

TEACHING AMERICAN HISTORY 2005 CURRICULUM TEMPLATE

NAME: Michael Williams	SCHOOL: ACT @ Roosevelt
UNIT TITLE: The interconnected relationship between people – transportation – cities	
TARGET GRADE LEVEL: High School	
APPROXIMATE TIME NEEDED: requires about four class periods and a considerable amount of prep time depending on skill level of the presenter.	
PREREQUISITE KNOWLEDGE: Having knowledge of the software and hardware is helpful for the presenter. Students with practice in predicting outcomes will gain more from this unit than those students who have not yet developed that skill.	
UNIT OVERVIEW (Abstract): In this unit of students will explore the impact the automobile had on the lives of Americans. We will discover how its popularity and mass consumption was made possible as well as how that consumption affected the spread of urban areas, the shift of areas of production and housing, and its impact on the social elements of people's lives.	
NATIONAL HISTORY STANDARDS: How the United States changed from the end of WWI to the eve of the Great Depression	
PORTLAND PUBLIC SCHOOLS HISTORY STANDARDS: Students will . . . Demonstrate the ability to organize, synthesize, interpret, explain or evaluate complex information in addressing a social studies related concept, problem or issue. (Standard 1) Demonstrate the ability to manipulate information and ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meaning and understanding of social studies related concepts, problems or issues for them. (Standard 3) Demonstrate the ability to use methods of inquiry, research, or communication characteristic of the various academic disciplines of Social Studies. (Standard 5) Demonstrate the ability to communicate their social studies knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school building. (Standard 8)	
GEOGRAPHY STANDARDS: The students will know and understand . . . 1:1 How to use maps and other geographic representations to depict geographic problems. 1:2 How to use technologies to represent and interpret Earth's physical and human characteristics 3:3 The spatial behavior of people. 3:4 How to apply concepts and models of spatial organizations to make decisions. 4:2 The changing physical and human characteristics of place. 4:3 How relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity. 11:2 how places of various size function as centers of economic activity. 12:3 the processes that change the internal structure of urban areas	

LESSON PLAN: GIS/Spatial Component

This lesson integrates a GIS/spatial component into the unit.

Lesson Objectives:

Create and show a presentation that shows the changes to a city through time as new transportation options are introduced. Draw connections between - people, transportation and city development.

Outcomes/Goals:

Upon completion of this lesson students will understand the cause and effect relationship between transportation needs and how, when those needs are met, the city is changed and new needs are created.

Time Needed: (prep time plus two class periods – see below)

Presentation creation:

Creating your own presentation using your city as the subject...

This will depend on your skill level with GIS and the availability of the datasets needed for your map.

Using the presentation included, which reflects the development of Portland, Oregon ([trolley system.ppt](#))

However long it will take for you to download the file to your computer (a few minutes?)

To show the presentation

The presentation in class should take about 45 minutes to one hour depending on how much specific details you present and the level of discussion you pull from your students

To reflect write and discuss

one class period (45-60 minutes)

Materials/Resources Needed:

Hardware resources

data projector for showing ArcView or PowerPoint

computer with software installed for creating and running presentation

Software resources

ArcView

Microsoft PowerPoint

GIS resources (the following data sets for whichever city you mapping:)

Taxlot data showing residential properties and the years built

Early roads

Current roads

Historic Transit lines classified by year

Constant geographic landmark (i.e. a river)

Procedures:

Activity 1 (teacher must complete this well before class):

Create the presentation using ArcView software

Activity 2: Show presentation

Go through the presentation stopping between key eras to:

- predict what will happen next as a result of the new additions to the city (i.e. introduction of transcontinental railroad connection)
- reflect on the changes that did occur and check accuracy of the predictions made by the class

Activity 3: Review presentation

After going through the presentation and preferably at the start of the next class period review:

- The impact people had on the development of transportation methods in a city.
- The impact the transportation methods had to the city as they were introduced.
- The impact of the changed city on the people living or moving to the city.

Assessment Tools:

5-paragraph essay

Have student write a 5 paragraph essay with the three body paragraphs addressing the following:

- (1) how people's needs change a city's transportation system;
- (2) how the city's transportation system changes the city;
- (3) how the changed city changes the needs of the people in the city.

Extensions or Accommodations:

Students can create a GIS presentation of their own that shows the changes of a city over time as reflected in their essay

or

Students can get interviews from people who experienced the introduction of a new transportation method to their city (trying to get their perspective on the cause and effect of that transportation method on self and the city as a whole) and add the information to their essay.

LESSON PLAN: Primary Source Documents and National to Local Connection

This lesson integrates primary source materials into the unit.

