

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

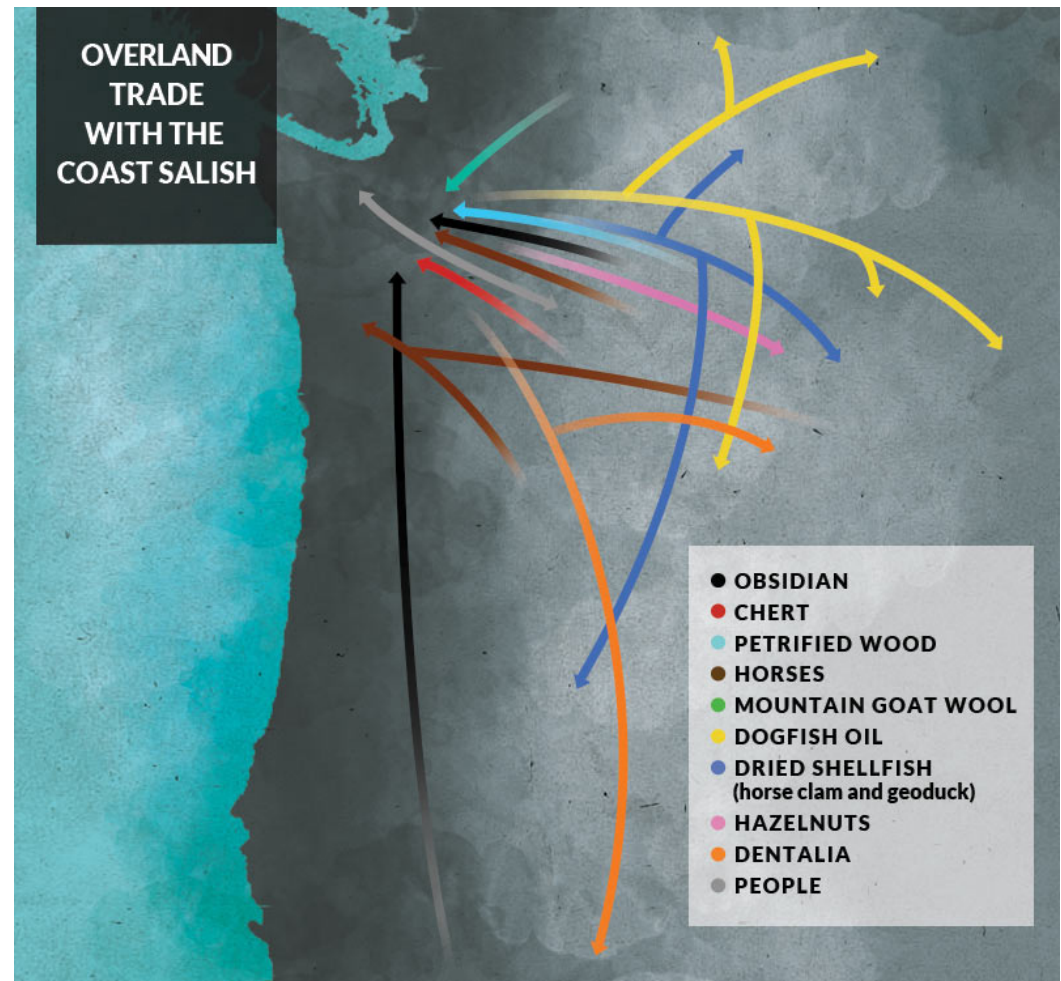
RECOMMENDED GRADE LEVELS

- 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](#)

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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.

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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.