

LAKE WASHINGTON SCHOOL DISTRICT · GRADE 7 · WASHINGTON STATE
HISTORY

A Local History of the Eastside

Speaker Notes · Grade 7

Companion to the Grade 7 Teacher's Handbook and slide deck. One entry per slide: key points, how to teach it, discussion prompts with the answers to listen for, the standards the slide carries, and items to verify before presenting. The same text sits in the notes pane of the deck.

Revised September 2026.

Contents

Part 1 · How to use these notes

The Teacher's Handbook gives the background reading and each slide's purpose; these notes give the words. Every slide after the title carries a CORE or ADDITIONAL badge in its title band. A teacher running short can drop every ADDITIONAL slide and still meet every standard listed on slide 2; no standard depends on an additional slide alone. The four ADDITIONAL slides are The lake drops nine feet (14), Early Businesses (15), Spotlight: Derby Days (24) and Redmond by the numbers (27).

Each lesson is written for a 45-minute block. With every discussion at full length the core slides run about 52 minutes in Lesson 1 and 48 minutes in Lesson 2; trim the opener or shorten the closing activity by a few minutes to fit. Additional slides add up to 5 and 6 minutes respectively.

For Grade 7, place every slide in an era of the Washington State History course (railroads, reform, immigration and labor, 1889–1930; turmoil and triumph, 1930–1974; new technologies and industries, 1975–present), push from description to causation and argument, and use the precise terms: incarceration, exclusion order, naturalisation, annexation, bond, corroboration. Two closing activities differ from the Grades 3–4 deck: slide 20 is the Sourcing Lab and slide 34 is Make the Case; handouts and rubrics are in Part 3.

1.1 Slide map

#	Slide	Tag	Min	Standards (Grade 7)
1	Title — A Local History of the Eastside	CORE	1	—
2	Standards covered in this unit	CORE	—	—
3	Lesson 1 opener — Stumps, Shingles, and Steel	CORE	2	—
4	What is this place made of?	CORE	3	G2.6-8.3, E2.6-8.1
5	How long have people been here?	CORE	3	C3.6-8.4, RCW 28A.320.170
6	Do you recognize any of these names?	CORE	2	H2.6-8.2
7	Early Families Part 1	CORE	3	H2.6-8.2, E1.6-8.1
8	Early Families Part 2	CORE	2	H2.6-8.2, G2.6-8.3
9	The Mills	CORE	3	E2.6-8.1, E4.6-8.3
10	Spotlight: Monohon Mill	CORE	3	E4.6-8.3, H2.6-8.4
11	The Abandoned Steel Mill	CORE	3	E1.6-8.1, H2.6-8.2, H1.6-8.5
12	Kirkland's Other Ventures	CORE	2	E1.6-8.1, E2.6-8.1
13	Two towns vote yes	CORE	3	C2.6-8.2, E3.6-8.2
14	The lake drops nine feet	ADDITIONAL	+3	G2.6-8.3, H2.6-8.4
15	Early Businesses	ADDITIONAL	+2	E2.6-8.1
16	From stumps to farms	CORE	3	H2.6-8.3, E2.6-8.4, RCW 28A.345.130

17	A rule that did not apply to everyone	CORE	3	C1.6-8.4, H3.6-8.3, RCW 28A.345.130
18	How to read a photograph	CORE	4	SSS2.6-8.2, SSS1.6-8.1
19	Whose story survived?	CORE	3	SSS2.6-8.2, H3.6-8.3, RCW 28A.345.130
20	Sourcing Lab: Which date is right?	CORE	10	SSS1.6-8.1, SSS2.6-8.2, SSS4.6-8.1
21	Lesson 2 opener — Strawberries, Shipyards, and Software	CORE	1	—
22	Where we left off	CORE	3	H1.6-8.5
23	The Second World War and Japanese Internment	CORE	4	H4.6-8.2, C1.6-8.4, H2.6-8.3, RCW 28A.345.130
24	Spotlight: Derby Days	ADDITIONAL	+3	H2.6-8.2
25	Spotlight: Lake Washington Shipyard	CORE	3	H2.6-8.3, H2.6-8.4, E4.6-8.3, RCW 28A.345.130
26	The towns start spreading	CORE	2	C2.6-8.2, H2.6-8.4
27	Redmond by the numbers	ADDITIONAL	+3	H2.6-8.4, SSS1.6-8.1, G2.6-8.3
28	Social Change: House Bill 90	CORE	3	C4.6-8.2, C1.6-8.4
29	The Tech Boom	CORE	3	H2.6-8.4, E4.6-8.3, H1.6-8.5
30	Sammamish Becomes a City	CORE	2	C2.6-8.2, C4.6-8.3
31	Infrastructure Development — Case Study: Redmond	CORE	2	C2.6-8.2, E3.6-8.2
32	Infrastructure Developments: Transportation	CORE	2	H2.6-8.4, C4.6-8.3
33	Social Justice and Equality in the Region	CORE	3	C1.6-8.4, H4.6-8.2, SSS3.6-8.1, RCW 28A.345.130
34	Make the Case: What made the Eastside grow?	CORE	20	H3.6-8.3, SSS1.6-8.1, SSS4.6-8.1, SSS3.6-8.1
35	Works Cited	CORE	—	SSS4.6-8.2

Part 2 · Slide-by-slide speaker notes

Slides are in deck order. Each entry gives the key points to land, how to teach the slide, the questions to ask with the answers to listen for, the standards it carries, and anything to verify before presenting.

Slide 1 · Title — A Local History of the Eastside

CORE · Front matter · about 1 min

KEY POINTS

- A two-lesson unit built for 45-minute blocks, with an optional field-study day.
- Geographic emphasis: Redmond and Kirkland carry most of the lesson time, named individuals, and site studies; Bellevue appears through its Japanese American farming community and postwar growth; Sammamish through the plateau's mill towns, its rural persistence, and its 1999 incorporation.
- Every slide after this one carries a CORE or ADDITIONAL badge in the title band. A teacher running short can drop every ADDITIONAL slide and still meet every listed standard.

HOW TO TEACH IT

Introduce the unit in one breath: this is history that happened where students live, and the point is to notice how much the ground under them has changed jobs. Name the two lesson titles and move on.

For reviewers: the badge system replaces the earlier note-only tagging. CORE slides are the spine; ADDITIONAL slides (Early Businesses, The lake drops nine feet, Derby Days, Redmond by the numbers) add texture and can be cut without losing a standard.

STANDARDS

Framing slide; no standard is assessed here.

GRADE 7 NOTE

Frame the unit inside the Washington State History course: it is a local case study of the eras students already know by name — railroads, reform, immigration and labor (1889–1930); turmoil and triumph (1930–1974); new technologies and industries (1975–present).

Slide 2 · Standards covered in this unit

CORE · Front matter · not timed

KEY POINTS

- A transparency slide for reviewers; it does not need to be shown to students.
- Placed at the front so alignment can be verified before reading a single content slide. The where-and-how detail is in the companion document.
- The Since Time Immemorial foundation slide anchors the tribal-history requirement but does not complete it: this unit supplements the district's standalone STI instruction, it does not replace it.

HOW TO TEACH IT

Skip in class. If an observer is present, leave it up for thirty seconds while students settle.

Reviewers: the list is grade-specific. Each deck's list is verbatim from OSPI's 2019 K–12 Social Studies Learning Standards for that grade band, and the companion document maps every standard to the slides that carry it.

STANDARDS

Framing slide; no standard is assessed here.

LESSON 1 · STUMPS, SHINGLES, AND STEEL

Slide 3 · Lesson 1 opener — Stumps, Shingles, and Steel

CORE · Lesson 1 · about 2 min

KEY POINTS

- Opening question: “Do you know what the Eastside looked like a hundred years ago?”
- Take guesses before showing anything else. Do not resolve the question; the whole lesson is the answer.
- Write three or four guesses on chart paper and keep them up. The farms slide and the closing activity come back to them.

HOW TO TEACH IT

Put the question up and take answers. Most students will guess forest, and they are right; the useful part is how quickly they run out of guesses after that. Write the guesses where they will stay visible all lesson.

Lesson 1 covers a lot of ground. If you are tight on time, the two ADDITIONAL slides (Early Businesses, The lake drops nine feet) are the ones to drop; everything else carries a standard.

ASK — AND LISTEN FOR

Q: Do you know what the Eastside looked like a hundred years ago?

Listen for: Forest, trees, farms, no buildings, dirt roads. Accept everything; write it down; do not confirm or correct.

STANDARDS

Framing slide; no standard is assessed here.

GRADE 7 NOTE

Ask a sharper version: “What was the main way people here made money a hundred years ago — and what evidence would you need to be sure?” Record the evidence ideas; they feed the Sourcing Lab at the end of the lesson.

Slide 4 · What is this place made of?

CORE · Lesson 1 · about 3 min

KEY POINTS

- Four resources: trees (old-growth fir and cedar, some over two hundred feet), water (a river and two lakes), soil (a fertile valley floor), rails (track into the woods in the 1880s).
- Geography, natural resources, climate and available labor decided which industries were possible here.
- The discussion question is held open: “If this is everything around you in 1885, what jobs exist here?” The answer arrives twelve slides later, on From stumps to farms.

