

Days 5 & 6

History



ESSENTIAL QUESTION:

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

HISTORY INQUIRY ESSENTIAL QUESTION:

How do places grow and change?

FOCUS QUESTIONS:

- How was coal important to the growth and change of Mediana City?
- How was the coaling station important to the growth and change of Mediana City?
- How was the railroad important to the growth and change of Mediana City?
- How were Chinese laborers important to the growth and change of Mediana City?

Objective

Students will use primary and secondary resources at four centers to study the cultural and industrial development of the area.

Lesson Overview

Conceptual Flow

In the last lesson, students acted as historians when they analyzed historical artifacts found in, or near Mediana City. A historian's next questions would address who lived in this place, and what happened here in the past; and he or she would seek out more information in the form of

available primary and secondary sources. Students will participate in this same process as they examine and analyze sources in centers.

Summary

This is a two-day learning experience in which the teacher models one historical inquiry center and then students rotate to three other historical inquiry centers. For each center students will use multiple sources to gather clues about what was happening in California, and specifically in Mediana City, during this time period. These centers will provide an opportunity for students to gain a deeper understanding of some of the human and industrial development in the area of Mediana City. Students will rotate to all centers over the two-day period. They will analyze, discuss, record notes, and draw conclusions from primary and secondary sources.

The four centers are:

- Chinese Laborers (modeled by teacher)
- Coal Mine
- Coaling Station
- Railroad

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)

Language Arts 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.

RF4.4a,c: 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

This lesson continues the focus on the role of Chinese laborers, coal mining, and the railroads in the development and growth of California.

Vocabulary

thrive

refueling

merchants

coaling station

acquire	account
economy	epochs
treacherous	cultivation
locomotive	vast

Grouping

- Create eight groups of students—approximately 3-4 students per group. The class will do one center together the first day, with teacher modeling. Then, the student groups will continue the investigation work, completing the Coal Mine Center on Day 5, and the two remaining centers on Day 6.
(The directions provided below are for this center approach).

OR:

- Teacher will direct the students through all 4 centers providing reading support while analyzing the primary and secondary sources. Depending on the needs of the students, teacher could read the sources aloud or direct students to read the text sources aloud providing clarification as needed. Teacher could then model the use of the evidence collection sheet.
(If using this second option, the teacher would not need to create centers. Instead, the image could be projected and discussed. The students would need copies of the text sources to reference and an evidence collection sheet for each center.)

OR:

- Use a combination of both of the above depending on the needs of the students in the teacher's classroom. An option might be to have Day 5 be all teacher directed and then use centers for Day 6. Modify the directions below to fit your classroom.

Materials

- **Chinese Laborer Center**
 - Direction sheet (Days 5&6 HO#1, 8 copies)
 - Video
<https://www.youtube.com/watch?v=uSp6Wcl6EDk>
 - Web address for image to be downloaded and copied or projected on document reader

- Chinese Railroad Laborer
[http://content.cdlib.org/ark:/13030/tf058005hz/?_utma=209367296.1977738578.1350342472.1350342472.1350342472.1&_utmb=209367296.1.10.1422572740&_utmc=209367296&_utmz=209367296.1409179050.2.1.utmcsr=google|utmccn=\(organic\)|utmcmd=organic|utmctr=\(not%20provided\)&_utmv=-&_utmj=192469417](http://content.cdlib.org/ark:/13030/tf058005hz/?_utma=209367296.1977738578.1350342472.1350342472.1350342472.1&_utmb=209367296.1.10.1422572740&_utmc=209367296&_utmz=209367296.1409179050.2.1.utmcsr=google|utmccn=(organic)|utmcmd=organic|utmctr=(not%20provided)&_utmv=-&_utmj=192469417)
 - Copies of article, *Chinese in Mediana City* (Days 5&6 HO#2, 16 copies)
 - Evidence Collection Sheet
- **Coal Mine Center**
 - Direction sheet (Days 5&6 HO#3, 8 copies)
 - Web address for image to be downloaded and copied or projected on document reader
 - **Coal Mine** <http://www.loc.gov/pictures/resource/det.4a27859/?co=det>
 - Copies of Mediana City Chronicle article, "There's Coal in Those Hills" (Days 5&6 HO#4, 8 copies)
 - Evidence Collection Sheet
- **Coaling Station and Railroad Centers Station**
 - Direction sheet for Coaling Station (Days 5&6 HO# 5, 4 copies)
 - Direction sheet for Railroad Center (Days 5&6 HO# 7, 4 copies)
 - **Coaling Station** <http://www.loc.gov/pictures/item/wv0321.photos.172107p/>
 - **Railroad** <http://www.scvhistory.com/scvhistory/sw9801.htm> (Click on image to enlarge)
 - Back-to-back copy of letters about Coaling Station (Days 5&6 HO#6 4 copies)
 - Letter from President of So. Pacific RR (Days 5&6 HO#8 4 copies)
 - Evidence Collection Sheets
 - 20 letter-sized folders
 - page protectors (optional)
- **1 Set of Historians Tools cards for each group of students.**