This lesson introduces the historical topic and creates the historical context for the unit. This lesson identifies the national historical framework and links it to a local "story."

Lesson Objectives:

Students will learn about the transportation needs of cities and how as the needs change the transportation methods change as well as how the change in transportation methods changes the behaviors of the people and industries of a city.

Outcomes/Goals:

- Upon completion of this lesson students will be able to better predict the effect of changes to a city on other aspects of the city.
- Upon completion of this unit students will understand how railroads, trolleys and the automobile influenced urban growth and development as well as where people can/will work and live.

Time Needed:

2-3 hours

Materials/Resources Needed:

- Maps of different cities from the following years: 1880, 1900, 1920, 1940, 1960
- Readings on the impact of trains, trolleys and cars on cities
- Cause and effect flow chart of transportation worksheet (see below)

See bibliography for material suggestions.

Procedures:

Activity 1:

Look at maps from multiple cities from around the nation. The maps should reflect multiple years (each city should have maps from years that are approximately of similar dates and should be about 1880, 1900, 1920, 1940).

Groups or pairs of students look at the maps of a single city with the question of "Why did this city grow in the manner it did?" in mind.

After looking the maps over have students determine unique changes they noticed in the city's growth.

- Explain why the cities exist where they do.
- Explain why the city grew in the manner it has.
- Explain the pattern of roads and other traffic modes.
- Explain where people live and work, how do you know?

Activity 2:

Read the three articles about the impact of trains, trolleys and cars on cities (or assign as homework).

Identify from the reading what caused the demand or need for the transportation method and how the introduction of the transportation affected the city and its people.

Activity 3:

Discuss the cause and effect relationships between the people, transportation methods and city growth.

Points of discussion:

- When do people's needs impact transportation methods?
- How do new transportation methods change cities?
- How do changes in the city impact people?
- How do the changes in the city impact people's needs?

Assessment Tools:

Complete the flow chart on the causes and effects of transportation

Extensions or Accommodations:

Speculate what would have caused the need for animal powered transportation (instead of walking) as well as what will the next transportation need be for people in cities. Students must use sound reasoning to support their speculations.

BIBLIOGRAPHY:

Trains, trolleys and automobiles

Kay, Jane Holtz. *Asphalt Nation: How the Automobile Took over America, and How We Can Take It Back* (Los Angeles: University of California Press, 1997).

Grant, H. Rogert. *Getting Around: Exploring Transportation History* (Krieger Pub Co., 2002).

Labbe, John. *Fares Please! Those Portland Trolley Years* (Caxton Printers, 1980).

Marshall, Alex. *How Cities Work: Suburbs, Sprawl and the Roads Not Taken* (University of Texas Press, 2001). *This book contains a chapter on Portland, Oregon.*

The Growth of Cities

A good chronology of Philadelphia with various images can be found at:

<http://www.phila.gov/phils/Docs/Inventor/graphics/wards/wards1.htm>

Homberger, Eric and Alice Hudson (illustrator). *The Historical Atlas of New York City : A Visual Celebration of Nearly 400 Years of New York City's History* (Owl Books, 1998).

Fogelson, Robert M. *The Fragmented Metropolis: Los Angeles, 1850-1930*. Classics in Urban History, Vol 3 (Los Angeles: University of California Press, 1993).

Miller, Donald L. *City of the Century: The Epic of Chicago and the Making of America* (Simon & Schuster, 1997).

Reps, John William. *Bird's Eye Views: Historic Lithographs of North American Cities* (Princeton Architectural Press, 1998).

Cohen, Paul and Henry Taliaferro. *American Cities: Historic Maps And Views* (Editions Assouline, 2005).

Dodds, Linda and Carolyn Buan. *Portland Then and Now* (Thunder Bay Press, 2001).



Characteristics of the city

Where do people live?

Where do people work?

Concerns or Challenges



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Complete the flow chart on the causes and effects of transportation

Select a city to investigate and collect the maps needed for the analysis. The maps would include the following:

Pre-1850 for horse and cart city

Pre-1890 but after 1870 for a train city without (or with very few) trolleys

Pre-1825 but after 1900 for a trolley city without (or with very few) cars

Post-1935 for an automobile city

In the boxes labeled “Characteristics of the city” describe what the city looks like as it relates to the transportation method that was introduced.

In the box labeled “Where do people live?” determine where the residential areas would be (use sound logic to support your assumptions).

In the box labeled “Where do people work?” determine where the industrial areas would be (use sound logic to support your assumptions).

In the box labeled “Concerns or Challenges” describe what the problems would be for a city with this transportation method as the primary means of moving people.

Use sound logic to determine all your answers and be prepared to explain your conclusions.