HOW TO TEACH IT

Read the four cards, then pose the held question. Students reach logging fast; push past it. Ask what jobs exist around a mill that are not cutting trees: cook, bookkeeper, blacksmith, teacher, storekeeper, boarding-house keeper. An industry is never only the obvious job.

Hold the question and do not resolve it. Add the guesses to the chart paper from the opener. The delay is what makes the cause and effect land when the farms slide answers it.

ASK — AND LISTEN FOR

Q: If this is everything around you in 1885, what jobs exist here?

Listen for: Logger, mill worker, farmer; then the jobs around a mill: cook, storekeeper, blacksmith, bookkeeper, teacher. Extension: what resources might be missing from the list? (Fish, clay for bricks, stone, the lake as a road.)

STANDARDS

G2.6-8.3, E2.6-8.1

GRADE 7 NOTE

Introduce the term factors of production (natural resources, labor, capital) and ask which of the four is not a natural resource (rails: capital, built by people with money from somewhere else). Who paid for the rails, and why would they?

Slide 5 · How long have people been here?

CORE · Lesson 1 · about 3 min

KEY POINTS

- Since time immemorial: the Snoqualmie Tribe describes its people as having lived here longer than anyone can remember.
- Bear Creek, Redmond, 2008: stone tools beneath a bog layer that tested at 10,000 years old, so the tools are older still. Marymoor: a seasonal camp used from about 4,000 BCE. Inglewood Hill, Sammamish: a Snoqualmie village into the early 1900s.
- The Point Elliott Treaty, 1855: tribes signed a treaty with the United States.
- This slide anchors, but does not complete, the tribal-history requirement (RCW 28A.320.170). It supplements the district's Since Time Immemorial unit.

HOW TO TEACH IT

Two moves matter. Present tense: tribes are not a chapter that ended. And honesty about the record: historians say plainly that no link has been established between the Bear Creek toolmakers and the

families living here in the 1870s. Saying so is modelling what a historian does with an incomplete record, which is the habit this whole unit teaches.

Everything on the slide comes from published sources and the Tribe's own public words. Before formal adoption, route local tribal content through your district Native education contact.

For fuller background (longhouse life, the seasonal round, salmon and cedar), use the OSPI Since Time Immemorial elementary lessons. Do not try to compress that into this slide.

ASK — AND LISTEN FOR

Q: How do we know people were here 10,000 years ago if nobody wrote it down?

Listen for: The tools, and the bog layer above them that can be dated. Evidence does not have to be words.

STANDARDS

C3.6-8.4, RCW 28A.320.170

GRADE 7 NOTE

Spend a minute on the treaty: the Point Elliott Treaty (1855) is a live legal document, and treaty rights supersede most state laws. Ask what a treaty is and who the parties were. Connect to the course's treaty-making era (1854–1889).

Slide 6 · Do you recognize any of these names?

CORE · Lesson 1 · about 2 min

KEY POINTS

- McRedmond, Perrigo, Tosh, Wiley, Kirk, Houghton, Forbes, Monohon: names students pass on signs every week.
- These were not famous people. They were ordinary families who arrived in the 1870s and 1880s; we know their names because they owned land, ran businesses, or held office.
- This is where the unit's question about whose story survived is first planted, and where the costs-and-benefits-of-moving thread begins.

HOW TO TEACH IT

Thirty seconds of hands. Most classes get McRedmond, Perrigo, Kirk and Houghton immediately. Do not take long on student questions; the point is relevance, not detail.

Name the point out loud: the reason we know these names at all is that they owned things or held office. That is exactly the problem the Whose story survived? slide takes up later. Plant it now.

ASK — AND LISTEN FOR

Q: Where have you seen these names?

Listen for: Parks, roads, a landing, a lake, a school. Then: why do we name places after people at all?

STANDARDS

H2.6-8.2

GRADE 7 NOTE

Ask which of these names belong to people who were alive at the same time, and how students could check. It previews the corroboration work at the end of the lesson.

Slide 7 · Early Families Part 1

CORE · Lesson 1 · about 3 min

KEY POINTS

- Luke and Kate McRedmond: from Ireland; settled 80 acres in 1871 on land that is now Redmond Town Center; Luke later became postmaster.
- Warren and Laura Perrigo: arrived June 1871 from New Brunswick; built the Melrose House inn, so popular the town was briefly called Melrose.
- How Redmond got its name: Salmonberg (the salmon were that thick) → Melrose (after the inn) → Redmond, 1883 (after the postmaster petitioned to rename it).
- Question on the slide: whoever holds power names the place. Is that fair?

HOW TO TEACH IT

The naming fight is the story to tell, and it is the individual-causes-change standard in miniature: one person caused a change that is still on every road sign in the city. Luke McRedmond, as postmaster, petitioned the post office to rename the station after himself. The Perrigos were not pleased, and the two families feuded for years.

Ask whether that is fair and let them argue. Students remember this because it is petty and human, and it is a real lesson about how the map got made: naming is a power, and it usually sits with whoever holds an office.

Both families crossed a continent or an ocean. Ask what each gave up. Neither knew what was here.

ASK — AND LISTEN FOR

Q: Whoever holds power names the place. Is that fair?

Listen for: No answer is wrong; listen for reasons. Push: who should get to name a place — the first family, the most people, a vote?

Q: What did each family give up by moving here?

Listen for: Home, relatives, a known language and climate, safety. What did they hope for? Land, a business, a fresh start.

STANDARDS

H2.6-8.2, E1.6-8.1

GRADE 7 NOTE

Extension from the handbook: bring in the Homestead Act (160 acres for five years of residence and improvement) and ask why the federal government wanted settlers here at all.

Slide 8 · Early Families Part 2

CORE · Lesson 1 · about 2 min

KEY POINTS

- The Popham and MacGregor families: the first to settle the Kirkland shore, just south of today's downtown.
- The Curtis family: a boat landing at Houghton, one of very few docks on the east side of the lake; they built boats there as well as tying them up.
- Martin Monohon: the first permanent non-Native settler on the Sammamish plateau; ran a ferry landing on Lake Sammamish and in 1887 petitioned for one of the first roads up onto the plateau.
- Keep the three settlements moving in parallel: 1871 in Redmond, 1871 in Kirkland, 1877 on the plateau. These towns grew up beside each other, not one after another.

HOW TO TEACH IT

Plant Monohon hard, because the name comes back twice: the mill town on Lake Sammamish that burns in 1925, and again in 1999 when Monohon appears on the shortlist of names for the new city of Sammamish. A town can disappear and its name can still be a live option a century later.

The Curtis boat landing is the thread that runs straight into Lesson 2 and becomes a shipyard employing thousands. Say so now so the payoff lands later.

The road question is the resource standard again: access is a resource. Without a road up the hill, the plateau's soil and timber were worth almost nothing to anyone.

ASK — AND LISTEN FOR

Q: There weren't many cars back then. Why was a road so valuable?

Listen for: Wagons, animals, getting crops and timber out and supplies in; without a road the land could not be sold or farmed for money.

STANDARDS

H2.6-8.2, G2.6-8.3

GRADE 7 NOTE

Tell students the date on this slide is contested by the sources, and that they will decide what it should say at the end of the lesson. Do not resolve it here.

VERIFY BEFORE PRESENTING

- The image placeholder for Martin Monohon is still empty; the Sammamish Heritage Society holds a portrait.
- Sources disagree on the Curtis landing: HistoryLink Essay 20514 says Frank Curtis bought land at Houghton in the 1870s; a 2005 Seattle Times feature says James Curtis operated boats from 1883. The slide keeps 1883. The Grade 7 Sourcing Lab uses this disagreement deliberately.

Slide 9 · The Mills

CORE · Lesson 1 · about 3 min

KEY POINTS

- Mills processed raw materials at scale and powered the Industrial Revolution in America; here they turned trees into lumber and shingles.

- Campbell Mill, Redmond: opened 1905 in a company town called Campton on Lake Sammamish; sixteen miles of track into the woods; bunkhouses built on rail-car frames so they could be dragged to wherever the cutting was.
- Monohon, Sammamish: a full mill town on the lake's southeast shore; twenty homes by 1906; 300 people by 1911 with a depot, hotel, meeting hall, and a post office with 125 letter boxes.
- Weber Point, Sammamish: Joseph Weber's Lake Sammamish Shingle Company from September 1901, with a second shingle mill to follow. Shingles mattered because the population was growing so fast.

HOW TO TEACH IT

The bunkhouses-on-wheels detail is the one to slow down on. Ask who owned the bunkhouse a mill hand slept in, and wait. The answer students arrive at: these men moved with the work and did not own where they slept. That sets up the closing generalisation of the lesson.

Define company town plainly: a town owned by the company the workers work for — the store, the houses, sometimes the school. Ask what happens to your rent if you complain about your job.

The Campbell Mill pilings are still visible in Lake Sammamish near East Lake Sammamish Parkway and 187th Street NE. A student who lives near there has probably seen them without knowing what they are.

ASK — AND LISTEN FOR

Q: How much power did the mill have over the people who worked there?

Listen for: It owned the houses, the store, and the jobs; workers who complained could lose all three. Extension: working conditions, hours, injuries.