Student Products

- Six completed Evidence Collection sheets
- Journal entry

Historical Inquiry Description of Activities

Set Up for Centers:

- Teachers must assemble the center materials. The activity requires 8 copies of the Chinese Laborers Center and Coal Mine Center, four of each of the other centers: Coaling Station, and Railroad.
- Each center will include a folder with directions stapled on the front.
- Place two copies of each photograph or image and two copies of each reading inside each folder. Putting the images and readings in page protectors is optional, but the centers will be used multiple times and the page protectors will protect the texts.
- Make six copies of the Evidence Collection Sheet for each student.
- Make one set of Historians Tools cards for each center.

Introduction

- Remind students that in the previous day's lesson they began their work as historians. They analyzed historical artifacts found in, or near, Mediana City.
- Tell students that a historian's next questions would address who lived in this place, and what happened here in the past, and he or she would seek out more information in the form of available primary and secondary sources.
- Tell students they will participate in this same process as they examine and analyze sources in centers over the next two days.

Exploration

- **Step 1:** Model how to use the centers. Use the Chinese Laborer Center to model how to complete each center. Use the direction sheet on the front of the center as a guide to model the lesson. Though this activity is done with the whole class, have students sit and work with their groups.
 - Model how to begin by reading over the entire direction sheet on the front of the folder. Highlight the Focus and Essential Questions on the sheet because they will be writing an answer to these questions later in the activity.
 - This center includes a video. Show the video whole group. Use one Evidence Collection Sheet to analyze the video. Work together as a class to complete this sheet.
 - Tell students to open the folder and find the two photos and two readings. The students in the groups will share these materials.

- Model with the students how to do a close reading of the photo or image. Ask students to talk about their observations. Remind students to support their comments with evidence from the photo.
 - Model how to record observations in the photo section of a second Evidence Collection Sheet.
 - Next, read the article entitled *Chinese in Mediana City*. (Days 5&6 HO#2)
 - Using both the reading and the photo, model how to discuss the sources using the Historians Tools and how to complete the Evidence Collection Sheet.
 - Model how to write a response to the Focus and Essential Questions on the front sheets of the center. These responses should be written in their Investigative Journals. Have students attach their Evidence Collection Sheet near their answer to the questions in their Investigative Journal.
- **Step 2:** Student groups will now work independently to complete one more center. Groups will begin with the Coal Mine Center. Provide students enough time to complete their centers. Students write in their Journals responses that address the Focus and Essential Questions on the front of each center folder.
 - **Step 4: NEXT DAY** - Complete the Coaling Station and Railroad Centers using the same process as Day 5.

Conclusion

- It is important help the students understand how the four centers are related. Lead a discussion focusing on the connections between each one using the scaffold questions below:
- *What two major cities are found on the map that you drew?*
- *What connects Mediana City to both of these cities?*
- *Where is Mediana City found in relation to those two biggest cities?*
- *How could the location between the two biggest cities be helpful to the railroad?*
- *What natural resource is found near Mediana City?*
- *How could the natural resource be helpful to the railroad?*
- *What landforms are near Mediana City?*
- *How could the rivers in particular help the railroad?*

Journal Entry after each station

- (Example) How did the location of the coaling station effect the growth and change of Mediana City?

**Direction Sheet
for
Chinese Laborers Center**

Why Were the Chinese Laborers Important to Mediana City?

Historians say that without the Chinese laborer, California and Mediana City never would have grown and thrived. Using the following informational text, find reasons for why they were important.

1. Watch the following video:

<https://www.youtube.com/watch?v=uSp6WcL6EDk>

Question: Why were the Chinese laborers important?

2. Analyze the images:

Question: Why were the Chinese laborers important?

3. Read the magazine article, *The Chinese in Mediana City*.

Question: What kinds of work did Chinese laborers do in California and Mediana City?

Why were the Chinese laborers important in Mediana City?

Why do places change and grow?

Chinese in Mediana City

Chinese merchants have helped California and Mediana City grow and prosper. During the Gold Rush (1848-1855) people rushed to California from all over the world. Chinese men sacrificed the comfort of their homes and a family to come to California in 1850's to search for gold.

