

## DAY 7



### **ESSENTIAL QUESTION:**

How do people, environment and events cause change and influence the design of towns and cities?

### **HISTORY INQUIRY ESSENTIAL QUESTION:**

How do places grow and change?

### **FOCUS QUESTIONS:**

- When did important events happen in Mediana City?
- How did Mediana City change?
- What is the historical narrative of Mediana City?
- How do places such as Mediana City change and grow?

### ***Objectives:***

- Students will analyze primary and secondary sources to study the change that occurred in Mediana City.
- Students will use a timeline to place historical events of the city in chronological order.
- Students will collaboratively create a historical narrative that describes the change and growth of Mediana City.

## ***Lesson Overview***

### **Conceptual Flow**

In the last lesson, students acted as historians when they analyzed primary and secondary sources that addressed inhabitants who lived in this place, and what happened there in the past. Students will continue to participate in this same process as they examine a final primary source and then synthesize all of the research information they have gathered to draw conclusions about the history of Mediana City.

### ***Summary***

Students in small groups will review one final primary source document and image. They will synthesize all the information they have gathered to make decisions on where the events fit chronologically on a timeline. Placement of events on the timeline is an inference based on the evidence presented and students may have different responses. Finally, after discussion students will design a visual that describes the history of Mediana City.

## ***History Content Standards***

**4.4.1:** Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.

**4.4.3:** Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

**4.4.4:** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)

## **Common Core State Standards**

**RI 4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RF4.4:** Read with sufficient accuracy and fluency to support comprehension.

**W4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W4.4:** Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

**W4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.

**W4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SL4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**SL4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Teacher Historical Background**

The Mediana City historical narrative is found in Document A. This is a reference for teachers.

### **Vocabulary**

Agriculture

Production

## Grouping

- Create eight groups of students—approximately 3-4 students per group.

## Materials

- **Change in Mediana center**
  - Direction sheet (8 copies) (Day 7 HO#1)
  - Copies of letter *Dear Sammy* (16 copies) (Day7 HO # 2)
  - Image Early Farm 1900s

<http://content.cdlib.org/ark:/13030/kt7870275t/?query=farming%201900&brand=calisphere>

- Copies of Mediana timeline cards (4 copies) (Day 7 HO #3)
- 1 set of Historians Tools for each group

1 California History Timeline (use the provided cards) to be posted in front of the classroom for reference. (Day 7 HO # 4)

- Evidence Collection sheet (1 per student) (Day 7 HO #5)
- Art materials for poster
- Poster/chart paper for each group

## Student Products

- 1 completed Evidence Collection sheet
- Journal entry
- 1 poster

## Historical Inquiry Description of Activities

### ***Introduction***

- Remind students that in the previous days' lessons they began their work as historians. They analyzed historical artifacts and documents found in or near Mediana City.
- Tell students that a historian's next questions would address the changes that occurred in Median City.
- Tell students they will participate in this same process as they examine and analyze sources.

### ***Exploration***

- **Step 1:** Each group will observe the image and read the letter. The historians' tools will be used to analyze the document. The Evidence Collection sheet will be used to document the students' findings.

Record answers to the following journal questions in the Investigative Journal:

How did Mediana change?

Why do places like Mediana City change and grow?

- **Step 2:** Review the California History timeline (made ahead of time by the teacher).



- **Step 3:** Student groups will place the Mediana City cards in sequential order. Explain to their tablemates why they selected that order. (There is not one answer.)
- **Step 4:** They will then decide where to put Mediana City History on the California timeline. Students will explain to their group members why they put the cards where they did on the timeline.

(Note: Specific dates do not need to be attached to the Mediana City events. Instead students should place the cards before or after a specific date in California history.)

There are a variety of ways that the Mediana time cards can be sequenced. Accept evidence based answers.

For example, we placed the people planting crops in Mediana City after the agriculture boom in the state. We know from the letter written by Sammy that the people turned to agriculture after the closing of the mines.

- **Step 4:** Students will share their timelines with the group. Teacher will build a class timeline for Mediana City. Ask for evidence as the dates are placed.
- **Step 5:** Create a written historical narrative of Mediana City based on what you have learned from the primary sources. See Document A for a model.
- **Step 6:** Ask each group to create a visual model of the history of Mediana City.
- **Step 7:** Each group will share their model with the whole group. Check for understanding of the chronological order.

**Direction Sheet  
for  
Change in Mediana City**

**How Did Mediana City Change?**

- 1. Observe the image closely. Discuss with your group what you observe.**
- 2. Read the letter. Use the historian's tools to analyze the document. Use your Collection sheet to collect your evidence.**
- 3. Answer the 2 questions in your Investigative Journal.**

**How did Mediana City change?**

**Why do places like Mediana City change and grow?**

(Day 7 HO#1)

*June 9, 1899*

*Dear Cousin Sammy,*

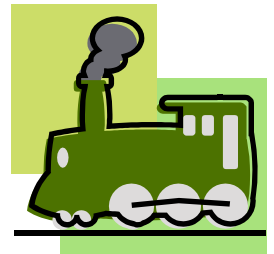
*Today I watched the last train being filled up with coal from the Coaling Station. The old Coaling Station closes its doors today. The next train that goes through will stop here in Mediana City for water from our rivers but it won't ask for any more coal. It will be running on oil. Imagine that... trains with engines that run on oil instead of coal! I'll be down at the old tracks just to see the sight.*