STANDARDS

E2.6-8.1, E4.6-8.3

GRADE 7 NOTE

Extension from the handbook: workers' rights and working conditions. Ask what a union is for and whether a company town makes one harder or easier to organise. This returns on the shipyard slide in Lesson 2.

Slide 10 · Spotlight: Monohon Mill

CORE · Lesson 1 · about 3 min

KEY POINTS

- 120,000 board feet of lumber every day, roughly twenty small houses' worth, in a town of about 300 people (1911).
- 26 June 1925: a fire started in the sawmill and destroyed the town. Left standing: a steel sawdust burner, ten company houses, and the horse barn.
- The mills were crucial to development and fragile — tinder waiting to burn. Discussion: why were fires so common in early structures?

HOW TO TEACH IT

Read the numbers aloud so they are not available only by sight, and contrast them: twenty houses' worth of lumber a day, in a town of 300.

The question on the slide (why were fires so common?) has concrete answers; take three and move on. Then ask the follow-up, which has no tidy answer and should not get one: what happens to a town when its mill burns? Somebody will say people move away, which is right. Somebody may say they rebuild, which is also right: the mill was rebuilt, the town was not.

Fire is the quiet through-line of Lesson 1. Monohon burns in 1925; Redmond's hotel fires are part of why it wanted to incorporate and sell bonds for a water system. Flag that now, because the incorporation slide is three slides away.

ASK — AND LISTEN FOR

Q: Why were fires so common in early structures?

Listen for: Everything was wood, including the thing that made wood; sawdust everywhere; stoves, lamps and boilers; no water system; no fire department. Extension: why keep building in wood anyway? It was the cheapest material on earth here.

Q: What happens to a town when its mill burns?

Listen for: People leave, or rebuild; the mill was rebuilt, the town was not.

STANDARDS

E4.6-8.3, H2.6-8.4

GRADE 7 NOTE

Push causation: was the fire the cause of Monohon's disappearance, or the trigger? (The big trees were already mostly gone; a rebuilt mill in a cut-over forest had no future.) Distinguish immediate from underlying causes.

Slide 11 · The Abandoned Steel Mill

CORE · Lesson 1 · about 3 min

KEY POINTS

- Peter Kirk came from England in 1886 to build a steel town. He planned a whole city with British street names; steelworkers moved their families from Workington, England.
- Because Kirk was not a United States citizen, the Homestead Act would not let him buy land. His business partner bought it for him.
- 1892: mill completed. 1893: national financial panic; investors pulled out; the mill was abandoned half-built. It never produced a single piece of steel.

HOW TO TEACH IT

Two things to name. The human cost: families crossed an ocean for jobs that never existed. Ask what those families did next — that is the part the plaques leave out, and the next slide is partly the answer.

Keep the citizenship detail in your pocket. A law stopped a wealthy Englishman from owning land, and he simply had a partner buy it for him. The same kind of law appears six slides from now, applied to

Japanese immigrant families who had far less room to manoeuvre. Do not preview it. Students who spot the echo on their own are doing real historical thinking.

This is a community whose whole economic plan failed because of something that happened somewhere else entirely — a panic in New York.

ASK — AND LISTEN FOR

Q: What did the Workington families do next?

Listen for: Stayed and found other work (the next slide), or left. There was no steel job to go back to.

STANDARDS

E1.6-8.1, H2.6-8.2, H1.6-8.5

GRADE 7 NOTE

Name the Panic of 1893 and ask how a bank crisis in the East could kill a mill in Washington (investors, credit, railroad bankruptcies). This is the railroads-reform-immigration era of the course.

Slide 12 · Kirkland's Other Ventures

CORE · Lesson 1 · about 2 min

KEY POINTS

- Wool: a woolen mill at Moss Bay in 1892, the first in Washington; blankets and clothing for Alaska Gold Rush prospectors and later the military in the First World War.
- Bricks: a brickworks built to supply the steel mill and the new town; the Peter Kirk Building still stands.
- Boats: the Curtis family's landing from 1883 grew into the Lake Washington Shipyard, on the site of today's Carillon Point.
- Sentence frame: because the steel mill failed, people made wool and bricks and boats instead.

HOW TO TEACH IT

This is the cause-and-effect slide for Kirkland. Have students say the sentence frame in that form.

The boatyard thread runs straight into Lesson 2, where it becomes a wartime shipyard employing thousands on three shifts. The bricks thread runs into the Early Businesses photos: the Peter Kirk Building is made of bricks fired for a mill that failed.

Show of hands on the discussion question, then ask how we could tell which venture was the best investment (which one is still there? which employed the most people?).

ASK — AND LISTEN FOR

Q: Which of these three do you think was the best investment in 1893?

Listen for: Any, with reasons. Boats lasted longest (a shipyard for fifty years); wool made money fastest (the Gold Rush); bricks left the most visible mark.

Q: Why weren't these Peter Kirk's first choices?

Listen for: He wanted one big industry; these were smaller, local, less glamorous — and they worked.

STANDARDS

E1.6-8.1, E2.6-8.1

Slide 13 · Two towns vote yes**CORE · Lesson 1 · about 3 min****KEY POINTS**

- Kirkland, 1905: voted to incorporate on 12 October with about 400 people, twelve years after the steel mill failed. The town outlived the reason it was built.
- Redmond, 1912: state law required 300 residents; Redmond had 299 and had to wait. After several bad fires the town wanted to incorporate so it could sell bonds and build a real water system.
- Incorporating means officially becoming a town or city under state law: collecting taxes, borrowing money, running a fire department. Bellevue will not do it until 1953, Sammamish not until 1999.

HOW TO TEACH IT

This is where the responsibilities and powers of local government live. Redmond wanted to incorporate partly so it could sell bonds and build a proper water system; after several bad fires a volunteer bucket brigade was not enough. Make the connection to Monohon out loud: fire shaped the government of this valley.

The 299-residents detail usually gets a laugh, and it is a real illustration of how law works: a number in a statute decided when a town could exist.

Bellevue in 1953 and Sammamish in 1999 both land in Lesson 2, which lets students see incorporation as a question communities keep answering rather than a one-time event.

ASK — AND LISTEN FOR**Q: What are some of the drawbacks that come with incorporation?**

Listen for: Taxes, rules, having to run things yourself (police, fire, water), arguments about who is in charge. Benefits: borrowing for a water system, a fire department, deciding your own future.

STANDARDS

C2.6-8.2, E3.6-8.2

GRADE 7 NOTE

Introduce the bond as a tool: a city borrows from investors and pays them back with taxes over years. Ask why a bucket brigade could not do what a bond could. Connect to the powers and limits of local versus state government.

Slide 14 · The lake drops nine feet**ADDITIONAL · Lesson 1 · +3 min if used · new in this revision****KEY POINTS**

- 25 August 1916: the Montlake Cut opened, joining Lake Washington to Lake Union and, through the new canal and locks, to Puget Sound. Over about three months the lake fell about nine feet. The Ballard Locks formally opened on 4 July 1917.
- The Black River, the lake's old outlet, dried up completely; the canal became the new outlet. More than a thousand acres of lakeside wetland became dry ground.
- Kirkland: steamboat docks left high and dry; a new waterfront at the foot of Kirkland Avenue. Juanita Bay: a wide sandy beach appeared and the ferry had to stop. Sammamish River: faster and shallower; steamboats could no longer reach Bothell; dredged and straightened in the 1960s (finished 1965) and now about four miles shorter.
- A Bellevue lumber company that floated logs down the Mercer Slough lost the water it depended on.

HOW TO TEACH IT

This is a geography slide: one engineering decision in Seattle rewrote the Eastside's shoreline. Read the lead line, then take the three cards as three places students may know. If anyone has been to Juanita Beach, they have stood on land that was underwater in 1915.

Use the timeline on the right to keep the sequence straight, and hold the closing question until the end. The honest answer to “was anyone asked?” is that Seattle's shipping interests wanted the canal; Eastside farmers, mill owners, ferry operators and the Duwamish people at the Black River were not consulted in any way students would recognise.

Connect forward: the Sammamish River that runs past Redmond today is the straightened 1960s channel, not the winding slough the McRedmonds and Perrigos knew.

ASK — AND LISTEN FOR

Q: Who gained from a lower lake? Who lost? Was anyone asked?

Listen for: Gained: Seattle shippers, farmers who got new dry land, beach-goers at Juanita. Lost: steamboat and ferry operators, the Bothell river trade, the Hewitt-Lea lumber company, wetland wildlife, the people who lived along the Black River. Asked: essentially no one on the Eastside.

STANDARDS

G2.6-8.3, H2.6-8.4

GRADE 7 NOTE

Treat this as an environmental-history case: human actions modify the environment, and the environment then limits or promotes activity. Ask students to write one cause-and-effect chain from the slide (canal → lower lake → shallow river → no steamboats → dredging → shorter river).

VERIFY BEFORE PRESENTING

- Sources give the drop as 9 feet (HistoryLink Essays 686 and 1444) or 8.8 feet (HistoryLink Essay 4009). The slide says “about nine feet.”
- The Corps of Engineers straightening project began in 1962–63 and finished in 1965; sources differ on the start year.

