

Name Grade Level	How the Railroad Changed the Agriculture of Salinas Kay Lunine Third Grade
Unit Topic	Early Salinas City History
CA H-SS Content Standards & Common Core Standard	CA H-SS 3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment. 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. CCSS Reading Informational Text Key Ideas and Details: 3. Describe the relationship between a series of historical events... in a text, using language that pertains to time, sequence and cause/effect. CCSS Writing Standards: 2. Write informative/explanatory text to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details. c. use linking words and phrases ...to connect ideas within categories of information.
Text/ Sources Textbook Pgs. Photo URLs	Harvey House Handbook. <i>End of Westering: The Journey of the Harvey Family to Salinas City. 10,000 years on the Salinas Plain: An Illustrated History of Salinas City, California.</i> Breschini, Gary, Haversat, Trudy and Gudgel, Mona, Heritage Media Corporation, 2000. <i>Railroad Fever: Building the Transcontinental Railroad 1830-1870.</i> Halpern, Monica, National Geographic, Washington, D.C. 2004 <i>California Adventures in Time and Place.</i> McGraw Hill. National Geographic Society, 1999. Map: Sea routes to California (Railroad shipping supply routes) Cobblestone Magazine, Vol. 1, Number 5, Peterborough, NH, May, 1980 Map: California Physical map, Houghton Mifflin History-Social Studies Textbook, Houghton Mifflin, Boston, 2007. URL for irrigation photo: http://www.ect.coop/wp-content/uploads/2010/11/Irrigation-Canal1.jpg URL for wheat photo: http://www.pbs.org/newshour/rundown/californias-central-valley-finds-itself-on-the-political-map Ice King Poster, <i>10,000 years on the Salinas Plain: An Illustrated History of Salinas City, California.</i> Breschini, Gary, Haversat, Trudy and Gudgel, Mona, Heritage Media Corporation, 2000. URL for steam engine photo: http://en.wikipedia.org/wiki/File:Virginia_%26_Truckee_12_Genoa.jpg URL for beets: http://www.healthymomskitchen.com/wp-content/uploads/2012/05/beets-6.jpg URL for sugar beets: http://www.californiareport.org/archive/R201309200850/a URL for caboose interior: http://www.shelterpub.com/blog/P9202924-lo-res.jpg URL foe conductor giving orders to engineer: http://lcweb2.loc.gov/service/pnp/fsa/8d11000/8d11700/8d11758r.jpg URL for Virginia-Truckee Locomotive: http://en.wikipedia.org/wiki/File:Virginia_%26_Truckee_12_Genoa.jpg URL for C.P. Huntington: www.parks.ca.gov C.P. Huntington, Southern Pacific Railroad Steam Locomotive No. 1, at the California State Railroad Museum URL for 1910 steam locomotive: http://www.bygon.es.com/engin93.htm
Lesson Focus Questions	How did the railroad change the economy of the Salinas community? Why were the conductor and caboose important to the successful operation of the railroad train?

Lesson teaching thesis	The arrival of the railroad enabled farmers to sell their agricultural products in many places far from Salinas. This resulted in increased production and then led to the introduction of new crops such as sugar beets. Later, with the development of irrigation and refrigerated rail cars, new crops such as lettuce and other vegetables were grown with great success for the farmers and for the Salinas economy. The railroad was very important to the growth of Salinas, and the caboose was an important part of the railroad train. Key to a smooth operation was the conductor, who had many important duties. The caboose was essential to the conductor and the crew performing their duties.
Lesson Duration	3 forty five minute class periods
Primary Source and Strategy	Cause and effect chart Poster of Salinas as “Ice King” <i>10,000 Years on the Salinas Plain</i> . Breschinin Gary, Trudy Haversat, and Mona Gudel. Heritage Media Corporation. 2000. p. 203 Photos of Salinas caboose
Lesson Assessment	A short, structured paragraph answering the question “How did the railroad change the economy of the Salinas community”? Completing two sentence starters about the conductor’s job and why the caboose was important.

Day 1 & 2

Materials: California Physical Regions map, map of shipping routes to California without marked routes (for document camera), photos of wheat, steam engine, irrigation, Ice King label.

Student worksheets: map of shipping routes to California without routes marked, California regions map, half sheet of plain paper, Cause and effect text, Cause and effect chart, Cause and effect scaffolded writing.

Teacher keys: map of shipping routes to California with routes marked, California regions map, cause and effect text, cause and effect reading chart, cause and effect scaffolded writing, photo of Ice King Label, steam engine photo

Procedure:

- TRANSPORTATION. Teacher sets the context-** *We’re going to be learning about California soon after it became a new state: over 150 years ago. You will be studying this a lot in 4th grade next year so this is a bit of a preview. Does anyone know what happened in CA in 1849? (Hint – and it’s where the 49ers got their name). So thousands of people were coming to CA to search for gold. How did they get here? How did people travel then? Discuss with students a walk back in time: No cars, no airplanes, no trains, no highways, no computers, etc. We’re going to focus on how people could get to California from the east coast of the United States, by sailing or overland: There were two sailing routes: (Show shipping routes map without routes on document camera and point out east and west coast departures and destinations)*

***First sailing route:** South down the east coast to **Panama** – but a person had to unload cargo and get off ship to cross **Panama** (had to walk or ride horse, dangerous, malaria, yellow fever) – and then get a second ship north to San Francisco. Have students draw on their map and label Across Panama.*

Second sailing route: Sail south all **around the horn (or tip) of South America**, and then north up the Pacific Coast. Pass out maps of North and South America, draw shipping routes on document camera. Have students draw the shipping routes on their student map and label the routes. Have students draw on their map and label Around the Horn.

Overland: Omaha to Sacramento took 6 months or more by wagon. (Once the railroad was built, it took less than a week for the trip.) Have students draw on their map and label Overland.

2. **AGRICULTURE. Teacher sets the context-** Ask students to discuss with a partner what they know happened to people who came to California to mine gold. Then discuss possibilities as a class. **Teacher:** *Not very many people found enough gold to get rich so they started to look for other ways to make a living. People began to move to different parts of California to work and live. Many had been farmers before they came to CA so they found good land and started farming here.* Discuss meaning of agriculture (= farming). *What makes a place good for farming? (Is the beach a good place to farm? Why or why not? