



Participant Lesson Plan

Title: The Lay of the Land

Grade Level: 6

Time Frame: 7-9 class periods

Subject: Social Studies/Geography

Historical Era:

Era 6: The Development of the Industrial United States (1870-1900)

Era 7: The Emergence of Modern America (1890-1930)

Primary Source Format(s): Paintings, Maps, Photographs

Teacher Name: Scott Sakai and Amy Pohodich

Email Address: ssakai@cgsd.org

Date: 1/6/2009

School District: Central Greene School District

National Center for History in the Schools Historic Era:

- Era 6: The Development of the Industrial United States (1870-1900)
- Era 7: The Emergence of Modern America (1890-1930)

Pennsylvania Academic Standards:

- PA Academic Standards
 - 7.1.6.A, B, C Basic Geographic Literacy
 - 7.2.6.A, B, C The Physical Characteristic of Places and Regions
 - 7.3.6 A, D The Human Characteristics of Places and Regions
 - 7.4.6.A, B The Interactions Between People and Places

Objectives:

1. Students will analyze primary source documents to identify geographic and industrial characteristics Western Pennsylvania during the industrial era (1870-1900).

2. Students will identify geographic factors that influenced the industrialization of Western Pennsylvania.

Learning Activities:

Focus Activity:

- 1) To prepare students for the lesson on Pittsburgh, teachers will assess the students' background knowledge by creating a KWL chart during a class discussion.
- 2) Lead the students in a class discussion using the following questions:
 - a. What do you know about Pittsburgh?
 - b. What was Pittsburgh known for?
 - c. What were the big industries in Pittsburgh?
 - d. Did those industries have any effect on the environment?
 - e. What are some important locations around Pittsburgh? (The Point, Mt. Washington, Station Square, the Incline, The Rivers)
 - f. Can you name the rivers that surround Pittsburgh and create the Point?

Inquiry Activity:

- 1) Students will be split into differentiated groups to investigate the industrial history of Pittsburgh through the use of photographs and maps
 - a. Group One (The Point)
 - i. Students in group one will be looking at several primary source pictures of The Point located in Pittsburgh, PA.
 - ii. As the students look at these pictures they will take notes in their journals noting the similarities and differences between the pictures of 1925 and 1930.
 - iii. When this is complete, students will then look at a picture of the point taken in 2008.
 - iv. Using their notes, students will compare the historic pictures of the Point to the new picture again noting similarities and differences in the pictures.
 - v. Students should focus on questions like: What are some of the items located in the old pictures that are no longer in the new picture? What are some of the items that can be seen in both pictures? How was the Point changed from 1925 to 2008? Were those natural changes or was it changed by man made things?
 - b. Group Two (Geographic Influences)
 - i. Group Two will be looking at the Coal Distribution Map of Pennsylvania and the Rivers and Lakes Map of Pennsylvania.
 - ii. Using these maps, students will take notes in their notebooks as they examine the photos looking at coal deposits in the area of Southwestern Pennsylvania, rivers located in this area, and try to find different ways for the barges to get the Coal to the Mills in Pittsburgh and surrounding areas.
 - c. Group Three (Industrial Pollution)
 - i. For this assignment, Group Three will be looking at pictures of Pittsburgh before and after smoke control was put in place.
 - ii. As they observe these pictures, students will take notes in their notebooks noting the differences before and after smoke control was put into action.
 - iii. Students will also research Pittsburgh in the 1920's and 2008 using the resources below to expand their knowledge of the pollution problems we had in the past and

may or may not have today. Students will record this information and the sources they used in their notebooks.

- http://books.google.com/books?id=NN5S0_3dEvkC&pg=PA85&lpg=PA85&dq=pittsburgh+1920+pollution&source=web&ots=W3uh28Ozm9&sig=eq6bWpFZhkiaNdrueqXTOT2hz0w&hl=en&sa=X&oi=book_result&resnum=1&ct=result#PPA86,M1
- <http://www.lib.iup.edu/depts/speccol/ead/mg51.html>
- http://books.google.com/books?id=q4FwXwK-b4UC&pg=PA112&lpg=PA112&dq=pittsburgh+1920+pollution&source=bl&ots=rgUNNJU-M7&sig=68tSZ6Von6g25yor5wgbhunxRyE&hl=en&sa=X&oi=book_result&resnum=4&ct=result#PPA115,M1
- <http://www.clpgh.org/research/pittsburgh/history/pghsts3.html>

Application Activity:

- 1) To apply what each group has been working on, each group will have to create a project based on their observations, notes, and the primary source documents assigned to their groups. Students will first complete the activities individually on a smaller scale then come together with their peers to create the project they will present to the class with the required information.
 - a. Group One (The Point)
 - i. Students will create a Venn diagram comparing and contrasting the photos from 1925, 1930, and 2008.
 - ii. The group will create a poster sized Venn diagram to use while presenting to the class.
 - b. Group Two (Geographic Influences)
 - i. Students will create a map of southwestern Pennsylvania.
 - ii. Using the notes they have taken and the primary source maps, students will create a map on transparency sheets with three different overlays for Southwestern Pennsylvania.
 1. The first overlay will illustrate the coal deposits in the area.
 2. The second overlay will illustrate the rivers in the area.
 3. The third overlay will illustrate the path the coal barges took to get the coal to the mills in Pittsburgh and surrounding areas.
 - c. Group Three (Industrial Pollution)
 - i. Students will pretend they are a resident of downtown Pittsburgh in the 1920's.
 - ii. Using their notes and the information they researched about pollution in Pittsburgh, students will write a letter to their U.S. Senator persuading them to regulate the amount of pollution produced in the city of Pittsburgh.
 - iii. To find who the Senator was at this time they can use the Congressional Biographical Directory located at <http://bioguide.congress.gov/biosearch/biosearch.asp>
 - iv. Students will then have to design a public awareness campaign that will convince industry owners and manufacturers to limit the amount of smoke produced by industries.
- 2) When the students have finished their group projects they will present them to the class and be graded according to the rubrics below.

- 3) After all the presentations are complete, the class will have another class discussion revisiting and adding to the KWL chart.

Assessment:

- Students will be assessed based on their group projects created in the Application Activity, notes created in student journals, and the Group Presentations for the class.

Assessment Tool(s):

Student Journals- Students recorded appropriate information to assist with group projects _____/ 20

Poster Rubric for Group One

Making A Poster : Venn Diagram of Pittsburgh 1925-2008

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.

Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.

Map Rubric for Group Two

Making A Map : Southwestern Pennsylvania

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Color Choices	Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.	Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student does not use color appropriately.

Demonstration of Knowledge	Students correctly identify 10 features and describe how they are important and relate to the map.	Students correctly identify 8-9 features and describe how they are important and relate to the map.	Students correctly identify 6-7 features and describe how they are important and relate to the map.	Students correctly identify 5 or less features and describe how they are important and relate to the map.
Labels & Features - Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.

Public Awareness Campaign Rubric for Group Three

Public Awareness Campaign : Smoke Control

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.

Sources - Quality	Students include 4 or higher quality resources for information.	Students include 2-3 high quality resources for information.	Students include 2-3 resources but some are of questionable quality.	Students include fewer than 2 resources.
Sources-Citation	Information in all source citations is correct and in the format assigned.	Information in all source citations is correct but there are minor errors in formatting.	Information in almost all source citations is correct AND there are minor errors in formatting.	The information is often incorrect OR there are major errors in formatting.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.

Presentation Rubric for All Groups

Oral Presentation Rubric : Group Presentations About Pittsburgh

Teacher Name: **Ms. Pohodich**





Student Name: _____


CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.



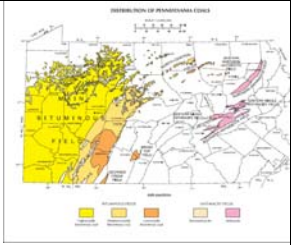
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Comprehension	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.





Bibliographic Organizer



Title of Lesson : The Lay of the Land

Thumbnail Image	Title	Library of Congress URL
	<p>Pittsburgh, Pennsylvania 1902</p> <p>Title: Pittsburgh, Pennsylvania 1902. Drawn by T. M. Fowler <u>Fowler, T. M. 1842-1922.</u> (Thaddeus Mortimer) CREATED/PUBLISHED Morrisville, Pa., T. M. Fowler & James B. Moyer [1902]</p>	<p>http://hdl.loc.gov/loc.gmd/g3824p.pm008330</p>
	<p>Departure of coal fleets from Pittsburg [sic], Pa</p> <p>TITLE: Departure of coal fleets from Pittsburg [sic], Pa CREATED/PUBLISHED: Washington: Govt. print. off., 1908.</p>	<p>http://hdl.loc.gov/loc.pnp/ppmsca.17700</p>
	<p>The Point, Pittsburgh, Pa.</p> <p>TITLE: The Point, Pittsburgh, Pa. CREATED/PUBLISHED: c[etween 1910 and 1920]</p>	<p>http://hdl.loc.gov/loc.pnp/det.4a24765</p>
	<p>Aerial View of the Point 1925</p> <p>Title: Aerial View of the Point Date: ca. 1925 Creator: Aerial Photographs Description: Aerial View of Downtown Pittsburgh at the Point.</p>	<p>http://images.library.pitt.edu/cgi-bin/i/image/image-idx?q1=aerial;sid=51053c93d2c815aaa1df2665a30d1e1e;type=boolean;rgn1=aerial_all;view=thumbnail;g=imls;med=1;c=aerial</p>

	<p>Subjects: Point (Pittsburgh, Pa.) Downtown (Pittsburgh, Pa.) Rivers--Pennsylvania--Pittsburgh. Bridges--Pennsylvania--Pittsburgh. Aerial views--Pennsylvania--Pittsburgh. Address: unknown Identifier: 886.6670.AP Collection: Aerial <u>Photographs of Pittsburgh, Archives Service Center</u> Copyright: <u>ASC Use and Restrictions</u> Ordering Reproductions: <u>Information</u></p>	
	<p>Aerial View of the Point 1930</p> <p>Title: Aerial View of the Point Date: October 5, 1930 Creator: Aerial Photographs Description: Aerial view of Downtown Pittsburgh at the Point. This View Includes Mount Washington and the South Side Along with the Monongahela and Allegheny Rivers. Subjects: Downtown (Pittsburgh, Pa.) Mount Washington (Pittsburgh, Pa.) Aerial views--Pennsylvania--Pittsburgh. Address: unknown Identifier: 886.13419.AP Collection: <u>Aerial Photographs of Pittsburgh, Archives Service Center</u> Copyright: <u>ASC Use and Restrictions</u> Ordering Reproductions: <u>Information</u></p>	<p>http://images.library.pitt.edu/cgi-bin/i/image/image-idx?q1=aerial;sid=51053c93d2c815aaa1df2665a30d1e1e;type=boolean;rgn1=aerial_all;view=thumbnail;g=imls;med=1;c=aerial</p>

	<p>View of downtown Pittsburgh, Pennsylvania from the top of Mount Washington at the Duquesne Incline observation deck.</p> <p>View of downtown Pittsburgh, Pennsylvania from the top of Mount Washington at the Duquesne Incline observation deck.</p> <p>Photo by <u>Dr. Cash</u>; May 19, 2008</p>	<p>http://en.wikipedia.org/wiki/Image:Pittsburgh_view-from-incline_sm.jpg</p>
	<p>Confluence of Allegheny and Monongahela rivers, Pittsburgh, Pa.</p> <p>TITLE: Confluence of Allegheny and Monongahela rivers, Pittsburgh, Pa.</p> <p>CREATED/PUBLISHED: [between 1910 and 1920]</p>	<p>http://hdl.loc.gov/loc.pnp/det.4a24744</p>
	<p>DISTRIBUTION OF PENNSYLVANIA COALS</p> <p>Title: DISTRIBUTION OF PENNSYLVANIA COALS</p> <p>Edmunds, W. E., 2002, Coal in Pennsylvania (2nd ed.): Pennsylvania Geological Survey, 4th ser., Educational Series 7, 28 p.</p> <p>Pennsylvania web site: http://www.state.pa.us</p> <p>Department of Conservation and</p>	<p>http://www.dcnr.state.pa.us/topogeo/maps/map11.pdf</p>

	<p>Natural Resources web site: http://www.dcnr.state.pa.us</p> <p>Bureau of Topographic and Geologic Survey web site: http://www.dcnr.state.pa.us/topogeo</p>	
	<p>Pennsylvania Rivers Map - Pennsylvania Lake Map</p> <p>Title: Pennsylvania Rivers Map - Pennsylvania Lake Map</p>	<p>http://geology.com/state-map/pennsylvania.shtml</p>
	<p>Downtown Pittsburgh before Smoke Control</p> <p>Title: Downtown Pittsburgh before Smoke Control Created/Published: Date: ca. 1944-1949 Creator: John R. Shrader</p> <p>Historic Pittsburgh Image Collection</p>	<p>http://images.library.pitt.edu/cgi-bin/i/image/image-idx?sid=44989862104b02db0cd08c18ab6933ad;xc=1;g=imls;q1=Pittsburgh%20pollution;rgn1=ic_all;size=20;lasttype=boolean;view=entry;lastview=thumbnail;subview=detail;cc=accd;entryid=x-msp285.b021.f17.i01;viewid=ACCD0951.TIF;start=1;resnum=18</p>
	<p>Downtown Pittsburgh after Smoke Control</p> <p>Title: Downtown Pittsburgh after Smoke Control</p> <p>Created/Published: Date: September 26, 1949</p> <p>Creator: Pittsburgh Photo Litho</p> <p>Historic Pittsburgh Image Collection</p>	<p>http://images.library.pitt.edu/cgi-bin/i/image/image-idx?sid=44989862104b02db0cd08c18ab6933ad;xc=1;g=imls;q1=Pittsburgh%20pollution;rgn1=ic_all;size=20;lasttype=boolean;view=entry;lastview=thumbnail;subview=detail;cc=accd;entryid=x-msp285.b021.f16.i01;viewid=ACCD0949.TIF;start=1;resnum=16</p>
	<p>Women punching in at the Westinghouse plant in 1904 for their jobs as coil-winders.</p>	