Slide 15 · Early Businesses

ADDITIONAL · Lesson 1 · +2 min if used

KEY POINTS

- Six places: Bill Brown's Garage and the Happy Valley Grange (Redmond), the Redmond State Bank building, Heritage Hall and the Joshua Sears Building (Kirkland), the Reard House (Sammamish).
- None of these are glamorous industries, and they are exactly what turns a settlement into a town: a bank, a store, and somewhere to argue.
- Bill Brown is the through-line of the whole unit: saloon owner, garage owner, logging-company president, and mayor of Redmond for roughly thirty years from 1919. He comes back in Lesson 2 as the man who starts the 1939 bicycle race.
- A Grange is a farmers' organisation: co-operative buying, plus a hall for meetings and dances.

HOW TO TEACH IT

Dropable if you are short on time; the economic-elements standard is already carried by the mills and the farms slides. If you keep it, do not spend long: a sentence on each photograph and the role it played.

If you have a spare minute, ask whether one person should be able to own the saloon, own the garage, and run the town at the same time. There is no right answer and it is a good thirty seconds.

ASK — AND LISTEN FOR

Q: Which of these would you miss most if your town did not have one?

Listen for: Bank (money), store or garage (things), hall (people). All three are needed.

STANDARDS

E2.6-8.1

VERIFY BEFORE PRESENTING

- Photo captions to verify before presenting: confirm the date and street on the historic image, and confirm the current tenant of the bank building.

Slide 16 · From stumps to farms

CORE · Lesson 1 · about 3 min

KEY POINTS

- When the loggers left, they left enormous stumps. Clearing that land was brutal work, and the owners who held it had little use for it.
- Japanese immigrant families took on the stumplands, pulled the stumps by hand and by horse, and turned them into some of the best farmland on the Eastside.
- They organised: a growers' association in 1930, their own packing shed in 1933; by 1931 Eastside growers were shipping strawberries and peas across the Northwest by rail.
- By the late 1930s about nine of every ten Eastside farm workers were Japanese American. Bellevue's Strawberry Festival (first held June 1925) was the region's celebration of their crop.

HOW TO TEACH IT

Go back to the chart paper from the setting slide and check the class's guesses. This is the payoff for holding that question for twelve slides; do not skip the callback.

Introduce these families as farmers, organisers and business people — people with skills, capital and a co-operative. Lesson 2 covers what was done to them in 1942, and it lands very differently if students have met them first as neighbours and successful growers rather than as victims. Do not preview 1942 here. Not even a hint.

More texture if you want it: chicken farms by the hundred, dairies, mink ranches on Union Hill, truck farms in the valley bottom growing vegetables for Seattle markets. Trade and interdependence is in the rail-shipping detail: Eastside strawberries on a table in Spokane.

Bellevue is named explicitly here because this is where the unit's Bellevue thread begins; it runs through three slides in Lesson 2.

ASK — AND LISTEN FOR

Q: Look at our guesses from the start of the lesson. Which ones came true?

Listen for: Farming did, but not the way anyone guessed: it took a second group of people, and it took decades of stump-pulling first.

Q: Why ship strawberries by train instead of selling them here?

Listen for: More buyers, better prices; the railroad made a farm in Bellevue part of a bigger market.

STANDARDS

H2.6-8.3, E2.6-8.4, RCW 28A.345.130

GRADE 7 NOTE

Ask what a growers' association is for (shared packing, shipping, prices — bargaining power) and why families who could not own land might need one even more. This is the immigration-and-labor era of the course.

VERIFY BEFORE PRESENTING

- The 90 percent figure: Eastside Heritage Center states that before the Second World War about 300 Japanese Americans lived in Bellevue, 15 percent of the population and 90 percent of the agricultural workforce. The slide generalises to “Eastside”; Bellevue is the documented case.

Slide 17 · A rule that did not apply to everyone

CORE · Lesson 1 · about 3 min

KEY POINTS

- Peter Kirk, 1886: a British citizen, so the law would not let him buy land in Washington. What he did: his wealthy business partner bought it for him. The obstacle cost him a signature.
- Japanese immigrant families: many could not become United States citizens, and so could not own land in their own names either. What they did: some held land in the names of their American-born children, who were citizens by birth; others could only lease land or work someone else's.
- The same kind of rule hit two groups very differently, depending on what else they had.

HOW TO TEACH IT

Keep this concrete and short: four or five minutes at most. The idea students need to hold is the sentence on the slide.

If a student made the Peter Kirk connection on their own back at the steel-mill slide, name them for it now. If nobody did, the side-by-side layout does the work.

This is the clearest place in Lesson 1 where the unit meets the inclusive-materials requirement: the history and perspective of an underrepresented group sits at the centre of the economic story rather than being added on beside it. Do not extend into 1942. That is Lesson 2 and it needs its own room.

ASK — AND LISTEN FOR

Q: What happened between these groups that was the same? That was different? Why?

Listen for: Same: a law about citizenship blocked land ownership. Different: money, connections, and a partner who could sign made the rule a formality for Kirk; for the farm families it shaped everything. Why: wealth, race, and who the law was written to keep out.

STANDARDS

C1.6-8.4, H3.6-8.3, RCW 28A.345.130

GRADE 7 NOTE

Name the laws: the Homestead Act's citizenship requirement, and Washington's Alien Land Laws (1921, 1923) aimed at Japanese immigrants who were barred from naturalisation until 1952. Ask whether a law can be neutral on paper and unequal in effect.

Slide 18 · How to read a photograph

CORE · Lesson 1 · about 4 min

KEY POINTS

- Four questions, used again in Lesson 2 and in the closing activity: Who made this? When was it made? Why was it made? How do we know we can trust it?
- The photograph: a logging railroad on the Eastside, about 1885, Eastside Heritage Center.
- Teach the routine, not just this photograph. Run it as a whole-class think-aloud the first time; one to two minutes per question.

HOW TO TEACH IT

Expected answers worth having ready. Who made it: almost certainly the logging company or a commercial photographer working for it, because cameras were expensive and camps were remote. Why: to show investors the operation was real and running. That reframes the photograph from neutral record to something closer to an advertisement, which is exactly the shift you want.

The closing question is the bridge to the next slide. Expect: the men who slept in the bunkhouses are barely visible, and nobody who cooked, washed, or kept the books is in frame at all.

Accessibility: describe the photograph aloud in detail — cut-over hillside, felled trunks, narrow track running to the horizon, a handful of men standing on a timber trestle — so every student can participate without seeing it. Printing the image for table groups works well.

ASK — AND LISTEN FOR

Q: Who made this? When? Why? How do we know we can trust it?

Listen for: Company or hired photographer; about 1885 (the archive's date; how would they know?); to show investors or advertise; we trust it partly — it shows real track and trees, but it shows what the company wanted shown.

Q: Who is missing from the picture?

Listen for: Cooks, bookkeepers, families, anyone not posed for the camera.

STANDARDS

SSS2.6-8.2, SSS1.6-8.1

GRADE 7 NOTE

Add sourcing vocabulary: primary versus secondary source, provenance, audience, purpose. Ask what the photographer chose not to photograph. This routine is the first step of the Sourcing Lab.

Slide 19 · Whose story survived?

CORE · Lesson 1 · about 3 min

KEY POINTS

- Almost everything we know about the Eastside was written down by the people who owned the newspapers, the land, or the businesses.
- We have: Peter Kirk's company papers, Bill Brown's memos, Emma McRedmond's hotel records. We barely have: anything written by the men and women who worked in the mills and stores. We almost lost: the farms the Japanese immigrant families built; in 1942 most of those families were forced to leave, and much of what they owned never came back.
- Question: if the people who write things down are the people with power, what is missing from our history?

HOW TO TEACH IT

This slide does the work the inclusive-materials requirement asks for, and it does it as history rather than as a disclaimer. The honest way to include underrepresented groups in local history is to teach students that the archive itself is uneven, and to name who is missing from it.

Expect good answers: people who could not write English, people who were renting rather than owning, children, people who moved on after a season, people whose houses were torn down.

The “we almost lost” column is the only forward reference to 1942 in Lesson 1, and it is deliberately one sentence. Do not expand it here.

ASK — AND LISTEN FOR**Q: If the people who write things down are the people with power, what is missing from our history?**

Listen for: Workers, renters, children, people who did not write English, people who left; anyone whose papers were not kept.

Q: Extension: most of these sources are paper. What changes in the digital era?

Listen for: Everyone writes, but almost nothing is kept on purpose; who decides what survives now?

STANDARDS

SSS2.6-8.2, H3.6-8.3, RCW 28A.345.130

GRADE 7 NOTE

Introduce the term archival silence. Ask how a historian could recover a missing voice (oral history, court records, census sheets, photographs taken by outsiders) and what each recovers only partly.

Slide 20 · Sourcing Lab: Which date is right?**CORE · Lesson 1 · about 10 min****KEY POINTS**

- Four sources describe the Curtis family's boat landing at Houghton and do not agree: HistoryLink says Frank Curtis, the 1870s, with the steamer Peerless launched in 1901; a 2005 Seattle Times feature says James Curtis, 1883; this unit's Early Families slide says 1883; an Archives West collection guide says the 1870s.
- Four steps: source it, corroborate, weigh it, claim. Product: one sentence students would put on the slide, with the supporting source cited.
- The closing question makes the point of the whole lesson: our own slide is a source too — a tertiary, teaching source — and it can be wrong.

