

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



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

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

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

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

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

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

### PRIMARY OBJECTIVES OF THIS UNIT

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

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

### STUDENT ACTIVITIES

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

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

### MATERIALS INCLUDED

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

### MATERIALS/EQUIPMENT NEEDED

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

### TIME MANAGEMENT

- 2-3 class periods

### RECOMMENDED GRADE LEVELS

- Grade 3

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

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

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



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

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

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**Economically:** using the least amount of money possible

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

**Freight:** goods to be shipped

**Produce:** fresh fruits and vegetables

**Scow:** a large, flat-bottomed boat

**Steamer:** a ship that is powered by a steam engine



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

Courtesy UW Special Collections, La Roche 10046.

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

### SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

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

### SUGGESTED ACTIVITIES

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

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

### PRIMARY SOURCES

#### DOCUMENTS

- Newspaper articles

#### MAPS

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

### SECONDARY SOURCES

#### WASHINGTON: OUR HOME

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

### RELEVANT HISTORYLINK.ORG ESSAYS

**10171:** [Miller Street Landfill](#)

**10170:** [Montlake Neighborhood](#)

**10243:** [Washington Park](#)

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

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

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

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

### ELEMENTARY LEVEL ESSAYS

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

### RELEVANT 520HISTORY.ORG PAGES

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

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## ADDITIONAL ONLINE RESOURCES

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



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

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

**SOCIAL STUDIES EALR 4: HISTORY**

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

**SOCIAL STUDIES EALR 3: GEOGRAPHY**

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

**SOCIAL STUDIES EALR 2: CIVICS**

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

**SOCIAL STUDIES EALR 5: SOCIAL STUDIES SKILLS**

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

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

**READING EALRS**

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

**SCIENCE EALRS**

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