In the 1860's, the company building the Central Pacific Railroad was looking for men to build the railroad track. This railroad would connect California to the rest of the country. Many Chinese men were willing to do this backbreaking work. The work was very dangerous involving blasting tunnels with dynamite and laying tracks on treacherous mountainsides. Many Chinese laborers lost their lives.

When the railroad was finished, the railroad owners made a lot of money charging people to travel or ship goods on trains. However, the Chinese men who built the railroad were no longer needed and were out of a job. They moved to cities and looked for work. These men found work in shops and restaurants owned by other Chinese men. The men worked hard and learned how to run a business and, over time, they saved enough money to open their own businesses. These businesses provide goods and services to cities all over California and in Mediana City.

Because of their hard work and perseverance there are many Chinese merchants and other professionals running successful businesses in California today. Some of these businesses are still in Mediana City. The Chinese people saw a need in their community and worked hard to fill that need. Chinese merchants and their businesses helped Californian grow into a thriving economy.

Vocabulary

Economy: The process or system, by which goods and services are produced, sold and bought in a country or region.

Merchant: The owner or manager of store.

Sacrificed: To give up something that you want to keep.

Perseverance: Determined; will not give up

Treacherous: Very dangerous, difficult.

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

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

Evidence Collection: Chinese Laborers

(To be used with the Historian's Tools)

Source: _____

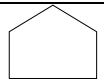
Is this a Primary or Secondary Source? _____

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.

1. Why were the Chinese laborers important to Mediana City?
2. How did the Chinese laborers cause the growth and change of Mediana City?
3. Why do places grow and change?

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 _____.

[illegible]

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Direction Sheet for Coal Mines

Use the images and the primary source to help you answer the questions:

- **Why were the coal mines important to Mediana City?**
- **How did the coal mines cause the growth and change of Mediana City?**
- **Why do places grow and change?**

Day 5 & 6 HO#3

THE MEDIANA CITY CHRONICLE

April 30, 1866

There's Coal in Those Hills

-Claude VanAlden

A new seam of coal has been discovered less than 50 miles outside of Mediana City in the foothills. A shepherd was spotted burning "rocks" for fuel to keep warm one winter evening. Those "rocks" turned out to be coal. Welsh miners and American miners from Pennsylvania are rushing to Mediana City to form new mining companies.

"It may not be gold, said Levi Mason, "But it is still an important source of cheap fuel and it is a means to make money."

Coal looks like a very shiny, black rock. It has lots of energy in it. Coal is made from plants that were once alive a long time ago. Coal makes heat and light energy when it is burned. The steam engines of trains and ships burn coal for fuel.

Most coal is buried under ground. Mine shafts are tunnels that are built down in the ground so the miners can bring up the coal. The mine near Mediana City will use surface mining. Miners will dig out the coal that is near the surface. First the dirt and rock is scraped off and then the miners will dig out the coal.

"This discovery will bring men looking for work to our city and they will bring their families. We will see our population increase with the opening of this new mine." reported Mayor Fields. "The new coal mine will be very important to the growth of our city."

Unfortunately, it has been reported that the coal found in this mine is of the lowest quality. Called lignite, this coal is cheap and a good fuel source for trains. The Southern Pacific Railroad will soon be building tracks through Mediana City and having a coal mine nearby will be convenient.



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

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

Evidence Collection: COAL MINE

(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



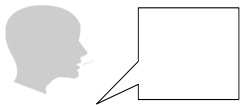
Author, Speaker, Creator



Audience, Listener, Recipient



Purpose



Content: Main Idea & Details

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

4. Why were the coal mines important to Mediana City?
5. How did the coal mines cause the growth and change of Mediana City?
6. Why do places grow and change?

Journal Entry

4. Opening Sentence

- _____ helped Mediana City grow because_____.
- _____caused Mediana City to change by _____,
- Mediana City changed when _____.
- Mediana City was changed when _____ because_____.

5. Supporting your Idea with Evidence

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

6. Analyzing your Evidence

- This shows _____.
- This is evidence that _____.
- This is important because _____.

[illegible]

**Direction Sheet
for
Coaling Station Center**

1. Use the primary source text to help you answer the questions:
 - Why was the coaling station important to the growth and change of Mediana City?
 - How did the coaling station cause the growth and change of Mediana City?
 - Why do places grow and change?

Excerpts from a letter written by the President of the Southern Pacific Railroad to the project manager before beginning construction on the new railroad between San Francisco and Los Angeles.

January 7, 1870

Dear Sir:

..... as you know, our locomotives have steam engines. They use coal for the fuel to heat the water in a boiler to make the steam to move our trains. Our trains will need to carry all their fuel and water with them in a car directly behind the locomotive.

No train can carry enough coal for the trip north or south from San Francisco to Los Angeles without getting more fuel. Do you have a place in mind where we can refuel? This location will need to have both sources of coal and water.

We can provide the resources to build a coaling station for our train if.....

Yours truly,

.....

February 26, 1870

Dear Sir:

I have traveled along the sites of our planned railroad tracks and located a place to build our coaling station.

The coaling station will be located about halfway between Los Angeles and San Francisco. It is near two rivers and very close to coal mines in the mountains near the Central valley. The coal could be mined and then moved to the coaling station. We could build the structure on the side of the railroad tracks and the coal could be stored in a coal tower until it is loaded onto trains that need to refuel.

At this time there are only a few people living nearby but I think people will move to the area to work in the coal mines and to work on the coaling station. There will be many job opportunities if the railroad stops here. In the future, this coaling station could become a town or city.

.....

Note: People did move to Mediana City because of the railroad and the many job opportunities. The coaling station became a small city. Coaling stations eventually disappeared when railroads stopped using coal and started using oil for fuel in the early 1900's.

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

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

Evidence Collection: COALING STATION

(To be used with the Historian's Tools)

Source: _____

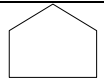
Is this a Primary or Secondary Source? _____

How do you know? _____

What observations can you make about this source?



Type of Document



Historical Context



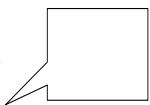
Author, Speaker, Creator



Audience, Listener, Recipient



Purpose



Content: Main Idea & Details

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

1. Why was the coaling station important?
2. How did the coaling station cause the growth and change of Mediana City?

Journal Entry

7. Opening Sentence

- _____ helped Mediana City grow because_____.
- _____caused Mediana City to change by _____,
- Mediana City changed when _____.
- Mediana City was changed when _____ because_____.

8. Supporting your Idea with Evidence

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

9. Analyzing your Evidence

- This shows _____.
- This is evidence that _____.
- This is important because _____.

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**Direction Sheet
for
Railroad Center**

Use the images and the primary source to help you answer the questions:

- **Why were railroads important to Mediana City?**
- **How did the railroads cause growth and change in Mediana City?**
- **Why do places grow and change?**

This is a newspaper account taken from the Last Rail in the Sacramento Daily Union on September 6, 1876.

The article describes the Golden Spike ceremony which was held upon the completion of the Southern Pacific Railroad line between San Francisco and Los Angeles.

Below is an excerpt of the speech made that day by General D.D. Colton, Vice President of the Southern Pacific Railroad

Immigrant has...valuable agricultural lands thrown open to him...

The natural result of the driving of this last spike is that a **tide of immigration must flow** southward; that the lower counties of the State must shortly become as **densely populated** as the central; where hundreds of acres are now under cultivation, thousands will soon [grow] golden harvests.

With this [railroad] completed [vast wealth will be easy to get].

People of Los Angeles and San Francisco: We have met here today to participate in... one of the most important **epochs** in the history of our State and the Pacific Coast.....

Few people on this continent realize the fact that, before the going down of sun on the 5th day of September, 1876, there will be completed and in operation over the length and through the heart of State of California, nearly 600 miles of railroad....

[Now]...Lower California becomes open for settlement and improvement; ... the

Account - true story of what happened

Completion - when finished

Excerpt - a part of a text

Epochs - time period

Tide of immigration must flow - many people will move

Densely populated – crowded

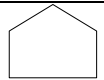
Closely observe the image(s) and discuss with your partners:

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

What observations can you make about this source?



Type of Document



Historical Context



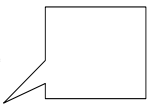
Author, Speaker, Creator



Audience, Listener, Recipient



Purpose



Content: Main Idea & Details

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

7. Why were the railroads important?
8. How did the railroads cause the growth and change of Mediana City?
9. Why do places grow and change?

Journal Entry

10. Opening Sentence

- _____ helped Mediana City grow because_____.
- _____caused Mediana City to change by _____,
- Mediana City changed when _____.
- Mediana City was changed when _____because_____.

11. Supporting your Idea with Evidence

- The document stated _____.
- According to _____.
- The _____ said_____.
(title of the source)

12. Analyzing your Evidence

- This shows _____.
- This is evidence that _____.
- This is important because _____.