*The sad news is that without the need for coal for the trains, they are shutting down the coal mine. The coal in that mine wasn't high quality but it was good enough for the train engine. Now that the train engine doesn't need coal, the coal mine will stop production. Daddy will be out of a job. I asked him what he will do now. Daddy has always been a miner. Daddy said some of the miners will take their families and move up to San Francisco to look for work in the canneries. Daddy says that that he would rather stay here in Mediana City. He says that he is going to look for work on a big farm. He will help plant and harvest the wheat. He says that we live near rich farm land and that there will always be opportunities in agriculture in Mediana City. The train that passes through will stop for the wheat to take to Los Angeles instead of coal.*

*I hope you can come visit us soon here in Mediana City.*

*Your cousin,  
Juan*

(Day7 HO # 2)



**A.**  
**Chinese Laborers Come to  
Mediana City to help build  
the railroad**

**B.**  
**Southern Pacific Railroad  
buys land near Mediana  
City to build a Coaling  
Station**

**C.**  
**Coal is discovered in the  
mountains near Mediana  
City**

**D.**  
**People move to Mediana  
City to work in the coal  
mines and at the Coaling  
Station.**

**E.**  
**Coaling Station is closed in  
Mediana City**

**F.**  
**People work planting  
crops in Mediana City  
instead of coal mining**

(Day 7 HO # 3)

<p>1848</p> <p><b>The Treaty of Guadalupe Hidalgo</b></p> <p>The Treaty of Guadalupe Hidalgo was signed at the end of the U.S. war with Mexico. California became a territory of the United States.</p>	<p>1848</p> <p><b>Gold Discovered in California</b></p> <p>James Marshall discovered gold at Sutter's sawmill near Sacramento on January 24, 1848. California grew rapidly as people rushed to California to strike it rich.</p>
<p>1850</p> <p><b>Statehood for California</b></p> <p>California became the 31<sup>st</sup> state of the United States on September 9, 1850.</p>	<p>1861</p> <p><b>Telegraph</b></p> <p>Telegraph service reached California and was used to deliver messages across wires</p>
<p>1860</p> <p><b>Population of California</b></p> <p>In 1860 the population of California was 380,000. Most people live near San Francisco.</p>	<p>1865</p> <p><b>Chinese Laborers</b></p> <p>The Central Pacific Railroad brings approximately 10,000 Chinese laborers from China to work on the railroad.</p>

(Day 7 HO # 4)

<p>1869</p> <p><b>Transcontinental Railroad</b></p> <p>On May 10, 1869, the Central Pacific connected to the Union Pacific Railroad. This connected California to the rest of the U.S.</p>	<p>After 1869</p> <p><b>Agriculture Boom</b></p> <p>After the railroad linked California to the rest of the country, farmers were able to ship their crops to other parts of the United States. The number of farms and crops grew rapidly and agriculture became the largest California industry in the late 1800s. Fruit became a very important crop.</p>
<p>1876</p> <p><b>Railroad Connects Southern California</b></p> <p>The Southern Pacific Railway which connected San Francisco and Los Angeles was completed on September 5, 1876.</p>	<p>1882</p> <p><b>Chinese Exclusion Act</b></p> <p>The Chinese Exclusion Act which prohibited immigration of Chinese laborers into the United States was signed into federal law.</p>
<p>1900</p> <p>By 1900, the Southern Pacific, Union Pacific and other railroads switched to oil as their main fuel source.</p>	<p>1920</p> <p>The population of California had grown to almost 3.5 million</p>

(Day 7 HO # 4)

Closely observe the image(s) and discuss with your partners:

- What do you see?
- What does this image make you wonder about?

Evidence Collection: Change

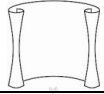
(To be used with the Historian's Tools)

Source: \_\_\_\_\_

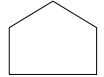
Is this a Primary or Secondary Source? \_\_\_\_\_

How do you know? \_\_\_\_\_

What observations can you make about this source?



Type of Document



Historical Context



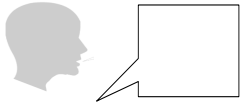
Author, Speaker, Creator



Audience, Listener, Recipient



Purpose



Content: Main Idea & Details

Answer the following questions on the back of this sheet or in your journal.

How did Mediana City change?

Why do places like Mediana City change and grow?

(Day 7 HO #5)

## Journal Entry

## 1. Opening Sentence

- \_\_\_\_\_ helped Mediana City grow because \_\_\_\_\_.
- \_\_\_\_\_ caused Mediana City to change by \_\_\_\_\_,
- Mediana City changed when \_\_\_\_\_.
- Mediana City was changed when \_\_\_\_\_ because \_\_\_\_\_.

## 2. Supporting your Idea with Evidence

- The document stated \_\_\_\_\_.
- According to \_\_\_\_\_.
- The \_\_\_\_\_ said \_\_\_\_\_.  
(title of the source)

### 3. Analyzing your Evidence

- This shows \_\_\_\_\_.
- This is evidence that \_\_\_\_\_.
- This is important because \_\_\_\_\_.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.