

LAKE WASHINGTON SCHOOL DISTRICT
GRADE 3 · WASHINGTON STATE SOCIAL STUDIES

A Local History of the Eastside

TEACHER'S HANDBOOK

PART ONE

Teacher Background Learning

Part 1: Background Info

The following background takes approximately 45 minutes to review and covers every fact in the core slides.

- Skim the slide deck in presentation mode, and read how to present slides 4, 5, 10, 13, 16, 17, 18, 23, and 25. These nine contain most of the content in the unit, and it's good to understand them completely.
- Every slide after the title carries a CORE or ADDITIONAL badge in its title band. The four ADDITIONAL slides (14, 15, 24, 27) can be dropped without losing a standard.
- Make sure to have a plan to execute the three activities spread throughout the lesson: the photograph routine (slide 18), Photo Match (slide 20) and the Mini-Museum (slide 34).
- Full speaker notes for every slide are in the separate document Speaker Notes - Grade 3.docx and in the notes pane of the deck (Curriculum - Local History of the Eastside - Grade 3.pptx).
- For Grade 3, pre-teach six words before the unit: resource, immigrant, mill, incorporate, annex, and primary source. Keep a class timeline on the wall and add each date as it arrives.

Part 2: Recommended Reading in the Case of Questions

HistoryLink.org

Essay 304: "Redmond — Thumbnail History" (Phil Dougherty). Covers the naming fight, incorporation, Bill Brown, and the 1939 Derby Days.

Essay 208: "Kirkland — Thumbnail History" (Alan J. Stein). Covers Peter Kirk, the woolen mill, Houghton, and annexation.

Essay 10689: "Sammamish — Thumbnail History." Covers the plateau's mill towns, the Monohon name, and 1999 incorporation.

Essay 20514: "Lake Washington Shipyards (Kirkland)." Covers the wartime shipyard and its workforce; the basis for slide 25.

Essays 686 and 1444: the Lake Washington Ship Canal and the 1916 lowering of the lake; the basis for slide 14.

Eastside Heritage Center

"Japanese Farmers in Bellevue, 1898–1942." The single most important background read for slides 16 and 23.

"Incarceration." Complements the above with the 1942 removal in detail.

Redmond Historical Society

Decades of Redmond History series (<https://www.redmondhistoricalsociety.org/blog/categories/redmond-s-first-100-years>)

Washington State Law Library

"Special Education Law, Part One — History." A concise account of the Education for All campaign behind House Bill 90 (1971), the basis for slide 28.

U.S. Census Bureau and Washington Office of Financial Management

Decennial census counts and April 1 population estimates for Redmond, Kirkland, Bellevue and Sammamish; the basis for slides 22 and 27.

Deep Dive

The following resources are appropriate for teachers who want to extend the unit, lead a field study, or prepare for questions that go beyond the slides. None of this material is required for the slides.

Japanese American incarceration

Densho Digital Archive (densho.org). It contains oral histories, photographs, and lesson plans. Has plenty of primary sources available for education purposes.

Strawberry Days: How Internment Destroyed a Japanese American Community (David Neiwert, 2005). The most complete account of the Bellevue farming community before and after 1942.

Industrial History/Growth of Economy

HistoryLink Essays 7780, 8375, 2887, and 20514. These cover the Monohon mill town, Martin Monohon himself, the Clise estate, and the Lake Washington shipyards in more depth, and also talk about how the industry changed over time.

Kirkland Heritage Society, "On the Ways to Victory: The Lake Washington Shipyards," and the City of Kirkland's comprehensive-plan history appendix (Lorraine McConaghy).

Field Trips

If teachers are interested in hosting a field trip to tour historical sites mentioned in the slides, the Redmond Historical Society leads field trips, and has done several before with local elementaries. If a teacher wishes to explore a different city or part of the Eastside, look out for a guided walking tour or get into contact with the local historical society.

PART TWO

Standards Across Two Lessons

The unit covers 18 Washington State Grade 3 standards and two RCW requirements. The table below shows which lesson carries each standard and where, specifically, it is addressed. Standards listed under both lessons reinforce a concept across the arc rather than introducing it twice. Slides marked (additional) support a standard that is also carried by a core slide.

Standard	Lesson 1	Lesson 2
H1.3.3		Slides 22, 27: recap; census chart (additional)
H2.3.1	Slide 16: Japanese American farmers	Slides 23, 25: incarceration; the wartime shipyard
H2.3.2	Slides 6, 7, 8, 10, 11, 12, 14: names hook; McRedmond naming fight; founding families; Monohon's road; Monohon and the fire; the failed steel mill; Kirkland's pivots; the lake lowered (additional)	Slides 26, 28, 29, 32: annexation; bridges; Education for All parents; tech boom; Sammamish without offices; transportation
H3.3.1	Slide 17: land-law comparison	
H3.3.3	Slide 19: whose story survived?	
H4.3.1		Slides 23, 33: incarceration; social justice synthesis
H4.3.2		Slide 34: Mini-Museum cards
C1.3.2	Slide 17: land-law comparison	Slides 23, 33: incarceration; social justice synthesis
C2.3.2	Slide 13: incorporation	Slides 26, 30, 31: annexation; bridges; Sammamish 1999; Redmond infrastructure
C3.3.1	Slide 5: Bear Creek and the treaty	
C4.3.1		Slide 28: Education for All parents
E1.3.1	Slides 7, 10, 11: McRedmond naming fight; Monohon and the fire; the failed steel mill	
E2.3.2	Slides 4, 9, 12: setting the economic logic; rail brings mills; Kirkland's pivots	Slides 25, 29: the wartime shipyard; tech boom; Sammamish without offices
E4.3.2	Slide 16: Japanese American farmers	
G2.3.1	Slides 4, 14: setting the economic logic; the lake lowered (additional)	
SSS1.3.2	Slides 18, 20: photograph analysis routine; Photo Match	Slide 27: census chart (additional)
SSS3.3.1		Slide 33: social justice synthesis