HOW TO TEACH IT

Hand out the four excerpts (the companion document has them in full, with citations). Groups of three or four. Give two minutes per step and keep the steps visible; the slide is the protocol.

Step 1 answers worth having ready. HistoryLink: a secondary source, written by a named historian with a source list, published online and revised. The Seattle Times feature: secondary, a journalist summarising a walking tour, no citations. Our slide: tertiary — it summarised other sources for teaching. Archives West: a finding aid written by archivists describing a collection; secondary, but close to the primary records.

Step 2: they agree on the family name, the place (Houghton) and the activity (boats); they disagree on the first name and the starting date. Step 3: the sources with named authors and citations (HistoryLink, Archives West) both say the 1870s; the two 1883 sources may share one origin. Step 4: a defensible sentence is “The Curtis family settled at Houghton in the 1870s and were running boats from their landing by the 1880s.”

Do not tell students the ‘right’ answer. Grade the reasoning, not the date. If a group defends 1883 with a good argument about the difference between buying land and starting a business, that is excellent work.

A second data set is included in the companion document if you want a numbers version: the shipyard's peak workforce is given as 6,000, about 8,000, more than 8,000, and 9,000 by four different sources.

ASK — AND LISTEN FOR**Q: Our own slide is a source too. What kind is it, and how much should you trust it?**

Listen for: Tertiary; trust it as a starting point, check it against sources with authors and citations; every source has a maker, a date and a purpose — including this one.

Q: Should the slide be changed? To what?

Listen for: Any evidence-based answer. The best ones show the disagreement rather than hiding it: “in the 1870s or 1880s, sources differ.”

STANDARDS

SSS1.6-8.1, SSS2.6-8.2, SSS4.6-8.1

MATERIALS

Sourcing Lab handout (companion document, Part 6), one per group; a written claim per group on an index card.

LESSON 2 · STRAWBERRIES, SHIPYARDS, AND SOFTWARE**Slide 21 · Lesson 2 opener — Strawberries, Shipyards, and Software**

CORE · Lesson 2 · about 1 min

KEY POINTS

- Opening question: “How did a farm town of 500 people become a region of half a million?”
- The lesson answers it in three parts — people, laws, and technology — but do not give students that framing yet. Let them build the list themselves; at the Social Justice slide and the closing activity, sort the class's answers into those three columns on the board.
- Lesson 2 runs in slate rather than brown so a teacher flipping through can tell instantly which lesson a slide belongs to. Colour is never the only signal; every slide is also labelled in the kicker line.

HOW TO TEACH IT

Keep the opening question projected for the whole lesson if you can; the synthesis on the Social Justice slide and the closing activity both come back to it.

ASK — AND LISTEN FOR**Q: How did a farm town of 500 people become a region of half a million?**

Listen for: Microsoft, jobs, bridges, people moving; write them all down; do not confirm.

STANDARDS

Framing slide; no standard is assessed here.

GRADE 7 NOTE

Tell students now that they will have to argue for one explanation at the end of the lesson, with evidence. Have them keep a running evidence list in three columns: people, laws, technology.

Slide 22 · Where we left off

CORE · Lesson 2 · about 3 min

KEY POINTS

- Lesson 1 in four beats: forest (1880s: mills at Campton, Monohon and Weber Point) → stumps (1920s: the big trees are gone; Monohon burns in 1925) → farms (1930s: strawberries, peas, chickens, dairy, mink) → today (?).
- Two numbers stake the mystery: 573 people living in Redmond in 1950; about 80,280 today.
- Sixty seconds of partner talk, then three or four guesses on chart paper. Keep the list visible for the whole lesson.

HOW TO TEACH IT

Read both numbers aloud. Most students will say Microsoft, and they are partly right, which is the useful thing. The Redmond by the numbers slide later in this lesson shows that the steepest growth happened between 1950 and 1970, decades before Microsoft arrived. Letting them commit to the wrong answer now is what makes that slide land. (If you skip that ADDITIONAL slide, give the 1970 figure here: 11,020.)

Extension from the handbook: hide the population numbers and turn them into a guessing game before revealing.

ASK — AND LISTEN FOR

Q: Turn and tell your partner: what do you think happened in between?

Listen for: Microsoft, jobs, houses, roads, bridges, people moving from Seattle. Record all of them.

STANDARDS

H1.6-8.5

GRADE 7 NOTE

Ask students to name the era of the course each beat belongs to. Then ask what kind of evidence would settle the argument about what happened in between (census counts, maps, newspapers).

Slide 23 · The Second World War and Japanese Internment

CORE · Lesson 2 · about 4 min

KEY POINTS

- In May 1942 the United States government ordered every person of Japanese ancestry on the Eastside to leave their home. Civilian Exclusion Order 80 ordered them to 122 Kirkland Avenue.
- On 20 May 1942, 443 people boarded a train at the Kirkland station — a station that had not carried passengers in nearly twenty years — to a camp in California, then another.
- This included people born in the United States who were citizens. Most families never came back. Years later the United States formally acknowledged this was wrong. Descendants of these families still live on the Eastside today.

HOW TO TEACH IT

Three commitments make this teachable at this age. Name the actor: the United States government ordered families out of their homes; “families were removed” hides the government, and students notice passive voice when you point it out. Keep people whole: these are the same farming families from Lesson 1 — growers, organisers, neighbours with a co-operative and a packing shed — say so

explicitly and go back to that slide if you can. Say what happened after: students need the whole arc, not only the injury.

Use “incarceration” as the primary term, per current scholarly and community practice; note that students may encounter “internment” elsewhere, including in this slide's title.

Sumie Akizuki wrote that the train passed her family's farm and her parents watched their strawberry fields until they could not see them any more. Read that aloud if it fits your room.

Some students may have family connections to this history. Do not call on any student as a representative of a group. If a student volunteers a family story, receive it as evidence and thank them.

ASK — AND LISTEN FOR

Q: Who ordered this? Who did it happen to?

Listen for: The United States government; neighbours, farmers, citizens, children.

Q: What did the families lose that a formal apology could not give back?

Listen for: Farms, homes, businesses, years, the community itself; most never returned.

STANDARDS

H4.6-8.2, C1.6-8.4, H2.6-8.3, RCW 28A.345.130

GRADE 7 NOTE

Name Executive Order 9066 (February 1942) and the Civil Liberties Act of 1988 (apology and redress), and ask what “implications for current decisions” means here: what does this event tell a government about wartime fear and citizens' rights?

Slide 24 · Spotlight: Derby Days

ADDITIONAL · Lesson 2 · +3 min if used

KEY POINTS

- 1939: two Redmond newspaper boys raced their bicycles 26 miles around Lake Sammamish. People bet on the winning time, and the money bought Christmas decorations for downtown and sports equipment for the school.
- Men's race won by Joe Richardson of Redmond in 1 hour, 30 minutes, 5 seconds; the prize was \$25. Women's race won by Eva Jean Prout of Kirkland in 1 hour, 46 minutes, 39 seconds.
- Started by Mayor Bill Brown, the man who owned the saloon and the garage back in Lesson 1. No races from 1942 to 1945 because of the war; it has run continuously since, the oldest continuous bicycle race in the country (see the verification flag on the card's wording).

HOW TO TEACH IT

Technically droppable, but this is the most joyful slide in the unit and it is doing more real work than it looks like. It ties the cities together in a single event; it brings Bill Brown back as a person students already know; a girl won her race in 1939, which lands hard with students; and the four-year gap from 1942 to 1945 is the war, and the wartime shipyard is the very next slide. Let them notice the gap before you turn the page.

Ask them to guess how long 26 miles would take them, then give the times. Ninety minutes on a 1939 bicycle, on 1939 roads, is fast.

Derby Days is still held every July. The races moved off the lake loop long ago; in recent years they have been held at Marymoor Park and the Jerry Baker Memorial Velodrome.

ASK — AND LISTEN FOR

Q: How long would 26 miles around the lake take you?

Listen for: Guesses, then the times. Extension: how does a tradition last eighty-plus years? Has anyone taken part?

STANDARDS

H2.6-8.2

VERIFY BEFORE PRESENTING

- The slide's card says the race has run “every other year since,” which conflicts with “oldest continuous bicycle race” in the same sentence. Confirm the wording against the Redmond Historical Society's Derby Days history and correct the card before presenting.

Slide 25 · Spotlight: Lake Washington Shipyard

CORE · Lesson 2 · about 3 min · new in this revision

KEY POINTS

- The Curtis family's boat landing at Houghton (Lesson 1) became the Lake Washington Shipyards in 1923 and, from 1940, a Navy yard. Workforce: about 250 in 1939; more than 8,000 men and women on three shifts around the clock by summer 1943.
- Output: 29 warships built for the U.S. Navy (most of them seaplane tenders) and nearly 500 other vessels repaired.
- Who got the jobs: sixty women were in the sheet-metal shop by the end of 1942, and by the height of the war women worked in every trade. Black workers were kept out of most jobs by union rules and were not allowed to live in the federal housing built for shipyard families; the few who worked here commuted from Seattle.
- After: one week after victory over Japan in August 1945, almost all of the swing shift was laid off. The yard closed; Carillon Point (offices, a hotel and a marina) opened on the site in 1989.

