

HOW DID TRANSPORTATION AND OTHER TECHNOLOGY CREATE CHANGES?



Evergreen Point Bridge pontoons under construction, Seattle, May 1961.
Courtesy Museum of History & Industry.

How has technology shaped the way people live in Washington?

How did post-World War II suburbanization in the area contribute to the need for additional methods of transporting people and goods across the lake?

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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:

- research how transportation technology has played an important role in the history of Washington State and to analyze how it has changed the lives of those who have chosen to live in the Lake Washington region.
- examine the role of technology in the lives of diverse cultural groups, especially the Native Americans of this region and the early non-Native immigrants (before 1915).
- analyze how technology influenced the development of advanced transportation options (roads, bridges, etc.) that encouraged these groups to live and work in these areas in the post WWII era.
- identify technological influences on the development of Washington State and King County throughout different periods of time.
- compare and contrast lives of those who lived in regions surrounding Lake Washington during different eras.

STUDENT ACTIVITIES

- Students will read recommended HistoryLink.org essays and 520History.org web pages and participate in directed class discussions.
- Students will trace the development of transportation options in time periods from pre-1850 through 1963.
- Students will create a simple timeline or bar graph that includes

a written component interpreting how population growth was pivotal in spurring technological advancements in transportation options and how that impacted the development of King County.

- Students will compare and contrast the lives of those who lived in regions surrounding the Lake Washington area of King County based on technological and transportation advancements and the resulting influences to their culture and environment.
- Students will present findings to class in paper or presentation and compile at least 3 resources in a complete bibliography.

MATERIALS INCLUDED

- Map that tracks transportation routes: tribal/canoe, steamer, bridges (MAP #4)
- Links to additional relevant online resources.
- WORKSHEET #7.

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 7-8

HOW DID TRANSPORTATION AND OTHER TECHNOLOGY CREATE CHANGES?

All people who lived on or near 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 people from one side to another have changed greatly, causing both negative and positive effects on the natural environment.

The huge population growth in this area was one of the most pivotal reasons for needing advanced transportation options to get people from Bellevue and other towns on the east side of the lake to Seattle and its industries and port. Lifestyles and opportunities for those living on either side of the lake would have been much different had the freeways and bridges not been constructed.



Looking east at Montlake Cut construction, Seattle, September 12, 1914.

Courtesy Seattle Municipal Archives (Image No. 390)

HOW DID TRANSPORTATION AND OTHER TECHNOLOGY CREATE CHANGES?

Engineering: the design of complicated structures like bridges or machines like steam engines

Evolve: undergo change

Prosperity: economic well-being

Suburb: the outlying part of a city



Montlake Bridge, ca. 1925.

Courtesy MOHAI, PEMCO Webster & Stevens Collection (Image No, 1983.10.10325)

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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

- Have students read recommended 520History.org web pages and HistoryLink.org essays (see Secondary Sources above) and participate in directed class discussions.
- Ask students to trace the development of transportation options in various time periods from pre-1850 through 1963. Using HistoryLink.org census essays, students will create a simple timeline or bar graph demonstrating the growth of population in the Lake Washington region during these years. This activity should also include a written component explaining how population growth was pivotal in spurring technological/transportation advancements and how that impacted the development of King County.
- Next, divide the class into four groups. Assign each group one of the following designations: Eastside pre-war, Eastside post-war, Westside pre-war, and Westside post-war. Students will compare and contrast the east and west sides of the lake. What was my neighborhood like and who lived there? What would life be like for someone my age? What would work, school, and

entertainment options been? How did transportation options affect that? Students will use WORKSHEET #7 to identify and record observations about lifestyles and opportunities for those who lived and worked either on the east or west side of Lake Washington during two specific time periods.

- After each group has completed this worksheet, all four groups will participate in a class discussion. First, a representative of each group will present findings. Following this presentation, all members of the class will compare and contrast what it would have been like to have been a middle-school student living in these neighborhoods during these time periods. Class members will prepare an individual statement describing why they would have liked to live in this time period and why. These statements can be shared with other schools that are participating in this activity by designing a simple blog or website.

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

MAPS

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

RELEVANT HISTORYLINK.ORG ESSAYS

- 1664** World War II Home front on Puget Sound
- 5369** Boeing and Early Aviation in Seattle 1909-1919
- 1391** West Coast Waterfront Strike of 1934

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

ADDITIONAL ONLINE RESOURCES

- Let's Cross That Bridge When We Come to It: Curriculum developed by HistoryLink.org that explores the history of bridges in Washington.

HOW DID TRANSPORTATION AND OTHER TECHNOLOGY CREATE CHANGES?

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 3: GEOGRAPHY

- **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 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 - Uses critical reasoning skills to analyze and evaluate positions and uses inquiry-based research.

- **5.1.2** Evaluates accuracy of primary and secondary sources. (Grade 4)
- **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 that are tied to an essential question or focus inquiry on an issue. (Grade 8)
- **5.4.1** Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts or primary sources in a paper or presentations. (Grade 4)
- **5.4.2** Prepares a list of resources, including title 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.
- **2.1.7** Applies comprehensive monitoring strategies during and after reading, summarizes grade-level informational/expository text and literary/narrative text.
- **2.3.1** Understands and analyzes relationships between and among literary/narrative text and informational/expository text.
- **2.4.1** Applies the skills of drawing conclusions, provides a response expressing insight to literary/narrative text and informational/expository text.

SCIENCE EALRS

- **6-8 APPA** Students will learn that people have always used technology to solve problems. Advances in the human ecosystem are linked to advances in technology. (Grades 6-8)
- **6-8 APPH** Students will learn that people in all cultures have made and continue to make contributions to society through science and technology. (Grades 6-8)