SSS4.3.1		Slide 34: Mini-Museum cards
RCW 28A.320.170	Slide 5: Bear Creek and the treaty	
RCW 28A.345.130	Slides 16, 17, 19: Japanese American farmers; land-law comparison; whose story survived?	Slides 23, 25, 33: incarceration; the wartime shipyard; social justice synthesis

PART THREE

Slide-by-Slide Teaching Guide

Every slide in the curriculum deck is documented below in the order it appears. The slide image appears on the left; the teaching guide appears on the right. Each entry includes the slide's purpose (why it is in the lesson), how to teach it, and how to expand on it for students who are ready to go further. Where the approach should change for Grade 3, a note in slate says how.

LESSON 1 — Slides 1–20

GRADE 3 - WASHINGTON STATE SOCIAL STUDIES

A Local History of the Eastside

Lesson 1: Stumps, Shingles, and Steel

Lesson 2: Strawberries, Shipwrecks, and Software

Slide 1

Standards covered in this unit

Click

H1.3.3 Use timelines to explain the context of history.
H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.
H2.3.2 Explain probable causes and effects of events and developments locally.
H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events.
H3.3.2 Describe how people's perspectives shaped the historical sources they created.
H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.
H4.3.2 Use evidence to develop a claim about our past community's history.
C1.3.2 Recognize and apply the key ideals of unity and diversity within the context of the community.
C2.3.2 Identify the basic function of government and laws in the community or city.
C3.3.1 Explain that tribes have lived in North America since time immemorial.
C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.
E1.3.1 Identify the costs and benefits of individual choices.
E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
E4.3.2 Explain how trade leads to increasing economic interdependence among cultural groups.
SS1.3.1 Explain how the environment affects cultural groups and how groups affect the environment.
SS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.
SS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.
SS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.
RCW 26A.220.170 Tribal history and culture (Since Time Immemorial) - RCW 26A.345.130 Inclusive instructional materials.

2

Slide 2

Title Slide — A Local History of the Eastside

Briefly introduce the unit and what will be explored

- History near students
- Exploring how the area around them has changed

Standards Covered in This Unit

Note: Does not need to be shown to students during the lesson

LESSON 1

CONTINUE

Stumps, Shingles, and Steel

OPENING QUESTION

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

Slide 3

LESSON 1 • SETTING

What is this place made of?

CONTINUE

TREES

Old growth fir and cedar in every direction, some of it more than two hundred feet tall.

WATER

A river and two lakes, plus plenty of rivers.

SOIL

The valley was filled with rich and fertile soil, perfect for farming crops.

RAILS

Track went into the woods in the 1880s, so people needed railroads for supplies and transport.

DISCUSS

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

Slide 4

LESSON 1 • FOUNDATION

How long have people been here?

CONTINUE

Since time immemorial. The Snoqualmie Tribe describes its people as having lived in this region longer than anyone can remember.

Bear Creek, Redmond, 2008. Archaeologists found stone tools buried beneath a layer of ancient bog. The bog itself tested at 10,000 years old, so the tools are older still.

Marymoor, Redmond. A seasonal camp used from roughly 4,000 BCE, on the National Register of Historic Places since 1970.

Inglewood Hill, Sammamish. A Snoqualmie village stood at the foot of the hill, on what is now the plateau, into the early 1900s.

The Point Elliott Treaty, 1855. Tribes signed a treaty with the United States.



Archaeologists at the Bear Creek site, Redmond, 2008
(The Seattle Times)

Slide 5

Lesson 1 Opener — Stumps, Shingles, and Steel

Standards: Framing

PURPOSE: Launches the lesson with a question about students' own perception of place.

GUIDELINES: Post the opening question and take guesses before showing anything else. Do not resolve the question, as the lesson will explain.

EXTENSION OPPORTUNITIES: Write three or four guesses on chart paper. You can later cross-check the students' predictions.

FOR GRADE 3: Use a turn-and-talk before taking hands, and let students draw their guess in thirty seconds if that helps them commit to an answer.

What Is This Place Made Of?

Standards: E2.3.2, G2.3.1

PURPOSE: Establishes the economy of the region, and how available natural resources drove the economy.

GUIDELINES: Read the four resources, then pose the held question. Write guesses on the board.

EXTENSION OPPORTUNITIES: Ask what resources might be missing from the list.

FOR GRADE 3: Introduce the word “resource” with the four cards as the examples: something in nature people can use to make things or money. Have students name one resource in the classroom.

How Long Have People Been Here?

