

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.

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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

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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.

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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.

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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.

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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).

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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

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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.

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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

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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.