

LAKE WASHINGTON SCHOOL DISTRICT
GRADE 7 · WASHINGTON STATE HISTORY

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 for the two closing activities, the Sourcing Lab (slide 20) and Make the Case (slide 34). Both need a printed handout, provided in the Speaker Notes.
- Full speaker notes for every slide are in the separate document Speaker Notes - Grade 7.docx and in the notes pane of the deck (Curriculum - Local History of the Eastside - Grade 7.pptx).
- For Grade 7, place each 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).

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 19 Washington State Grades 6–8 (taught in Grade 7 Washington State History) 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
H1.6-8.5	Slide 11: the failed steel mill	Slides 22, 29: recap; tech boom; Sammamish without offices
H2.6-8.2	Slides 6, 7, 8, 11: names hook; McRedmond naming fight; founding families; Monohon's road; the failed steel mill	Slide 24: Derby Days (additional)
H2.6-8.3	Slide 16: Japanese American farmers	Slides 23, 25: incarceration; the wartime shipyard
H2.6-8.4	Slides 10, 14: Monohon and the fire; the lake lowered (additional)	Slides 25, 26, 27, 29, 32: the wartime shipyard; annexation; bridges; census chart (additional); tech boom; Sammamish without offices; transportation
H3.6-8.3	Slides 17, 19: land-law comparison; whose story survived?	Slide 34: Make the Case argument
H4.6-8.2		Slides 23, 33: incarceration; social justice synthesis
C1.6-8.4	Slide 17: land-law comparison	Slides 23, 28, 33: incarceration; Education for All parents; social justice synthesis
C2.6-8.2	Slide 13: incorporation	Slides 26, 30, 31: annexation; bridges; Sammamish 1999; Redmond infrastructure
C3.6-8.4	Slide 5: Bear Creek and the treaty	
C4.6-8.2		Slide 28: Education for All parents
E1.6-8.1	Slides 7, 11, 12: McRedmond naming fight; the failed steel mill; Kirkland's pivots	
E2.6-8.1	Slides 4, 9, 12, 15: setting the economic logic; rail brings mills; Kirkland's pivots; early businesses (additional)	
E2.6-8.4	Slide 16: Japanese American farmers	
E4.6-8.3	Slides 9, 10: rail brings mills; Monohon and the fire	Slides 25, 29: the wartime shipyard; tech boom; Sammamish without offices

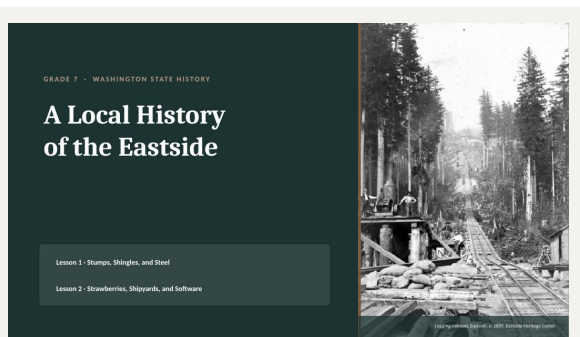
G2.6-8.3	Slides 4, 8, 14: setting the economic logic; founding families; Monohon's road; the lake lowered (additional)	Slide 27: census chart (additional)
SSS1.6-8.1	Slides 18, 20: photograph analysis routine; Sourcing Lab	Slides 27, 34: census chart (additional); Make the Case argument
SSS2.6-8.2	Slides 18, 19, 20: photograph analysis routine; whose story survived?; Sourcing Lab	
SSS3.6-8.1		Slides 33, 34: social justice synthesis; Make the Case argument
SSS4.6-8.1	Slide 20: Sourcing Lab	Slide 34: Make the Case argument
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 7, a note in slate says how.