Standards: C3.3.1, RCW 28A.320.170

PURPOSE: References the tribal history and the role Native tribes had in nurturing the land.

GUIDELINES: Communicate the information clearly and concisely.

EXTENSION OPPORTUNITIES: Talk about the ramifications the treaty had, and perhaps pose the slide's question to students.

FOR GRADE 3: Keep it to the first two facts and the photograph. “Since time immemorial” means “longer than anyone can remember” — have students say the phrase back.

LESSON 1 - HOOK

Do you recognize any of these names?

CLOSE

McRedmond

Perrigo

Tosh

Wiley

Kirk

Houghton

Forbes

Monohon



Luke McRedmond Landing



Perrigo Park



Forbes Lake

Slide 6

Do You Recognize Any of These Names?

Standards: Setup — H2.3.2

PURPOSE: Helps students draw a personal connection with the lesson.

GUIDELINES: Ask the titular question and then run through some popular names. Don't take too long on student questions, as the point is to show how relevant and influential these characters were.

EXTENSION OPPORTUNITIES: Ask students to bring a photograph of one of these names around town as homework, or a class activity.

FOR GRADE 3: Extension from the handbook: ask students to bring or draw a photograph of one of these names around town as homework.

Early Families Part 1

CLOSE



Luke McRedmond, Warren Perrigo



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 an inn called Melrose House.
- It was so popular the town was briefly named Melrose after it

HOW REDMOND GOT ITS NAME!

Salmonberg

the salmon were that thick in the river

→ Melrose

after the Perrigos' inn

→ Redmond, 1883

after the postmaster petitioned to rename it

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

Slide 7

Early Families Part 1

Standards: H2.3.2, E1.3.1

PURPOSE: Start exploring the development of the Eastside with its oldest city founders, the McRedmond and Perrigo families. Also helps students grapple with who has power in this early civilization.

GUIDELINES: Talk a little about the families, and the influence they played in the naming of Redmond. Have a brief discussion on how a city gets its name.

EXTENSION OPPORTUNITIES: Ask why settlers may have wanted to come here in the first place; go into the Homestead Act.

FOR GRADE 3: Pre-teach "postmaster" (the person in charge of the post office) and "petition" (a written request). Use the three-arrow name strip as a mini-timeline.

Early Families Part 2

CLOSE

The Popham and MacGregor Families

The first families to settle the Kirkland shore, just south of today's downtown.

The Curtis Family

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.

IMAGE WILL GO HERE

Harris Monohon

MARTIN MONOHON

The first permanent non-Native settler on the Sammamish plateau. He ran a ferry landing on Lake Sammamish, and in 1887 petitioned for one of the first roads up onto the plateau, providing the infrastructure for further growth of the Eastside

Slide 8

Early Families Part 2

Standards: H2.3.2

PURPOSE: Discusses the families in tandem, chronologically recording the growth of the Eastside.

GUIDELINES: Discuss all the info on the slide, and spend a little extra time with Martin Monohon and ask what role roads played. After all, there weren't many cars back in the day, so why is a road so valuable?

The Mills

CORE

• Mills were incredibly important to society during the late 19th / early 20th centuries because they processed raw materials at a large scale, and powered the Industrial Revolution in America



CAMPBELL MILL, REDMOND

- Opened 1905 in a company town called Campton on Lake Sammamish.
- Sixteen miles of track ran into the woods.
- Bunkhouses were 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 1914, with a depot, a hotel, a meeting hall, and a post office holding 125 letter boxes.

WEBER POINT, SAMMAMISH

- Joseph Weber started the Lake Sammamish Shingle Company here in September 1901, and a second shingle mill followed.
- Shingles were incredibly important due to the rapidly increasing population

Slide 9

The Mills

Standards: E2.3.2, C2.3.4

PURPOSE: Explore the main industrial structures intact at the time; investigate the role of mills in early civilization development.

GUIDELINES: Talk about the mills and their individual traits. Ask how much power students think the mills had and also take an opportunity to talk about the early industries again.

EXTENSION OPPORTUNITIES: Talk about workers' rights and working conditions inside these mills; maybe tie in some Industrial Revolution info.

FOR GRADE 3: Two cards are enough for third grade: Campbell Mill (bunkhouses on wheels) and Monohon (a whole town). Pre-teach “mill” — a factory that cuts logs into boards.

Spotlight: Monohon Mill

CORE



Monohon Mill, Lake Sammamish, about 1906
Kirkland Heritage Center

120,000

board feet of lumber every single day

20

small houses' worth of lumber, daily

300

people living in the town by 1911

26 JUNE 1925

A fire started in the sawmill and destroyed the town. All that was left standing was a steel sawdust burner, ten company houses, and the horse barn. Although the mills were crucial to development, they were fragile, tinder waiting to burn.

DISCUSS Why were fires so common in early structures?

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Slide 10

Monohon Mill

Standards: H2.3.2, E1.3.1

PURPOSE: A deep dive into a powerful and influential mill in the early days, to better illustrate its role in the economy.

GUIDELINES: Read and emphasize the numbers. Specifically contrast the number of houses that can be built, and the number of total residents there were in the area. Allow for discussion on the closing question.

EXTENSION OPPORTUNITIES: Two opportunities here. (1) Ask why these mills are largely defunct now. (2) Lead a discussion into building materials, and why they still used wood in all the structures, despite the massive risk of it burning down.

The Abandoned Steel Mill

CORE

- Peter Kirk came from England in 1886 to build a steel town. The mill never produced a single piece of steel.
- He planned a whole city with British street names. Steelworkers moved their families from Worthington, England, for jobs there.
- Because Kirk was not a United States citizen, the Homestead Act would not let him buy land. His business partner bought it for him.
- In 1893 the country hit serious money trouble. Investors pulled out, and the mill was abandoned half-built.



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Slide 11

The Abandoned Steel Mill

Standards: H2.3.2, E1.3.1

PURPOSE: Introduce the development of Kirkland.

GUIDELINES: Talk about Kirk's purpose in coming to what is now Kirkland, and the various difficulties he faced.

FOR GRADE 3: Use the timeline on the right as the spine: arrive, build, finish, panic, abandon. Have students point to the step where things went wrong.

Kirkland's Other Ventures

Kirkland's Other Ventures

Standards: H2.3.2, E2.3.2

PURPOSE: Illustrates the other ways a city could grow during that time, and also provides a good picture for students about what the city looked like then.

GUIDELINES: Talk about cause-and-effect and the ventures, and ask students which one was the most successful, and how that can be reflected. A quick show of hands should do.

EXTENSION OPPORTUNITIES: Discuss why these weren't the first choices of Peter Kirk when settling.

WOOL

A woolen mill opened at Moss Bay in 1892, the first in Washington. It sold blankets and clothing to prospectors heading for the Alaska Gold Rush, and later to the military in the First World War.



BRICKS

A brickworks was built to supply the steel mill and the new town. The most famous one that stands today is the Peter Kirk Building.



BOATS

The Curtis family ran a boat landing from 1883, one of the few Eastside docks, and built boats there. That yard grew into the Lake Washington Shipyard, seen at Carillon Point today.



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

Slide 12

Two towns vote yes

Two Towns Vote Yes

Standards: C2.3.2, E3.3.1

PURPOSE: Go into the various details of why a city would incorporate itself. After all, it's not all sunshine and rainbows.

GUIDELINES: Connect a theme of fire as a genuine reason, and talk about the strict rules in making a city as well as what students think would change with a city instead of just a settlement.

FOR GRADE 3: Pre-teach “incorporate” with the definition box: a town becomes official and can collect taxes, borrow money, and run a fire department. Ask what services their city provides that a settlement would not have.

KIRKLAND

1905

Voted to incorporate on 12 October, with about 400 people. The steel mill had failed twelve years earlier. The town outlived the reason it was built.

REDMOND

1912

State law required 300 residents to incorporate. 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.

WHAT INCORPORATING MEANS

Officially becoming a town or city under state law, allowing a place collect taxes, borrow money, and run its own fire department. Bellevue will not do it until 1953, and Sammamish not until 1999.

ASK What are some of the drawbacks that came with incorporation?

Slide 13

LESSON 1 • GEOGRAPHY

The lake drops nine feet

ADDITIONAL

In August 1916 engineers opened a canal from Lake Washington to Puget Sound. Over the next three months the lake fell about nine feet, and the Eastside's shoreline moved.

KIRKLAND

The old downtown docks were left high and dry. A brand-new waterfront appeared at the foot of Kirkland Avenue, and the ferry landing moved there.

JUANITA BAY

The falling water uncovered a wide beach of fine white sand. Five hundred feet from shore the water was only five feet deep, so Juanita's ferry had to stop running.

SAMMAMISH RIVER

The river ran faster and shallower. Steamboats could no longer reach Ballard. Decades later it was dredged and straightened, and today it is about four miles shorter.

WHAT DISAPPEARED

The Black River, the lake's old outlet, dried up completely. More than a thousand acres of lakeside wetland became dry ground, and a Bellevue lumber company that floated its logs down the Neenah Slough lost the water it depended on.

ASK Who gained from a lower lake? Who lost? Was anyone asked?



18

Slide 14 • ADDITIONAL

The Lake Drops Nine Feet

Standards: G2.3.1, H2.3.2

PURPOSE: Shows how one engineering decision in Seattle rewrote the Eastside's shoreline in 1916, and adds a geography thread to Lesson 1. An additional slide: drop it if you are short on time.

GUIDELINES: Read the lead sentence, walk through the three place cards (Kirkland, Juanita Bay, the Sammamish River) and the timeline on the right, then hold the closing question until the end.

EXTENSION OPPORTUNITIES: Show nine feet with a tape measure against the classroom wall. Ask who was consulted before the lake was lowered; the honest answer is essentially no one on the Eastside.

FOR GRADE 3: Keep to the lead line and the Juanita Bay card, then the question. Show nine feet with a tape measure or by comparing to the classroom wall height; it makes the number real.

Early Businesses

ADDITIONAL



Bill Brown's Garage, Redmond



Redmond State Bank Today



Hagan Valley Garage, Redmond



Heritage Hall, Kirkland



The Jackson Square Building, Kirkland



The Board House, Sammamish

19

Slide 15 • ADDITIONAL

Early Businesses — Photo Grid

Standards: E2.3.7, C2.3.4

PURPOSE: Go into how these communities thrived, and also provide students with another dose of tangibility.

GUIDELINES: Don't spend too long; just talk a little bit about each of these histories and the role they played.

From stumps to farms

CORE

- When the loggers left, they left behind enormous stumps. Clearing that land was brutal work, and the owners who held it had very 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 organized. A growers' association formed in 1930 and built its own packing shed in 1933. By 1933 Eastside growers were shipping strawberries and peas across the Northwest by rail.
- By the late 1930s, around nine of every ten Eastside farm workers were Japanese American. Bellevue's Strawberry Festival was the region's celebration of their crop.



9 in 10

Eastside farm workers were Japanese American by the late 1930s.

In 1930

growers' association founded.

In 1933

They had their own packing shed built.

Slide 16

From Stumps to Farms

Standards: H2.3.1, E4.3.2, RCW 28A.345.130

PURPOSE: The purpose of this slide is to introduce the importance of berry farming to the region, and to set up the later tension in Lesson 2.

GUIDELINES: Highlight the importance of these new farmers and their role in the economy. Do not preview the events of 1942; just talk about their economic and social impact right now.

EXTENSION OPPORTUNITIES: Rail shipping is E4.4.3, which you can discuss. This can also lead into the chicken ranches, dairies, and mink ranches that also filled the land (see the Speaker Notes).

FOR GRADE 3: Pre-teach “immigrant” (someone who moves to a new country to live) and “organise” (work together as a group). The 9-in-10 stat can be shown with ten students standing up.

A rule that did not apply to everyone

CORE

PETER KIRK, 1886

A British citizen, so the law would not let him buy land in Washington.

WHAT HE DID ABOUT IT

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 ABOUT IT

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 certain things

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

Slide 17

A Rule That Did Not Apply to Everyone

Standards: H3.3.1, C1.3.2, RCW 28A.345.130

PURPOSE: Explain that the same rule affected two groups very differently depending on what they owned and their status.

GUIDELINES: Follow the side-by-side layout and do a thorough compare and contrast with students. Lead a discussion into how and why these differences were important.

FOR GRADE 3: Use the two columns as a compare-and-contrast: same rule, different result. Sentence stem: “It was the same because... It was different because...”

LESSON 1 • PRIMARY SOURCE

How to read a photograph

CODE



Logging railroad, Eastside, about 1985
Eastside Heritage Center

- 1 Who made this?
- 2 When was it made?
- 3 Why was it made?
- 4 How do we know we can trust it?

Slide 18

How to Read a Photograph

Standards: SSS1.3.2, H4.3.3

PURPOSE: Introduces the four-question source routine on a historical photograph, teaching students to analyze images like historians.

GUIDELINES: Run as a discussion, one to two minutes per question. Feel free to print the image for table groups to discuss as well. Don't give concrete answers until after all groups are finished discussing. There is not a single correct answer.

EXTENSION OPPORTUNITIES: If interested, more images can be provided for this exercise for various scenarios on the Eastside.

FOR GRADE 3: Two questions are enough for third grade: who made it, and why. Keep “how do we know we can trust it?” as a class discussion rather than something students must answer alone.

Whose story survived?

CODE

Almost everything we know 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 memoirs, and Emma McRedmond's hotel records.

WE BARELY HAVE

anything written by the men and women who worked in the mills and the department 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.

If the people who write things down are the people with power, what is missing from our history?

Slide 19

Whose Story Survived?

Standards: H3.3.3, H4.3.3, RCW 28A.345.130

PURPOSE: Talk about how the existing stories are the ones that decide the narrative and thus inherently hold power. Show students why that is and how that happens.

GUIDELINES: Introduce the available sources in the three categories provided, then ask the question and take a few hands before sharing your opinion.

EXTENSION OPPORTUNITIES: Not only is it important to talk about what sources remain; an extension is possible when looking at the type of sources. Most of them are written records that are physical and show a trace. Discuss how that might change in the digital era.

FOR GRADE 3: Use the three columns as a sorting frame. Ask: whose story would we have if only the teacher's notes from this year were kept?

Photo Match!

CORE

- I will pass out ten old images and ten modern locations, and your job is to connect the old and the new!



Example: The Redmond Trading Co. building is now Half Price Books!

Slide 20

Photo Match!

Standards: SSS1.3.2, H4.3.3

PURPOSE: Fun conclusion to the lesson that helps students understand how much has truly changed.

GUIDELINES: Have students split into groups of 3, 4, or 5 people and spend around 3–4 minutes sorting the images. Most correct wins! Ten suggested then-and-now pairs are in the Speaker Notes.

FOR GRADE 3: Use six pairs instead of ten, and let groups tape matches onto a shared sheet. Celebrate close guesses: the reasoning matters more than the score.

LESSON 2 — Slides 21–35

LESSON 2

CORE

Strawberries, Shipyards, and Software

OPENING QUESTION

"How did a farm town of 500 people become a region of half a million?"

Slide 21

Lesson 2 Opener — Strawberries, Shipyards, and Software

Standards: Framing

PURPOSE: Launches Lesson 2 with a brief mystery regarding the population boom in the last few decades.

Where we left off

CORE

1880s

FOREST

Mills at Cannon, Monahan and
Walker Point

1920s

STUMPS

The big trees are gone. Monahan
burns in 1925.

1930s

FARMS

Strawberries, peas, chickens,
dairy milk.

TODAY

?

What happened here?

Case Study: Redmond

573

people living in Redmond in 1950

80,280

people living in Redmond today

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

Slide 22

Where We Left Off

Standards: Recap, H1.3.3

PURPOSE: Compresses Lesson 1 into four beats and stakes the mystery with two numbers: 573 people in 1950, about 80,280 today.

GUIDELINES: First, introduce the evolution of the surrounding environment and how the land has changed. Then, read both figures aloud. Finally, have sixty seconds of partner talk, then call on students for their guesses.

EXTENSION OPPORTUNITIES: It is possible to hide the population numbers and transform it into a fun guessing game for students.

FOR GRADE 3: Have students place the four beats on the class timeline before guessing. Third graders benefit from seeing the sequence physically.

The Second World War and Japanese Internment

CORE

- 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. They were taken to a camp in California, and then to another.
- This included people who had been born in the United States and were citizens. Most families never came back.



Years later the United States formally acknowledged that this was wrong. Descendants of these families still live on the Eastside today.



23

Slide 23

The Second World War and Japanese Internment

Standards: H4.3.1, H2.3.1, C1.3.2, RCW 28A.345.130

PURPOSE: Important part of the unit: a necessary discussion about the injustice that occurred, and the repercussions it had for Japanese Americans in the area.

GUIDELINES: Use active voice while discussing it and call on the earlier slide about Japanese berry farms to offer a contrast. Share all the info on the slide.

FOR GRADE 3: Keep to the first bullet, the train, and the last sentence. The concrete detail that lands at eight or nine: they had to leave their strawberry fields.

Spotlight: Derby Days

ADDITIONAL

At the end of the Depression, 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.

THE MEN'S RACE

Won by Joe Richardson of Redmond in 1 hour, 36 minutes, 5 seconds. The prize was \$25.

WHO STARTED THEM OFF

Mayor Bill Brown, the man who owned the saloon and the garage back in 1909.



THE WOMEN'S RACE

Won by Eva Joan Proud of Kirkland in 1 hour, 46 minutes, 39 seconds.

AND THEN

No races from 1942 to 1945, because of the war. It has run every other year since, making it the oldest continuous bicycle race in the country.



24

Slide 24 · ADDITIONAL

Spotlight: Derby Days

Standards: G2.3.2

PURPOSE: Share an important cultural development of the Eastside, and talk about the impact it had on its citizens and the influence it has now.

GUIDELINES: Ask students how long 26 miles around the lake would take them, then reveal the times of the winners. Perhaps ask the students about their own experiences at Derby Days, if they have gone.

EXTENSION OPPORTUNITIES: Derby Days still runs every July, as the oldest continuous bicycle race in the country. Ask how a tradition can achieve such longevity, and if any students have ever taken part.

LESSON 2 - CASE STUDY

Spotlight: Lake Washington Shipyard

CORE

IMAGE WILL GO HERE

Suggested: shipyard workers at Houghton, about 1942

8,000

men and women on these ships by summer 1942, up from about 250 in 1939

29

warships built for the U.S. Navy, most of them seaplane tenders

nearly 500

battered ships repaired and sent back to sea

Lake Washington Shipyard, Houghton-Kirkland, 1942 (1942)

Kirkland Heritage Society - Houghton-Kirkland 2018

The yard closed after the war. Golden Point operation then later in 1980

WHO GOT THE JOBS

This is the Curtis family's boat landing from Lesson 1, now a Navy yard. 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 could not live in the federal housing built for shipyard families. The few who worked here commuted from Seattle.

DISCUSS 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?

Slide 25

Spotlight: Lake Washington Shipyard

Standards: H2.3.1, E2.3.2, RCW 28A.345.130

PURPOSE: The Curtis boat landing from Lesson 1 becomes a Navy yard of 8,000 workers. This is the slide the Lesson 2 title promised, and it gives the Social Justice slide its evidence about who was hired and who was kept out.

GUIDELINES: Start from the Curtis landing, read the three numbers aloud against Kirkland's pre-war population of about 2,000, then read the dark panel in full: both halves. Take the closing question and compare it with Monohon.

EXTENSION OPPORTUNITIES: Ask what 'for the duration' meant for the women and Black workers hired during the war. The image placeholder needs a photograph; the Kirkland Heritage Society holds period images.

FOR GRADE 3: Two numbers are enough: 250 workers before the war, 8,000 during it. Ask where 8,000 people would sleep in a town of 2,000. Keep the dark panel to one sentence: some people were hired for the first time, and some were kept out.

The towns start spreading

CORE

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, which nearly tripled the size of the city overnight. Kirkland did the same thing: Houghton residents voted to merge with Kirkland in 1968, and Kirkland annexed most of Juanita and Rose Hill in 1968.

Bellevue incorporated in 1953 to get control of its own explosive postwar growth and became a popular commercial center.

Improved infrastructure: bridges across Lake Washington in 1940 and 1963 made it possible to work in Seattle and live here.

1940

First floating bridge across Lake Washington

1951

Redmond annexes Education Hill

1953

Bellevue incorporates

1963

Second bridge opens

1968

Houghton votes to merge with Kirkland

1968

Juanita and Rose Hill annexed

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

Slide 26

The Towns Start Spreading

Standards: C2.3.2, H2.3.2

PURPOSE: Present annexation as an important part of city growth, but also raise a question about it. This allows students to better understand how cities are differentiated and how cities grow.

GUIDELINES: Define annexing plainly and share the timeline of the cities' growth. Have the students vote on the inquiry.

EXTENSION OPPORTUNITIES: Go more into depth regarding annexation and city growth, perhaps with a pretend situation?

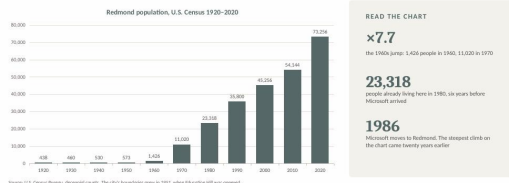
FOR GRADE 3: Pre-teach “annex” with your arms: the city reaches out and pulls the neighbourhood in. Run the vote by show of hands and take two reasons each side.

LESSON 2 • DATA

Redmond by the numbers

ADDITIONAL

Every ten years the United States counts everyone who lives here. This is what the count found in Redmond.



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

27

Slide 27 • ADDITIONAL

Redmond by the Numbers

Standards: H1.3.3, SSS1.3.2

PURPOSE: Answers the Lesson 2 opener with census data and corrects the 'Microsoft did it' assumption: the steepest growth came in the 1960s. An additional slide; the key figure (11,020 in 1970) can be given on Where We Left Off instead.

GUIDELINES: Check the chart against the class's chart-paper guesses. Read the chart as a source (who made it, why, can we trust it), then take three explanations for the 1960s jump.

EXTENSION OPPORTUNITIES: Ask which bars would look different if the 1951 annexation of Education Hill had never happened.

FOR GRADE 3: Read only three bars: 1950, 1970 and 2020. Ask which bar is tallest and what year that is. The idea to land: the town got big before the computer company came.

Social Change: House Bill 90

CORE

Four parents in Washington wrote a law saying every child with a disability had the right to go to public school. It passed that year.

BEFORE

Children with disabilities in Washington could be turned away from public school. No law said schools had to teach them.

WHO

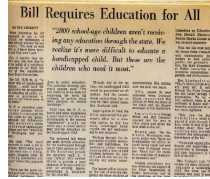
Evelyn Chapman, Katie Dolan, Janet Taggart and Cecile Lindquist called themselves the Education for All Committee.

HOW

With two law students, they wrote an actual bill and took it to Olympia themselves.

AFTER

Washington passed its law four years before Congress passed one nationally. It is now chapter 28A.155 RCW.



28

Slide 28

Social Change: House Bill 90

Standards: C4.3.1, H2.3.2

PURPOSE: Important discussion about the impact youth and ordinary people have in our government, and the importance of education for all.

GUIDELINES: Talk about the extraordinary achievements of these parents, briefly discuss the ramifications, and read the newspaper abstract.

FOR GRADE 3: Keep to Before / Who / After. The sentence to land: four parents wrote a law, and it worked.

The Tech Boom

CORE

Technology is one of the biggest industries of the region



Microsoft's Redmond campus



Microsoft's Redmond campus



Microsoft's Redmond campus



Microsoft's Redmond campus

REDMOND

Microsoft moved in with six buildings and about 800 workers, on land that had been the Murrell family's chicken farm. Microsoft had already been here since 1982, and Space Shuttle satellites have now, in fact, Redmond is called a Space District.

BELLEVUE

Amazon was started in a rented Bellevue house, moved to Seattle, grew enormous, and then came back, announcing plans for 25,000 jobs downtown. T-Mobile ran its national headquarters here too. The downtown area also welcomes new companies every year.

KIRKLAND

Google opened a small office with a handful of engineers. It became one of the company's largest engineering sites outside California, and a new campus is reshaping downtown Kirkland. More companies, like the cybersecurity company Tanium call Kirkland home.

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

29

Slide 29

The Tech Boom

Standards: H2.3.2, E2.3.2

PURPOSE: Avoids the myth that Microsoft alone is responsible for the Eastside's rise by pairing it with other companies, and also showcases the tech companies as a variable for growth.

GUIDELINES: Talk a bit about each company and the global influence they have and the importance of their office locations. Also talk a little about Sammamish; see if students can recall anything from previous lessons regarding the Sammamish situation.

FOR GRADE 3: One company per city is plenty: Microsoft, Google, Amazon. Ask what a company needs from a city (roads, houses for workers, schools, power) and what it gives back (jobs, taxes).

Sammamish Becomes a City

CORE

- Sammamish stayed unincorporated for almost a century after Kirkland and Redmond, then voted to become a city on 11 August 1999.
- For most of the twentieth century the plateau was chicken farms, dairy farms and lake resorts.
- By about 1984 the plateau 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, Ingleswood, Pine Lake, Timberline, Monohon, and Heaven were all names thrown in the pile.



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

30

Slide 30

Sammamish Becomes a City

Standards: C2.3.2, C4.3.3

PURPOSE: Completes the incorporation narrative arc.**GUIDELINES:** Talk about the relative youth of Sammamish, and how that may affect its development compared to these other cities.**EXTENSION OPPORTUNITIES:** The rejected names allow the students to discuss: which name would you vote for, and what does a place name have to do?**FOR GRADE 3:** The name vote is the third-grade moment: hold a class vote among the six names and record the result on the timeline.Infrastructure Development
Case Study: Redmond

CORE



1905 - 1st Redmond City Hall



1912 - Redmond annexed from the city

WATER, 1912

Redmond incorporated partly so it could borrow money. After several bad fires, a bucket brigade was not enough. The town needed a hand-drawn water system, something only cities could afford.

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.



1908 - City Hall



1908 - Downtown Redmond skyline

STATE ROUTE 520, 1961

The highway was extended into Redmond. The city is now more accessible than ever.

REDMOND TOWN CENTER, 1997

A shopping and office district was built on land the McRedmond family once farmed. Downtown Redmond moved and then lived in with apartments.

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

31

Slide 31

Infrastructure Case Study: Redmond

Standards: C2.3.2, E3.3.1

PURPOSE: Illustrate the large-scale change that has occurred.**GUIDELINES:** Talk about the new age with the 2008 city hall and talk about the explosive population growth. Briefly mention the controversy about the Downtown Center, and why a suburban community may not want something like that.**FOR GRADE 3:** Use the four photographs as a then-and-now game: which two are old, which two are new, and how can you tell?

Infrastructure Developments: Transportation

CORE

- There have been many recent developments in transportation in the area.
- 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.



Steamboats, then a railway, then bridges, then trains. Every one of them changed who could live here.



32

Slide 32

Infrastructure Developments: Transportation

Standards: H2.3.2, C4.3.3

PURPOSE: Talk about the importance of transportation changes over time, and acknowledge their importance to societal functions.**GUIDELINES:** Discuss the timeline of transportation but go in depth and talk about the necessity of transportation and the reasons why.**EXTENSION OPPORTUNITIES:** Transportation is important in bringing people from place to place. Have a discussion with the class about the role of public transportation in the region.**FOR GRADE 3:** Have students sequence the four transportation types on the class timeline (boat, train, bridge, light rail) and name one they have used.

Social Justice and Equality in the Region

CORE

Artists have been fighting for equal rights for decades.

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.
1940s	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.

How was this change achieved? What can you do to help?

30

Slide 33

LESSON 2 • CLOSING ACTIVITY • 20 MINUTES

Build a Mini-Museum

CORE

Your group is curating a small exhibit about ONE Eastside community. You get three objects and three cards. That is all the room you have.

1 PICK A CITY
 Redmond, Kirkland, Bellevue or Sammamish. One city per group.

2 PICK THREE THINGS
 A building, a photograph, a person, a business, a law, a machine, etc.

3 WRITE A CARD FOR EACH
 Two to three sentences. Tell us all about it. Feel free to add a little picture.

4 Present!
 Share the artifacts with your class.

EVERY CARD MUST ANSWER THESE FOUR

- Who made this?
- When was it made?
- Why was it made?
- How do we know we can trust it?

AN EXAMPLE CARD
 "The Redmond City Hall was built in 2000, and became all of the government offices of Redmond. It replaced the 1930s-era City Hall used by previous mayors and signaled a new age of development in Redmond."

30

Slide 34

Social Justice and Equality in the Region

Standards: C1.3.2, H4.3.1, SSS3.3.1, RCW 28A.345.130

PURPOSE: Provide a synthesis of the social justice and change that took place in the area as the region has reached the pinnacle of economic achievement.

GUIDELINES: Teach in a straightforward manner, and build off of the conversations regarding education for all by asking what students can do to continue this type of change.

FOR GRADE 3: Use rows one and four (the train, and school for every child). The question to ask: what is one fair rule in our classroom, and who made it?

Build a Mini-Museum

Standards: H4.3.2, SSS4.3.1, SSS4.3.2

PURPOSE: The unit's final project, which can also serve as an assessment.

GUIDELINES: Have all the groups choose different artifacts and have them learn more about them in class. Ideally, this can be done without the internet, but it might be easier if the students have access to laptops, as the research time would decrease. Have them become mini-experts on their selections before presenting.

EXTENSION OPPORTUNITIES: Early finishers write a fourth card for the object they cut, explaining the cut. The full rubric is in the Speaker Notes.

FOR GRADE 3: Two objects and two cards per group; cards may be a drawing plus one sentence for each of the first three questions. Provide sentence stems: "This is... It was made in... It was made because..."

Works Cited

CORE

Every factual claim in this unit traces to one of these. Where two sources disagree, the ADM says so.

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30

Slide 35

Works Cited

Standards: SSS4.3.2

Show at the end

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APPENDIX

Contact Information

Archive contacts

All three organisations are open to aiding schools

Eastside Heritage Center (eastsideheritagecenter.org)

Kirkland Heritage Society (kirklandheritage.org)

Redmond Historical Society (redmondhistoricalsociety.org)

Author Contact

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Source Analysis

<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

Companion documents

Curriculum - Local History of the Eastside - Grade 3.pptx — the slide deck, 35 slides, with speaker notes in the notes pane.

Speaker Notes - Grade 3.docx — key points, teaching script, prompts with expected answers, standards and activity materials for every slide.