SOCIAL STUDIES EALR 4: HISTORY**

- **4.2.1** Understands and analyzes the causal factors that have shaped events in history.
- **4.2.2** Understand 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.
- **3.1.1** Understands how technology and ideas 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 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. (Grade 4)

**SOCIAL STUDIES EALR 5: SOCIAL STUDIES SKILLS** - Uses critical reasoning skills to analyze and evaluate positions and uses inquiry-based research.

- **5.1.1** Creates and uses a research question to conduct research on an issue or event. (Grade 4)
- **5.2.1** Understands how essential questions define significance in researching an issue or event. (Grade 5)

- **5.2.1** Creates and uses research questions to guide inquiry on an issue or event. (Grade 7)
- **5.2.1** Creates and uses research questions tied to an essential question or focus of inquiry. (Grade 8)
- **5.3.1** Engages in discussions that attempt to answer questions about cultural similarities and differences.
- **5.4.1** Draws conclusions citing at least two clear, specific, and accurate examples in a paper or presentation.
- **5.4.2** Prepares list of resources, including titles and author for each source.

**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** Use text and prior knowledge to make, confirm, or revise inferences and predictions.
- **2.1.6** Generate and answer questions before, during, and after reading.
- **2.1.7** Summarize the events, information, or ideas in an informational/expository text.
- **2.2.1** Explain ideas or events in sequential order.
- **2.3.1** Compare and contrast information written in different genres/formats.
- **2.4.1** Apply the skills of drawing a conclusion, providing a

## UNIT 2: NATURAL RESOURCES

response, and expressing insights to informational text. Draw conclusions from text, citing text-based information to support conclusion. Give a personal response that demonstrates insights about text, using teacher-generated prompt.

- **2.4.3** Understand the difference between fact and opinion and provide evidence from text to support answer.
- **3.2.1** Understand information gained from reading to perform a specific task.

## SCIENCE EALRS

- **4-5 LS2D** Ecosystems can change slowly or rapidly. Big changes over a short period of time can have a major impact on the ecosystem and population of plants and animals living there. (Grade 4)
- **4-5 LS2F** People affect ecosystems both positively and negatively. (Grade 4)
- **6-8 APPH** Students will learn that people in all cultures have made and continue to make contributions to society through science and technology. (Grade 6-8)
- **6-8 ES3D** Students will learn that Earth has been shaped by many natural catastrophes, including earthquakes, volcanic eruptions, glaciers, floods, tsunamis, and impact of asteroids. (Grade 6-8)
- **6-8 ES3A** Students will learn that that our understanding of Earth's history is based on the assumption that processes we see today are similar to those that occurred in the past.

## ELEMENTARY ESSAY #1



Volunteer Park, circa 1912. [Courtesy Museum of History & Industry.](#)

**B**y the beginning of the 20th century Seattle had become a large city. In only 50 years, it had grown from a group of pioneer cabins to a city of nearly 100,000 people. Money earned from the Klondike Gold Rush had helped to build many new businesses and homes. Seattle was now one of the most important cities on the West Coast.

The people of Seattle and King County were very proud to live and work in an area surrounded by so much natural beauty. By 1903, the city had already established five major public parks --Denny, Kinnear, Volunteer, Washington, and Woodland. City leaders

wanted everyone to be able to enjoy the grand scenery and peaceful surroundings. Soon the Seattle City Council decided that there should be an even more complete set of parks for the growing city. They hired the Olmsted Brothers, a landscape architecture firm from Brookline, Massachusetts, to help plan the project. The Olmsteds were well-known in their field. Along with Frederick Law Olmsted Sr., they had developed several important parks, such as New York's Central Park, the Capitol grounds in Washington D.C., and Portland, Oregon's park system.

John Charles Olmsted was the firm's senior partner. He came to Seattle soon after he was hired to conduct a survey. He and his assistant, Percy Jones, explored the city by horse, trolley, foot, and boat. While he was away from his family, Olmsted often wrote letters to his wife Sophie and told her of the wonderful natural resources of this region. In his letters, he also described what he wanted the citizens of Seattle to be able to see and appreciate from different parts of the city. When he was done with his survey, Olmsted prepared a detailed plan for the park system of Seattle. He made sure to include all the points that he had written about in his letters home.