LESSON 1 — Slides 1–20



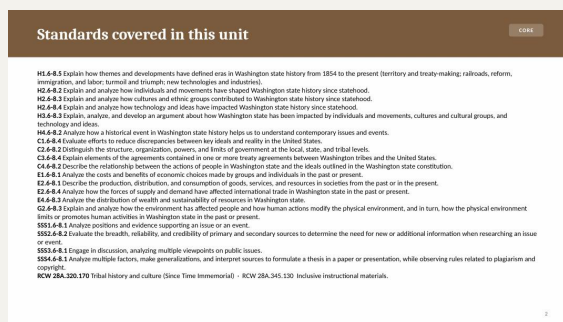
Slide 1

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

FOR GRADE 7: 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

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

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 7: 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.

What Is This Place Made Of?

Standards: G2.6-8.3, E2.6-8.1

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 7: 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?

LESSON 1

CORE

Stumps, Shingles, and Steel

OPENING QUESTION

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

Slide 3

LESSON 1 • SETTING

CORE

What is this place made of?

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 runs.

SOIL

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

RAILS

Track went into the south in the 1880s, as 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?

CORE

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

How Long Have People Been Here?

Standards: C3.6-8.4, 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 7: 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).

LESSON 1 • HOOK

Do you recognize any of these names?

CORE

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 — H2.6-8.2

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 7: 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.

Early Families Part 1

CURE



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

7

Slide 7

Early Families Part 1

Standards: H2.6-8.2, E1.6-8.1

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 7: 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.

Early Families Part 2

CURE

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

Martin 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

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Slide 8

Early Families Part 2

Standards: H2.6-8.2, G2.6-8.3

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?

FOR GRADE 7: 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.

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: E2.6-8.1, E4.6-8.3

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 7: 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.

Spotlight: Monohon Mill

CORE



Monohon Mill, Lake Sammamish, about 1906
Kootenai 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?

Slide 10

Monohon Mill

Standards: E4.6-8.3, H2.6-8.4

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.

FOR GRADE 7: 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.

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.



- 1886 Kirk arrives from England
- 1888-92 Iron-ore mines, houses built, families arrive from Worthington
- 1892 Mill completed
- 1893 National financial panic; investors withdraw
- After Abandoned half-built. No steel ever made.

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Slide 11

The Abandoned Steel Mill

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

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 7:** 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.

Kirkland's Other Ventures

CORE

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?

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Slide 12

Kirkland's Other Ventures

Standards: E1.6-8.1, E2.6-8.1

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.

LESSON 1 • BECOMING CITIES

Two towns vote yes

CORE

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. Borrowers will not do it until 1951, and Sammamish not until 1969.

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

13

Slide 13

Two Towns Vote Yes

Standards: C2.6-8.2, E3.6-8.2

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 7:** 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.

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 steamboat 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 Mucur Slough lost the water it depended on.

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



Slide 14 • ADDITIONAL

The Lake Drops Nine Feet

Standards: G2.6-8.3, H2.6-8.4

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 7: 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).

Early Businesses

ADDITIONAL



818 Brown's Garage, Redmond



Redmond State Bank Today



Happy Valley Grange, Redmond



Heritage Hall, Kirkland



The Indian Inland Building, Kirkland



The Board House, Sammamish

Slide 15 • ADDITIONAL

Early Businesses — Photo Grid

Standards: E2.6-8.1

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: H2.6-8.3, E2.6-8.4, 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 7: 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.

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: C1.6-8.4, H3.6-8.3, 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 7: 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.

LESSON 1 - PRIMARY SOURCE

How to read a photograph

CORE

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

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 7: 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.

Whose story survived?

CORE

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: SSS2.6-8.2, H3.6-8.3, 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 7: 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.

LESSON 1 • CLOSING ACTIVITY • 50 MINUTES

Sourcing Lab: Which date is right?

Four sources describe the Curtis family's boat landing at Houghton, and they do not agree. Decide what this deck should say on the Early Families slide — and prove it.

1 SOURCE IT

For each excerpt who made it, when, and why? Is it primary, secondary, or tertiary source?