	<p>The blast furnaces at Pittsburgh at night.</p> <p>The blast furnaces at Pittsburgh at night. Wood engraving in <i>Harper's Weekly</i>, Nov. 21, 1885, after Charles Graham. Reproduction number: LC-USZ62-5773</p> <p>Digital ID: cph 3a09073 Reproduction Number: LC-USZ62-5773 (b&w film copy neg.) Repository: Library of Congress Prints and Photographs Division, Washington, DC 20540 USA <u>Retrieve uncompressed archival TIFF version</u> (1,703 kilobyte)</p>	<p>http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3a09073)):displayType=1:m856sd=cph:m856sf=3a09073</p>
	<p>Making Bessemer steel at Pittsburgh</p> <p>Making Bessemer steel at Pittsburgh. The converters at work. Wood engraving in <i>Harper's Weekly</i>, Apr. 10, 1886, after Charles Graham. Reproduction number: LC-USZ62-795</p> <p>Digital ID: cph 3a04703 Reproduction Number: LC-USZ62-795 (b&w film copy neg.) Repository: Library of Congress Prints and Photographs Division, Washington, DC 20540 USA <u>Retrieve uncompressed archival TIFF version</u> (1,685 kilobytes)</p>	<p>http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3a04703)):displayType=1:m856sd=cph:m856sf=3a04703</p>
<p>"Provides access to over 10,500</p>	<p>Historic Pittsburgh: Images</p>	<p>http://www.loc.gov/rr/print/resource/223_piccat.html#ppoc</p>

<p>visual images from thirty-eight collections held by the Archives Service Center at the University of Pittsburgh, Carnegie Museum of Art, Chatham College Archives, the Library & Archives at the Heinz History Center, and the Pittsburgh History & Landmarks Foundation."</p>		<p>http://images.library.pitt.edu/cgi-bin/i/image/image-idx?xc=1;page=index;g=imls;tpl=explore.tpl</p>
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The Lay of the Land

Primary Sources Document Set



The Point, Pittsburgh, PA 1925.



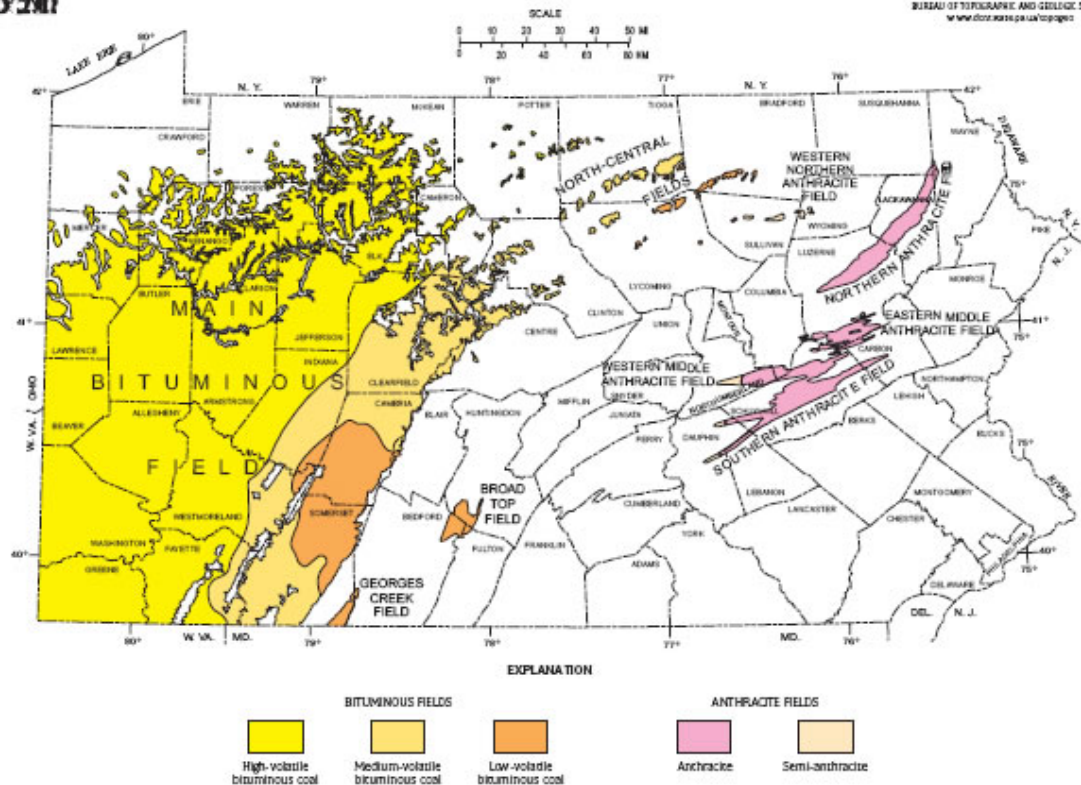
View of downtown Pittsburgh, Pennsylvania from the top of Mount Washington at the Duquesne Incline observation deck. 2008.



