

Teaching American History For All

A series of lessons incorporating literacy strategies for

Mt Diablo Unified School District

5th, 8th, and 11th grade teachers,

in partnership with

University Of California, Berkeley

History-Social Science Project

11th Grade Lesson: Industrial Revolution: Urbanization (Sheltered EL History)

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Teaching American History for All
MDUSD/UCB H-SSP
11th Grade Lesson: "Urbanization"

Developed by: Karna Cruz

Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

11th Grade Yearlong Focus Question:

How have the powers of the United States federal government expanded or been limited since the Civil War?

Unit Focus:

Effects of the Industrial Revolution

Lesson Focus Question and / or Writing Prompt Question:

How did railroads affect economic growth?

Lesson Working Thesis:

The railroads led to the economic development of the United States in the 1800s primarily due to the movement of people, products, and economic opportunity.

Reading Strategy:

Sentence Deconstruction of Primary Source: Hereford at the Turn of the Century

Writing Strategy:

Writing using a primary source

Suggested Amount of Time:

One class period will be needed for this particular lesson.

Textbook:

Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois: McDougal Littell Inc., 2006, pp. 236-240

Context of the lesson in the unit:

This lesson will take place during the beginning of the second quarter and will be the second section covered in Chapter 6: A New Industrial Age. This lesson is specifically designed for English language learners who have little knowledge of early American history or English. This lesson is meant to teach how the industrial revolution led to urbanization, as well as enable them to understand primary source readings by utilizing

reading comprehension templates to break down the reading into a form easier to understand and to write about.

Concept of citizenship embedded in the lesson:

This lesson identifies the development of American economic citizenship used in developing modern American society.

Lesson Procedure:

Day One:

1. Introduction of urban development

- Step One- We will review how the US began expanding industry and American's way of living (a brief recap of previous chapters)
- Step Three- PowerPoint presentation showing visuals referring to the development of railroads and effect it had on urban growth.
- Read through primary source passage, highlighting unknown words and define them
- Group sentence deconstruction and discussion
- Individual writing on primary source

History-Social Science Content Standards:

11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

Historical and Social Sciences Analysis Skills:

1. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
2. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Reading/Language Arts Content Standards:

- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Hereford at the Turn of the Century

“Hereford was on a boom when we moved there. One could hear the hammers pounding in all directions. The Santa Fe RR was running a special train out of Chicago often, with approximately 100 prospective buyers of the XIT ranch land. My father was one of the representatives on the sale of that land. Quite a few bought, a few never moved quite a few sold out and returned to Chicago. The few that stuck were the hardy and of course it paid off in time...”

-James H Callaway, Personal Diary Collection 1896-1904

Focus Question: **How did the railroad affect economic development?**

Time Connector	Subject	Verb	Who/What/Where	Questions/Vocabulary
	Hereford	was		
when	we	moved there.		
	one	could hear		
		pounding		
The		was running		
with approximately				
	My father	was		
		bought		
		never moved		
		sold out and returned		
The	few that stuck	were		
and of course	it	paid off		

WRITING USING THE PRIMARY SOURCE

Focus Question: **How did the railroad affect economic development?**

_____ tells us that _____

(title of source OR author)

(author OR subject)

thought _____

(the primary source's message, what it is trying to tell me)

because _____

(evidence in the primary source)

his primary source relates to the focus question because _____

Hereford at the Turn of the Century

“Hereford was on a boom when we moved there. One could hear the hammers pounding in all directions. The Santa Fe RR was running a special train out of Chicago often, with approximately 100 prospective buyers of the XIT ranch land. My father was one of the representatives on the sale of that land. Quite a few bought, a few never moved quite a few sold out and returned to Chicago. The few that stuck were the hardy and of course it paid off in time...”

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		pounding	in all directions	
The	Santa Fe RR	was running	a special train out of Chicago often	
with approximately	100 prospective buyers		of the XIT ranch land.	
	My father	was	one of the representatives on the sale of that land.	
	Quite a few	bought		
		never moved		
	quite a few	sold out and returned	to Chicago	
The	few that stuck	were	the hardy	
and of course	it	paid off	in time.	

WRITING USING THE PRIMARY SOURCE

Focus Question: **How did the railroad affect economic development?**

Hereford at the Turn of the Century tells us that _James H. Callaway_ thought _the town of Hereford grew due to the railroad being brought into town_ because _he wrote that the railroad was running special trains out of Chicago that brought 100 prospective buyers of land. His primary source relates to the focus question because _it showed the changes that the railroad brought to the town of Hereford.