In his report, Olmsted urged the city to obtain as much land as possible. He wanted to make sure that it could be shared by all those who lived in, worked in, or visited Seattle. He wrote that it was key that this land be on or near every different body of water found within the city limits. He was afraid that all of the most valuable land would be purchased by wealthy persons to build their homes. Another important point he made in his report to the city was that

## ELEMENTARY ESSAY #1

the parks should include playgrounds. Olmsted recommended that the city develop a park within one-half mile of every home in Seattle. He wanted young children and women with babies to have a park near their houses. He planned for outdoor equipment to be built in the parks for older boys and girls.

Olmsted told the city council that every park should be different. He designed each one to take advantage of the individual natural resources and views that he noticed when he selected the park location. The Olmsted park and boulevard system was planned so that the parks and boulevards would be connected along 20 miles of shoreline. This route included parks on Seattle's major lakes (Green Lake, Lake Washington, and Lake Union) as well as on Puget Sound. Olmsted also agreed with the city's plans for a ship canal that would lower the water in Lake Washington by several feet. He knew that this would create more shoreline land for parks.

Over a thirty-year time period, the Olmsted Brothers firm designed 37 parks and playfields for the City of Seattle. During this time, they also designed over 200 gardens for private property owners in the Northwest. Olmsted also designed the beautiful landscaping on the University of Washington campus for the 1909 world's fair held in Seattle – the Alaska-Yukon-Pacific Exposition. Visitors to the fair from all around the world were impressed by the beautiful scenery that surrounded the host city.

Today's citizens and visitors to Seattle have much to be grateful to the Olmsted Brothers for. Over 100 years ago, they thought ahead

for future generations and planned a system of parks and boulevards that lets everyone enjoy the amazing views of the mountains, water, and forests that surround our city.

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

- **1124** [Olmsted Parks in Seattle](#)
- **3290** [John Olmsted arrives in Seattle to design city parks on April 30, 1903.](#)
- **3490** [Seattle's Washington Park Arboretum is established on December 6, 1934](#)
- **7054** [Olmsted Park Plans for Seattle Cybertour](#)
- **8873** [Alaska-Yukon-Pacific-Exposition \(1909\)](#)
- **8939** [Regents of the University of Washington approve Olmsted's plan for the A-Y-P-E on May 17, 1907](#)

## ELEMENTARY ESSAY #1

**Advantage :** a better chance, an edge

**Boulevard :** a wide street with trees down the middle or along the sides

**Campus :** land and buildings of a school

**Conduct:** do

**Connected:** joined

**Current:** now

**Detailed :** very specific

**Individual:** one; a single thing or person

**Install:** put in

**Key:** important

**Landscape:** the land that you can see from one viewpoint

Landscape Architectural Firm: a group of people who design landscape plans for the area around buildings and in open spaces and parks

**Peaceful:** calm

**Pioneer:** a person who comes first

**Region:** area

**Route:** a way to get somewhere, like a road or a trail

**Scenery:** a view, like a beautiful painting

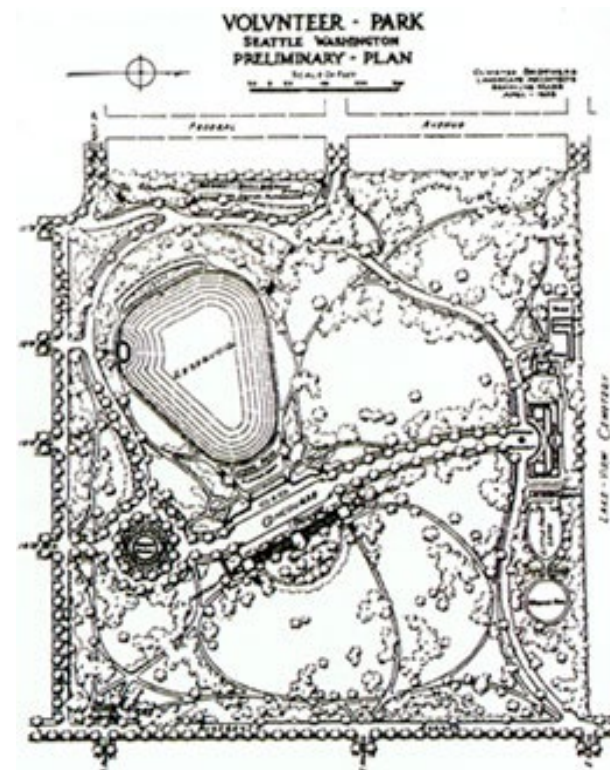
**Senior:** oldest

**Surround:** to be all around

**Survey:** a record of something

**Trolley:** a wheeled vehicle that carries passengers like a bus and runs on electricity

**Valuable:** worth a lot of money



Preliminary plan for Olmsted-designed Volunteer Park, Seattle.  
Courtesy [Friends of Olmsted Parks](#)



“One of the most essential landscape features of Woodland Park is the woodland from which it derives its name. To the dwellers in the city, the woodland landscape is one of the most interesting and refreshing sorts as it forms a very complete contrast to all the ordinary city streets and squares and parks. As a matter of practical utility woodlands are very rarely created in public parks and if they exist on lands taken for public parks in the midst of a city, they are almost invariably revolutionized into a very smooth and somewhat unnatural and artificial appearing open grove of trees. In many cases where large numbers of visitors have to be accommodated on a small area, such a treatment of natural woods is entirely reasonable but in cases where the land is very rough and steep, the woods should be left in a more nearly wild condition, that is to say, with the natural undergrowth of shrubbery and wild flowers to be viewed from drives and walks upon which the public may pass without injury to the body of the woods. If visitors are to be allowed to range freely through a wild wood without regard to drives and paths, they will soon destroy most of the ground covering verdure and gradually injure, if not ruin the growth of the trees by trampling the earth bare and hard. I call attention to this matter thus briefly because it is not generally well understood why wild woods, although very beautiful are not commonly to be found in public parks in the midst of cities. There are very few persons having the slightest cultivation of taste in the direction of enjoyment of landscape, who do not appreciate and enjoy a beautiful natural woodland. All park designers appreciating this sort of natural beauty are anxious to preserve it in parks where they find it existing if the practical requirements of the case are found to warrant it.

In the case of Woodland Park, the wild beauty of the woods is very remarkable and every effort should be made to preserve it while making it conveniently accessible.”

*Letter from John Charles Olmsted to the Board of Park Commissioners, January 8, 1908, Reel 96, 2694 Woodland Park, Olmsted Associates Papers, Library of Congress, Washington, D.C.*

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Woodland Park and the University grounds have the only fir woods in sight in that large district and the trees being about 200' high more or less they show up remarkably. When I was waiting for the car I saw Mt. Rainier very distinctly particularly with my “Feldschecker” - field glass. It is tremendous and being covered with snow looks at first like a cloud, on a clear day like today, with the sun low in the west striking it. It certainly is a grand sight. I wish I could have seen it yesterday from the center of the Exposition Grounds.

Field Notes, October 21, 1906, Olmsted Brothers Records, 0170-001, University of Washington Special Collections, Seattle, Washington

## Olmsted Documents

"My work here agrees with me better than my work at home. I do some office work every morning and spend the afternoon poking around in the woods or streets which suits me to a dot.

The Mountain Ash is in full bloom and so is the Madrona. Its bark is very smooth when the old part falls off something as the sycamore does, & is a pale greenish scarlet verging toward salmon color. How's that for a color? ... I must remember to send you some bark."

John Charles Olmsted to Sophie Olmsted, May 16, 1903, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

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"I dictated all the morning again on the Portland report and was out all the afternoon north of the city this time with Jones. I got a glimpse of one end of Ravenna Park brook. It was lovely and dark and mossy banked. I took a snap of Jones on a log foot bridge. One of the posts supporting the hand rail was a live branch that had grown up into a tree."

John Charles Olmsted to Sophie Olmsted, May 22, 1903, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

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The mountains came out and the woods were perfectly delightful. I wished you were here with me to see such beauties of nature.

... Such a beautiful day in the woods! I can think of nothing else.

John Charles Olmsted to Sophie Olmsted, May 31, 1909, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

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I have had an enjoyable break in my routine of indoor work. I went out, by carriage, to the Country Club today with Mr. Dawson and Mr. Lancaster. We started at 7.40 & left about 2. It was a fine day – one of the finest we have had and we enjoyed the mountain views very much. Even Rainier was in full view & Mt. Baker – too. The woods were beautiful especially on a property that has been added to the club since I made my plan. Coming back we visited the Exposition Grounds and the mountain views there were very fine.