HOW TO TEACH IT

This is the slide the Lesson 2 title promised. Start from the Curtis landing: the same dock students met on the Early Families and Kirkland's Other Ventures slides in Lesson 1. Then read the three numbers aloud and put them next to Kirkland's pre-war population of about 2,000. Newly arrived families lived in garages, chicken coops, tents and shacks; a 1942 traffic count found 8,800 cars through downtown Kirkland in one morning.

The dark panel is what the Social Justice slide later in this lesson relies on: the war opened doors for some workers and kept them shut for others, and both happened in the same building. Say both halves.

The closing question is Monohon again in a different century: the mill burned and the town emptied; the yard's contracts ended and the shifts were cut. The difference is what came after — a business park and a marina, not a horse barn. Ask why.

ASK — AND LISTEN FOR

Q: The war ended in August 1945. One week later most of the swing shift was laid off. What happens to a town when the work disappears?

Listen for: People leave, or find other work; houses empty; the town has to reinvent the site. Compare Monohon. Why did Kirkland recover? Bridges, commuting, the lake, a growing region.

Q: Who was hired, and who was kept out?

Listen for: Women hired in every trade during the war (and mostly sent home after); Black workers excluded by union rules and from housing.

STANDARDS

H2.6-8.3, H2.6-8.4, E4.6-8.3, RCW 28A.345.130

GRADE 7 NOTE

This is the turmoil-and-triumph era of the course. Push on the union detail: why would a union exclude workers, who benefited, and what changed after 1941 (Executive Order 8802, the wartime labor shortage). Ask what 'for the duration' meant for the women and Black workers hired during the war.

VERIFY BEFORE PRESENTING

- Peak workforce: HistoryLink Essay 20514 and the Kirkland Heritage Society say about or more than 8,000 (summer 1943); Carillon Point's history page says nearly 9,000; a 2005 Seattle Times feature says 6,000. The slide uses 8,000.
- Ship count: 29 built and nearly 500 repaired (HistoryLink); the Kirkland Heritage Society gives 477 repaired. No source supports escort carriers or destroyer tenders being built here; the yard's warships were seaplane tenders and net-laying ships.
- Image placeholder: the Kirkland Heritage Society's Lake Washington Shipyards pages and HistoryLink Essay 20514 both carry period photographs; confirm educational-use rights before inserting.

Slide 26 · The towns start spreading

CORE · Lesson 2 · about 2 min

KEY POINTS

- For almost forty years Redmond did not grow outward at all: from 1912 until 1951 the city limits never moved. In 1951 Redmond annexed Education Hill, nearly tripling the city overnight.
- Kirkland: Houghton residents voted to merge with Kirkland in 1968; Kirkland annexed most of Juanita and Rose Hill in 1988. Bellevue incorporated in 1953 to get control of its own explosive postwar growth.
- Infrastructure: floating bridges across Lake Washington in 1940 and 1963 made it possible to work in Seattle and live here.

HOW TO TEACH IT

Annexing means a city adding nearby land to itself. The question on the slide is worth a real thirty seconds: you would gain city water and city fire service, and start paying city taxes and following city rules. There is no obviously right answer.

Bellevue's 1953 incorporation is the Bellevue thread's second appearance. Bellevue incorporated for a different reason than Kirkland or Redmond: not fire, not civic ambition, but growth arriving faster than the county could manage it. Four cities, four different reasons; Sammamish's is still to come.

The bridges are the quiet cause behind everything on the next few slides and behind the surprise on the population chart. Say the dates out loud: 1940 and 1963. Both are before Microsoft.

ASK — AND LISTEN FOR

Q: If you lived just outside the city and it wanted to annex you, would you vote yes?

Listen for: Yes: water, fire, sewers, a say in decisions. No: taxes, rules, losing rural character.

Extension: a pretend annexation vote with two sides.

STANDARDS

C2.6-8.2, H2.6-8.4

GRADE 7 NOTE

Ask students to explain the 1951 annexation's effect on the census counts before they see the chart: a tripled city area means part of the 'growth' is a boundary change. This is a data-literacy point they should carry into the next slide.

Slide 27 · Redmond by the numbers

ADDITIONAL · Lesson 2 · +3 min if used · new in this revision

KEY POINTS

- Redmond's population at each U.S. Census: 1920, 438 · 1930, 460 · 1940, 530 · 1950, 573 · 1960, 1,426 · 1970, 11,020 · 1980, 23,318 · 1990, 35,800 · 2000, 45,256 · 2010, 54,144 · 2020, 73,256.
- The steepest decade is the 1960s: the population multiplied by about 7.7 (1,426 to 11,020). By 1980 Redmond already had 23,318 people — six years before Microsoft moved to Redmond in 1986.
- Part of the 1950–1970 jump is a boundary change: the 1951 annexation of Education Hill nearly tripled the city's area. Part is bridges (1940, 1963), postwar housing, and a state highway.

HOW TO TEACH IT

Check this against the chart-paper guesses from the start of the lesson. Most classes wrote Microsoft. Point at the 1960s and 1970s columns and let the room sit with it: the biggest change came before the software did.

Read the chart as a source, with the four questions: who made it (the Census Bureau), when (every ten years), why (to count people for representation and funding), can we trust it (mostly — but a boundary change changes what is being counted). The source line under the chart is there for that reason.

Then ask the discussion question and take three explanations. Bridges (1940, 1963) let people work in Seattle and live here; annexation (1951) put more houses inside the line; postwar families wanted new houses with yards; SR 520 (1963, extended to Redmond in 1981) made the commute ordinary.

ASK — AND LISTEN FOR

Q: Most people guess Microsoft. Look at the 1960s. What else could explain the jump?

Listen for: Bridges, annexation, new houses, the highway, families moving out of Seattle. Then: does the chart prove any of these? No — it shows when, not why. That takes other sources.

Q: Which column would look different if the city limits had never moved?

Listen for: 1960 onward; the 1951 annexation tripled the area being counted.

STANDARDS

H2.6-8.4, SSS1.6-8.1, G2.6-8.3

GRADE 7 NOTE

This slide is the quantitative anchor for Make the Case. Have students compute the decade-by-decade percentage change and identify the two decades with the largest percentage growth (1960s and 1970s) versus the largest absolute growth (2010s). Ask which measure a newspaper would use, and why.

VERIFY BEFORE PRESENTING

- Counts before 1920 (116 in 1900, 450 in 1910) are area counts from before incorporation and are omitted. The 1940 figure is 530 in the Census tables; the Redmond Historical Society gives 503.
- The 'today' figure on Where we left off (80,280) is the Census Bureau's 2024 estimate; Washington OFM's April 2024 estimate is 80,040 and April 2025 is 82,380.

Slide 28 · Social Change: House Bill 90

CORE · Lesson 2 · about 3 min

KEY POINTS

- Before: children with disabilities in Washington could be turned away from public school; no law said schools had to teach them.
- Who: Evelyn Chapman, Katie Dolan, Janet Taggart and Cecile Lindquist, four parents who called themselves the Education for All Committee. How: with two law students they wrote an actual bill and took it to Olympia themselves.
- After: Washington passed its law in 1971, four years before Congress passed one nationally. It is now chapter 28A.155 RCW.

HOW TO TEACH IT

Two questions, in this order. “What did these parents have that let them change a law?” No office, no title, no money — organisation, persistence, and a written proposal. That is the pattern the unit keeps finding: the growers' association, the incorporation votes, and now four parents with a bill. Name the pattern out loud.

“Who does that law protect in this room?” Answer it honestly: it is why students with disabilities are in this classroom, and not somewhere else or nowhere.

Teach this in the third person, about named adults, as civil rights history. Do not turn to any student for confirmation or a personal example, and do not frame it as services being provided to people; frame it as rights being won by people. Washington marks a Disability History and Awareness Month in October; this is good material for it. Read the newspaper headline aloud.

ASK — AND LISTEN FOR

Q: What did these parents have that let them change a law?

Listen for: Organisation, persistence, a written bill, allies (two law students), a clear story. Not money, not office.

Q: Who does that law protect in this room?

Listen for: Everyone: it is why every student is here.

STANDARDS

C4.6-8.2, C1.6-8.4

GRADE 7 NOTE

Connect to the ideals in the Washington constitution (Article IX: the paramount duty of the state is to provide ample education for all children) and ask how a citizen's action can close the gap between an ideal and reality. Compare the timeline with the federal law (1975).

Slide 29 · The Tech Boom

CORE · Lesson 2 · about 3 min

KEY POINTS

- Redmond: Microsoft moved in (1986) with six buildings and about 800 workers, on land that had been the Morelli family's chicken farm. Nintendo of America had been here since 1982; SpaceX builds satellites here now.
- Kirkland: Google opened a small office with a handful of engineers (2004) that became one of its largest engineering sites outside California; a new campus is reshaping downtown Kirkland.
- Bellevue: Amazon started in a rented Bellevue house (1994), moved to Seattle, grew enormous, and came back with plans for 25,000 downtown jobs; T-Mobile's national headquarters is here.
- Sammamish: none of the offices, all of the effects. Discussion: three of these cities got the tech jobs. What about Sammamish?