Confluence of Allegheny and Monongahela rivers,
Pittsburgh, Pa.

DISTRIBUTION OF PENNSYLVANIA COALS

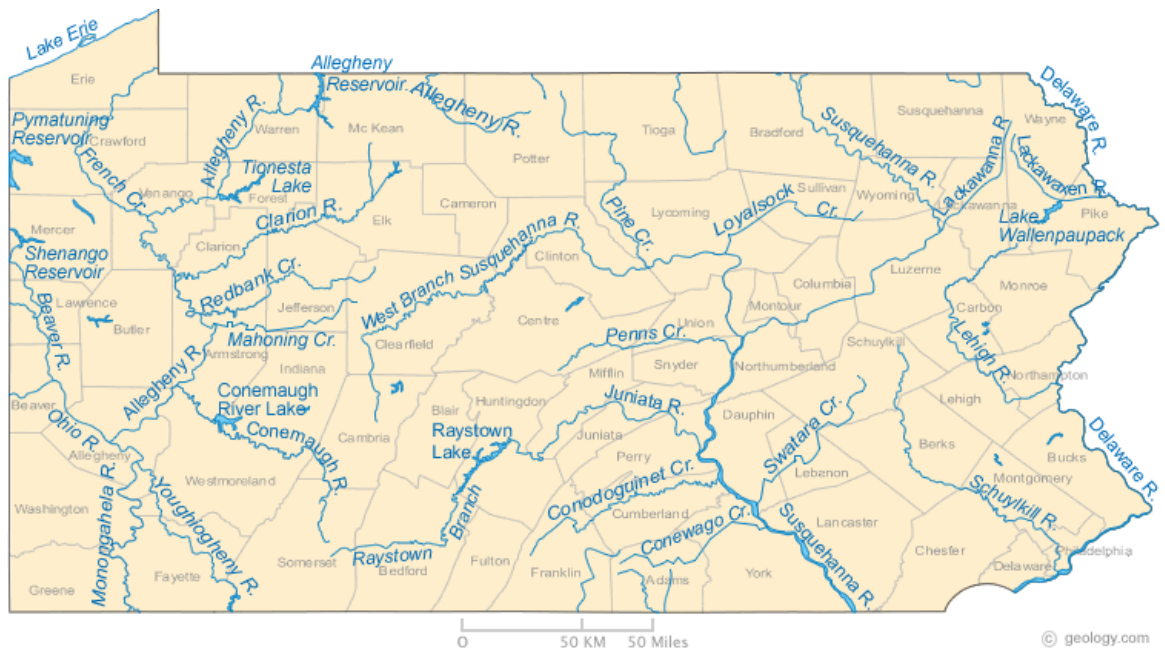
COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF
COMMUNICATION AND NATURAL RESOURCES
BUREAU OF TOPOGRAPHIC AND GEOLOGIC SURVEY
www.dcnr.state.pa.us/topogeo



Prepared by the Bureau of Topographic and Geologic Survey
This edition, 1982, Second Printing, Reissue, 2000.

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DISTRIBUTION OF PENNSYLVANIA COALS



Pennsylvania Rivers Map - Pennsylvania Lake Map



Downtown Pittsburgh before Smoke Control



Downtown Pittsburgh after Smoke Control