2 CORROBORATE

Where do the sources agree? Where do they disagree? Track every difference. Reconsider again.

3 WEIGH IT

Which source is most credible for this question, and why? Consider author, evidence cited, date, and purpose.

4 CLAIM

Write the one sentence you would put on the slide. Use the source or sources that support it.

THE EVIDENCE (HANDOUT)

A. Houghton.org. Late 2014: Frank Curtis bought land at Houghton in the 1870s; the Peckers founded there in 1901.

B. The Seattle Times. Of June 2000: James Curtis and family ran freight and ferry boats from Curtis Landing, 1881.

C. The Utah State Archives. Part 2: The Curtis family ran a boat landing at Houghton from 1881.

D. Archives Web Collection guide: the report began in the 1870s as a small boat landing in Houghton.

WHAT GOOD WORK LOOKS LIKE

Assign that source to evidence. A disagreement established, not ignored. Assess one source right to wrong, and a sentence a fourth grader could read.

ASK Our own slide is a source too. What kind is it, and how much should you trust it?

Slide 20

Sourcing Lab: Which Date Is Right?

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

PURPOSE: Lesson 1's closing activity for Grade 7. Replaces Photo Match with a source-corroboration task built on a real disagreement among the unit's own sources about when the Curtis family began running boats at Houghton.

GUIDELINES: Hand out the four excerpts (Speaker Notes, Part 3). Groups of three or four; two minutes per step, with the slide as the protocol. Do not give a 'right' date; grade the reasoning. Ten minutes.

EXTENSION OPPORTUNITIES: Run the second data set, on the shipyard's peak workforce, if time allows. Ask what kind of source this unit's own slides are.

LESSON 2 — Slides 21–35

LESSON 2

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.

FOR GRADE 7: 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.

Where we left off

CONT



Slide 22

Where We Left Off

Standards: Recap, H1.6-8.5

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 7: 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).

The Second World War and Japanese Internment

CONT

- 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.

Slide 23

The Second World War and Japanese Internment

Standards: H4.6-8.2, C1.6-8.4, H2.6-8.3, 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 7: 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?

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, 30 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 town.



THE WOMEN'S RACE

Won by Eva Joan Probst of Kirkland in 1 hour, 45 minutes, 39 seconds.

AND THEN

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



Slide 24 · ADDITIONAL

Spotlight: Derby Days

Standards: H2.6-8.2

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

CASE

IMAGE WILL GO HERE
Suggested: shipyard workers at Houghton about 1942

Lake Washington Shipyard, Houghton-Kirkland, 1942-1945
Kirkland Heritage Society · Houghton-Kirkland Shipyard

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?

8,000

most kind women on these shifts by summer 1943, up from about 250 in 1939

29

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

nearly 500

battered ships repaired and sent back to sea

Slide 25

Spotlight: Lake Washington Shipyard

Standards: H2.6-8.3, H2.6-8.4, E4.6-8.3, 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 7: 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.

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 Aurora and Rose Hill in 1988.

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
- 1988 Aurora and Rose Hill annexed

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

30

Slide 26

The Towns Start Spreading

Standards: C2.6-8.2, H2.6-8.4

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?

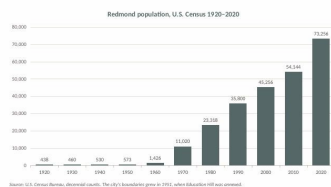
FOR GRADE 7: Ask students to explain the 1951 annexation's effect on the census counts before they see the chart: a tripled city area means part of the 'growth' is a boundary change. This is a data-literacy point they should carry into the next slide.

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?

37

Slide 27 • ADDITIONAL

Redmond by the Numbers

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

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 7: 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.

Social Change: House Bill 90

CLOSE

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.

HOW

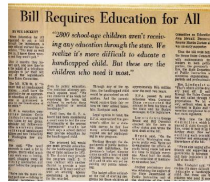
With two law students, they wrote an actual bill and took it to Olympia themselves.

WHO

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

AFTER

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



Slide 28

Social Change: House Bill 90

Standards: C4.6-8.2, C1.6-8.4

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 7: 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).

The Tech Boom

CLOSE

Technology is one of the biggest industries of the region



Microsoft's Redmond campus



Bellevue, WA, 1980s



Microsoft headquarters, Redmond



Google offices, Kirkland

REDMOND

Microsoft moved in with its buildings and about 800 workers, on land that had been the Howard family's chicken farm. Nationals had already been here since 1980, and Space & Satellite satellites here 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. It didn't run 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 replacing 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: H2.6-8.4, E4.6-8.3, H1.6-8.5

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 7: 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.

Sammamish Becomes a City

CORS

- Sammamish stayed unincorporated for almost a century after Kirkland and Redmond, then voted to become a city on 13 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. Sahulale, Ingleswood, Pine Lake, Timberline, Monashon, and Heaven were all names thrown in the pile.



1905
Kirkland incorporates

1912
Redmond incorporates

1953
Bellevue incorporates

1999
Sammamish incorporates

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

30

Slide 30

Sammamish Becomes a City

Standards: C2.6-8.2, C4.6-8.3

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 7: 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?

Infrastructure Development
Case Study: Redmond

CORS



1905 - Old house on the river



1905 - Redmond incorporated on the river

WATER, 1912

Redmond incorporated partly so it could borrow money. After several bad fires, a bucket brigade was not enough. The town needed a bonded 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.



1999 - City Hall



1999 - Redmond incorporated city

STATE ROUTE 520, 1981

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 filled 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: C2.6-8.2, E3.6-8.2

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 7: 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.

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.

- 1880s
Railway makes timber viable
- 1942 & 1963
Floating bridges
- 2024
Light rail reaches Overlake
- 2025
Downtown Redmond
- 2026
Across the lake to Seattle

Slide 32

Infrastructure Developments: Transportation

Standards: H2.6-8.4, C4.6-8.3

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 7: 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.

Social Justice and Equality in the Region

CORE

Activists 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?

Slide 33

Social Justice and Equality in the Region

Standards: C1.6-8.4, H4.6-8.2, SSS3.6-8.1, 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 7: 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.

LESSON 2 • CLOSING ACTIVITY • 20 MINUTES

Three explanations compete: people, laws, and technology. Your group argues for one of them with evidence from this unit — and takes the strongest counterargument seriously.

- 1 TAKE A POSITION**
 Parse (Analyze, untangle, organize),
 Note inferences, annotations,
 and assumptions.

2 GATHER EVIDENCE
 Paragraphs of evidence from the text.
 Each word is a clue: a claim, a plan,
 a discount, a simile from the author.

3 REBUTTAL
 Answer the last question against your
 position. Use against your plan
 discounts.

4 ARGUE IT
 Use minutes per claim, claim,
 evidence, reasoning, counterclaims,
 rebuttal. The class ends, with insights.

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

Slide 34

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Slide 35

Make the Case: What Made the Eastside Grow?

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

PURPOSE: Lesson 2's closing activity and the unit's assessment for Grade 7: an evidence-based argument for people, laws, or technology as the main driver of the Eastside's growth.

GUIDELINES: Assign positions so all three are argued. Ten minutes to build, ten to argue. Every argument needs a one-sentence claim, three cited pieces of evidence, reasoning, and an answered counterclaim.

EXTENSION OPPORTUNITIES: A one-page written version with the same four parts works as an individual assessment. The organiser, evidence bank and rubric are in the Speaker Notes.

Works Cited

Standards: SSS4.6-8.2

Show at the end

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

Richard Hao (lelehao09@gmail.com)

Source Analysis

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

Companion documents

Curriculum - Local History of the Eastside - Grade 7.pptx — the slide deck, 35 slides, with speaker notes in the notes pane.

Speaker Notes - Grade 7.docx — key points, teaching script, prompts with expected answers, standards and activity materials for every slide.