HOW TO TEACH IT

The framing that matters is the opening line. Students arrive believing “Microsoft happened and then everything changed.” The truth is messier and more useful: four cities, four decades, four companies, and every one started tiny. A chicken farm in 1986. A rented house in 1994. A handful of engineers in 2004. Ask which of those anyone could have predicted.

Sammamish is the card to slow down on. A city can be transformed by an industry that never builds anything there: Sammamish got the schools, the traffic, the house prices and the population without getting the offices. Expect answers like schools, roads, buses, parks, and somewhere for kids to go after school.

The chicken farm is the detail students remember, and it is the third time in this unit the same ground changed jobs: stumplands became farms, a shipyard became Carillon Point, and a chicken farm became a software campus. Make them name the other two.

One caution on the Amazon number: 25,000 was an announced plan, not a finished count. Check the current figure before teaching it. If a student asks whether it actually happened, that is a good moment to say that plans and outcomes are different things.

ASK — AND LISTEN FOR

Q: Three of these cities got the tech jobs. But what about Sammamish?

Listen for: Houses, traffic, schools, prices; the jobs are next door. Then: what does a city need when the jobs are next door?

Q: Name three places in this unit where the same ground changed jobs.

Listen for: Stumps → farms; shipyard → Carillon Point; chicken farm → Microsoft; McRedmond farm → Redmond Town Center.

STANDARDS

H2.6-8.4, E4.6-8.3, H1.6-8.5

GRADE 7 NOTE

This is the new-technologies-and-industries era. Ask students to explain the Sammamish case with economic vocabulary (spillover, commuter suburb, housing demand) and to evaluate a cost and a benefit of hosting a headquarters.

VERIFY BEFORE PRESENTING

- Amazon's 25,000 Bellevue jobs was an announced plan; verify the current number before presenting.

Slide 30 · Sammamish Becomes a City

CORE · Lesson 2 · about 2 min

KEY POINTS

- Sammamish stayed unincorporated for almost a century after Kirkland and Redmond, then voted to become a city on 31 August 1999.
- For most of the twentieth century the plateau was chicken farms, dairy farms and lake resorts. By about 1984 it had passed 10,000 residents and people began arguing over whether to incorporate or be annexed by somebody else.
- They argued about the name too: Sahalee, Inglewood, Pine Lake, Timberline, Monohon, and Heaven were all in the pile.
- Timeline: Kirkland 1905, Redmond 1912, Bellevue 1953, Sammamish 1999.

HOW TO TEACH IT

Sammamish became a city more recently than many of your students' parents were born, which usually gets a reaction. It is a useful reminder that history includes last week.

The answer to the closing question is local control: residents wanted to decide for themselves how the plateau would grow, rather than have the county or a neighbouring city decide it. Put that beside the other three: Kirkland incorporated out of civic ambition after its mill failed, Redmond because it needed to borrow money for a water system after fires, Bellevue to manage postwar growth. Four cities, four problems, one tool. That completes the incorporation thread that started in Lesson 1.

Monohon on the shortlist of names is the payoff for planting Martin Monohon early. Pause and give them the chance to catch it, then point it out. Naming a place is a decision somebody makes, and it sticks: that connects straight back to the McRedmond and Perrigo naming fight.

ASK — AND LISTEN FOR

Q: Four cities, four different reasons to incorporate. What was Sammamish's?

Listen for: Local control: decide our own growth rather than be annexed or governed by the county.

Q: Which name would you have voted for, and what does a place name have to do?

Listen for: Any, with reasons: say where it is, honour someone, sound like home, be easy to say.

STANDARDS

C2.6-8.2, C4.6-8.3

GRADE 7 NOTE

Ask students to evaluate incorporation as a policy choice with costs and benefits for different groups (long-time rural residents, new subdivisions, the county, neighbouring cities). Who wins and who pays when a plateau becomes a city?

Slide 31 · Infrastructure Development — Case Study: Redmond

CORE · Lesson 2 · about 2 min

KEY POINTS

- Water, 1912: Redmond incorporated partly so it could borrow money; after several bad fires a bucket brigade was not enough, and only a city could afford a bonded water system.
- Roads and a bridge: trails became graded roads and a bridge crossed the Sammamish River; until then the river split the town in two and the railroad was the only reliable way out.
- State Route 520, 1981: the highway was extended into Redmond. Redmond Town Center, 1997: a shopping and office district on land the McRedmond family once farmed; downtown moved and then filled in with apartments.
- Then and now: Bill Brown's City Hall and the townsite from the air; the 2008 City Hall and downtown today.

HOW TO TEACH IT

This is the responsibilities and powers of local government taught through what a city actually does once it exists. The fire thread from Lesson 1 ends here: Monohon burned in 1925, Redmond's hotel fires pushed the town toward incorporation in 1912, and incorporating is what let Redmond borrow money for a real water system. Fire shaped the government of this valley, and the water system is the proof.

SR 520 in 1981 is the quiet turning point. Ask students how their family gets to work and whether that road exists in the story yet.

Redmond Town Center on old McRedmond farmland is another example of the unit's central pattern: the same ground changing jobs. Handbook note: briefly mention the controversy about the town-centre development and why a suburban community might not want something like it.

ASK — AND LISTEN FOR

Q: What feature of your city would you miss most if it disappeared today?

Listen for: Water, roads, the bridge, the library, parks, the school; then: who pays for it and who decides?

STANDARDS

C2.6-8.2, E3.6-8.2

GRADE 7 NOTE

Ask what a city government spends money on today and where the money comes from (property and sales taxes, bonds, state and federal grants). Have students rank the four items on the slide by which was the most important investment, with a reason.

VERIFY BEFORE PRESENTING

- Captions to verify before presenting: the four photographs came into the deck without captions, so the wording is deliberately general. Confirm what each shows and its year, then tighten the captions and add a credit line.

Slide 32 · Infrastructure Developments: Transportation

CORE · Lesson 2 · about 2 min

KEY POINTS

- Light rail reached Overlake in April 2024, downtown Redmond in May 2025, and crossed the lake to Seattle in March 2026.
- The Kirkland station where families were forced onto a train in 1942 is part of that same rail corridor.
- Timeline: 1880s railway makes timber sellable → 1940 and 1963 floating bridges → 2024, 2025, 2026 light rail. Steamboats, then a railway, then bridges, then trains: every one of them changed who could live here.

HOW TO TEACH IT

Bring the transportation thread full circle. In Lesson 1 the railway made timber sellable and let Emma McRedmond run a hotel beside the depot. Here the trains make the commute possible. Same valley, same logic: transportation decides who can afford to live somewhere.

The Kirkland station bullet is a hard, honest connection: the same corridor carried timber, then families to a camp, then commuters. Deliver it plainly and do not over-explain it. Students will sit with it.

Civic involvement is here too: voters approved the light-rail extension in 2008, and the first Eastside stations opened sixteen years later. People can vote on things whose effects arrive long after the vote.

ASK — AND LISTEN FOR**Q: Which of these changed who could live here the most?**

Listen for: Any with a reason; bridges made the commute possible, rail made the timber town possible. Extension: what is the role of public transportation in the region now?

STANDARDS

H2.6-8.4, C4.6-8.3

GRADE 7 NOTE

Ask students to evaluate the 2008 vote as a civic decision: who paid, who benefited, and how long the payoff took. Connect the corridor's three uses (timber, incarceration, commuting) to the idea that infrastructure is neutral only in theory.

Slide 33 · Social Justice and Equality in the Region

CORE · Lesson 2 · about 3 min

KEY POINTS

- 1942: Japanese American families, including United States citizens, were ordered out of their homes and onto a train.
- 1940s: Black workers were kept out of shipyard jobs by unions, and out of the housing built beside the yard. Women were recruited to the yard at equal advertised pay but still had to fight to be accepted doing the work.
- Before 1971: children with disabilities could simply be turned away from a Washington public school.
- Question: how was this change achieved? What can you do to help?

HOW TO TEACH IT

This slide carries the unity-and-diversity standard, and the standard says describe and apply. Description alone is not the standard; the closing question is what makes students apply it.

It is also where Lesson 2 meets the inclusive-materials requirement, and it does so by putting four underrepresented groups into one frame students can reason about, rather than treating each as a separate sad episode dropped into the timeline. The shipyard slide earlier in this lesson gives the second and third rows their evidence.

Hold the closing question and make them answer it. The answer, every time, is people: parent committees, workers, lawmakers, voters, and families who refused to accept the boundary. That is the through-line into the closing activity.

Handle with care and do not call on any student as a representative of a group.

ASK — AND LISTEN FOR**Q: How was this change achieved?**

Listen for: People organised, wrote, voted, sued, kept showing up: parents with a bill, workers with unions and lawsuits, citizens demanding an apology.

Q: What can you do to help?

Listen for: Learn the history, speak up when a rule is unfair, vote when you can, include people; concrete and small is fine.

STANDARDS

C1.6-8.4, H4.6-8.2, SSS3.6-8.1, RCW 28A.345.130

GRADE 7 NOTE

Have students write a one-sentence claim for each row about the gap between the ideal (equal protection, the paramount duty of education) and reality, and one action that narrowed it. This feeds directly into Make the Case.

Slide 34 · Make the Case: What made the Eastside grow?