John Charles Olmsted to Sophie Olmsted, January 23, 1908, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

"The scenic advantages of having a pleasure drive on the shore are probably greater at this portion of the parkway than at any other, because owing to the general trend of the shore being somewhat to the west of south, Mt. Rainier will be more continuously in view than will be the case from most of the Lake Washington Parkway north of Bailey Peninsula. Another great advantage of keeping the parkway on the shore is that it will afford continuous frontage upon the lake where residents of the city, especially those within convenient walking distance may promenade or rest, or picnic, or take boats with the fullest enjoyment of the lake and mountain scenery"

John C. Olmsted to J.M. Frink, January 8, 1909, Folder 8, Box 53, 5801-01, Sherwood Parks History Collection, Seattle Municipal Archives

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"In designing a system of parks and parkways, the primary aim should be to secure and preserve for the use of the people as much as possible of these advantages of water and mountain views and of woodlands, well distributed and conveniently located. An ideal system would involve taking all the borders of the different bodies of water, except such as are needed or are likely to be needed hereafter for commerce, and to enlarge these fringes at convenient and suitable points, so as to include considerable bodies of woodland, as well as some fairly level land, which can be cleared and covered with grass for field sports and for the enjoyment of meadow scenery."

"Report of the Olmsted Brothers" in *Park Playgrounds and Boulevards of Seattle, Washington* (Seattle: The Pacific Press, 1909)

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"The best things [about the Alaska-Yukon-Pacific Exposition grounds], from an artistic point of view, are the Olympic mountains, the Cascades, Mount Rainier and the two beautiful lakes. These are things that can not be matched anywhere else in the country. If the landscaping at the exposition has made the most of the natural beauties at hand, then it may be considered a success."

"John C. Olmsted Visits the Fair," *Seattle Post-Intelligencer*, May 29, 1909

### 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)			

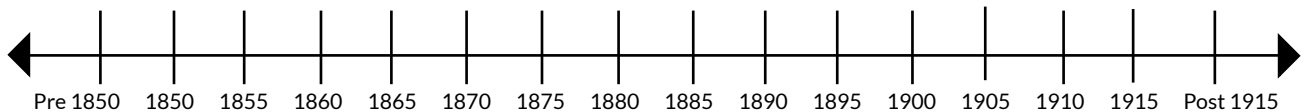
### TIME TO THINK:

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

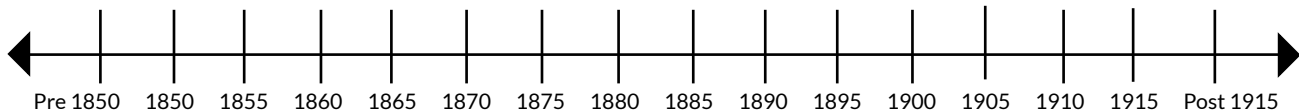
**TIME TO THINK:** (Use the back of this page for your responses.)

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?

### USING PRIMARY AND SECONDARY SOURCES AS TOOLS FOR FINDING INTERESTING HISTORICAL DETAILS ABOUT YOUR NEIGHBORHOOD

SECONDARY SOURCES: SR 520 History website pages and HistoryLink.org Essays

First Peoples often named places where they lived, hunted, or fished by describing what they used it for. Read ELEMENTARY ESSAY #3 and answer the following questions.

1. The group of First People who lived on Lake Washington was called dkhw'duw'absh, which means \_\_\_\_\_.
2. A large village called hikw'al'al was located on the southern shore of Lake Union. Hikw'al'al means \_\_\_\_\_.
3. 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 piece of land was called "Swa'tsugwL", which means \_\_\_\_\_.

In those examples it was pretty easy to figure out why those locations were named as they were. Now use your imagination to think of possible reasons for why the local Native Americans gave these names to the following specific places. Answer in a complete sentence.

1. An area near Madison Park called "Where One Chops."
2. A settlement of winter longhouses near Seward Park was called xaxao'Ltc or "forbidden place."
3. A creek that enters Lake Washington at the north end of the Arboretum was known as sta'LaL a word that can be translated "fathom" or "a stretch of the arms."