CORE · Lesson 2 · about 20 min

KEY POINTS

- Closing activity, twenty minutes: ten to build, ten to argue. Three explanations compete — people, laws, technology. Each group argues for one with evidence from the unit and answers the strongest counterargument.
- Steps: take a position; gather three pieces of evidence, each with a source (a slide, a date, a document, a number from the chart); write a rebuttal to the best opposing argument; argue it in two minutes; the class votes with reasons.
- Every argument must include a one-sentence claim, three cited pieces of evidence, reasoning that links each piece to the claim, and a counterclaim answered.

HOW TO TEACH IT

Assign positions rather than letting groups choose, so all three are argued; two groups per position is fine. The evidence list students kept during the lesson (people / laws / technology) is their raw material; the population chart is the quantitative evidence.

What good evidence looks like. People: the McRedmonds and Perrigos (1871), Japanese American growers (1930 association), the Education for All parents (1971), 8,000 shipyard workers (1943). Laws: incorporation (1905, 1912, 1953, 1999), the 1951 annexation, Exclusion Order 80 (1942), House Bill 90 (1971). Technology: the 1880s railway, the 1916 canal, bridges in 1940 and 1963, SR 520 (1981), Microsoft (1986), light rail (2024–26).

The rebuttal is where the thinking happens. The strongest counter to ‘technology’ is that bridges are built because people vote and pay for them; the strongest counter to ‘people’ is that families came only when a road or bridge made it possible; the strongest counter to ‘laws’ is that a law is only paper until people act on it. The best groups will notice the three explanations are entangled, and say so. That is the synthesis the original unit built toward.

Grade the argument, not the position: claim, evidence, reasoning, counterclaim (rubric in the companion document). A written version — one page, same four parts — works as an individual assessment.

ASK — AND LISTEN FOR

Q: Which explanation did the class find most convincing, and what evidence changed anyone's mind?

Listen for: Any; listen for students citing a specific date or number rather than an impression, and for anyone who says the explanations depend on each other.

STANDARDS

H3.6-8.3, SSS1.6-8.1, SSS4.6-8.1, SSS3.6-8.1

MATERIALS

Evidence organiser and rubric (companion document, Part 6); the population chart slide projected during the build phase.

Slide 35 · Works Cited

CORE · Lesson 2 · not timed

KEY POINTS

- Every factual claim in the unit traces to one of these sources. Where two sources disagree, the slide or the notes say so.
- New sources added with this revision: HistoryLink essays on the Lake Washington Ship Canal and the 1916 lowering of the lake (686, 1444, 20273), and the City of Kirkland's comprehensive-plan history appendix (Lorraine McConaghy) for the shipyard.
- Leave this projected while students write the citation lines for their cards or arguments.

HOW TO TEACH IT

This page replaces the source lines that used to sit at the foot of individual slides. It reads better, and it models what a citation page actually is: one place a reader can check everything, rather than a footnote nobody follows.

Where sources disagree — the Curtis landing date, the shipyard's worker count, Redmond's 1940 population, the Amazon job figure — the notes say so rather than picking one silently. Point that out to students at least once. It is what honest citation looks like.

If you add photographs to the deck, add the holding institution to this page and put a short credit under the image itself.

STANDARDS

SSS4.6-8.2

Part 3 · Activity materials

3.1 Sourcing Lab handout

Print one copy per group. Students complete the organiser, then write a single sentence they would put on slide 8 of the deck, with the supporting source(s) cited in parentheses.

Data set A · When did the Curtis family start running boats at Houghton?

Source	Citation	Excerpt
A	HistoryLink.org, Essay 20514, "Lake Washington Shipyards (Kirkland)." Online encyclopedia of Washington state history, with a source list.	"In the 1870s, Frank Curtis purchased a small claim of land on the northeastern shore of Lake Washington, north of Yarrow Bay, in the small community of Houghton." ... "On May 21, 1901, he and his sons Walter and Alvin launched the steamer Peerless from their property in Houghton."
B	The Seattle Times, 29 June 2005, feature on a Kirkland history walking tour.	"In 1883, James Curtis and his wife and two sons operated freight and ferry boats from Curtis landing."
C	This unit, slide 8, Early Families Part 2 (a teaching slide summarising other sources).	"Ran a boat landing at Houghton from 1883, one of very few docks on the east side of the lake. They built boats there as well as tying them up."
D	Archives West (Orbis Cascade Alliance), collection guide for a Lake Washington Shipyard photograph collection.	"The Lake Washington Shipyard began in the 1870s as a small boat landing in Houghton."

Data set B · How many people worked at the shipyard at its peak?

Source	Citation	Excerpt
A	HistoryLink.org, Essay 20514.	"The shipyard's workforce — which had only numbered a few hundred in 1939 — grew to more than 8,000 men and women during peak wartime production."
B	Kirkland Heritage Society, "On the Ways to Victory: The Lake Washington Shipyards."	About 8,000 workers; "these were heady times for a small town that had a pre-war population of only about 2,000."
C	Carillon Point, "Our History" (the property's own website).	"In 1939 about three hundred men had worked in the shipyard; in 1943 nearly nine thousand men and women worked there."
D	HistoryLink.org, Essay 1664 (Kirkland timeline), and The Seattle Times, 29 June 2005.	6,000 workers at the yard's wartime peak.

Organiser

Source	Who made it, when, and why?	Primary, secondary or tertiary?	Agrees with which sources, on what?	Disagrees with which, on what?	Credibility for this question (high / medium / low) and why
A					
B					

C					
D					

Our claim (one sentence for the slide, with the source cited):

The strongest reason our chosen source could still be wrong:

Scoring the Sourcing Lab

Criterion	Meets (3)	Approaching (2)	Beginning (1)
Sourcing	Identifies maker, date, purpose and source type for all four sources.	Identifies most; one or two gaps.	Sources treated as interchangeable.
Corroboration	Names every agreement and disagreement, including small ones (first name, decade).	Names the main disagreement.	Does not compare sources.
Evaluation	Ranks credibility with reasons tied to author, evidence, date and purpose.	Ranks credibility with a general reason.	Picks a favourite without reasons.
Claim	One clear sentence, cited, that acknowledges the disagreement rather than hiding it.	One clear sentence, cited.	No claim, or a claim with no source.

3.2 Make the Case organiser and rubric

Assign positions so all three are argued. Ten minutes to build, ten to argue. A one-page written version with the same four parts works as an individual assessment.

Part	Your group's work
Position	People / Laws / Technology (circle one)
Claim (one sentence)	
Evidence 1 + source	
Evidence 2 + source	
Evidence 3 + source	
Reasoning (how each piece supports the claim)	
Strongest counterclaim	
Rebuttal	

Evidence bank (for the teacher; do not hand out)

- People: the McRedmonds and Perrigos (1871); Martin Monohon's road petition (1887); the Japanese American growers' association (1930) and packing shed (1933); 8,000 shipyard workers (1943); the Education for All parents (1971); Sammamish residents voting to incorporate (1999).
- Laws: incorporation of Kirkland (1905), Redmond (1912), Bellevue (1953) and Sammamish (1999); the Homestead Act and the alien land laws (slide 17); Civilian Exclusion Order 80 (1942); the 1951 annexation of Education Hill; House Bill 90 (1971); the 2008 Sound Transit vote.
- Technology: the logging railway (1880s); the Ship Canal and the lowering of the lake (1916); the floating bridges (1940, 1963); SR 520 into Redmond (1981); Microsoft (1986), Google (2004), Amazon's return; light rail (2024–2026); and the census chart on slide 27 for the timing of growth.

Scoring Make the Case

Criterion	Meets (3)	Approaching (2)	Beginning (1)
Claim	One sentence; arguable; names the position and the outcome (growth).	Arguable but vague or two sentences.	A topic, not a claim.
Evidence	Three specific pieces, each with a source (slide, date, document or number).	Three pieces, sources incomplete; or two well-sourced pieces.	Fewer than two, or unsourced.
Reasoning	Explains how each piece supports the claim; notices where explanations depend on each other.	Explains how most pieces support the claim.	Evidence listed without explanation.
Counterclaim and rebuttal	States the strongest opposing argument fairly and answers it with evidence.	States an opposing argument and answers it generally.	No counterclaim, or a strawman.

Part 4 · Before you present

Items found during the review that a teacher should check or decide before the first class. Each also appears under its slide above.

- Slide 8 (Early Families Part 2): the Monohon image placeholder is still empty; the Sammamish Heritage Society holds a portrait. The Curtis landing date (1883) is contested by HistoryLink (1870s). The Sourcing Lab uses this deliberately.
- Slide 15 (Early Businesses) and slide 31 (Infrastructure): photo captions still need verification, as the original notes flagged.
- Slide 24 (Derby Days): the card says “every other year since,” which conflicts with “oldest continuous bicycle race.” Confirm the wording with the Redmond Historical Society and correct the card.
- Slide 25 (Lake Washington Shipyard): the image placeholder needs a photograph; the Kirkland Heritage Society and HistoryLink Essay 20514 both carry period images. Confirm educational-use rights.
- Slide 29 (The Tech Boom): Amazon's 25,000 Bellevue jobs was an announced plan; check the current figure.
- Slides 22 and 27: the “today” population figure (80,280) is the Census Bureau's 2024 estimate; Washington OFM's April 2025 estimate is 82,380. Keep them consistent if you update one.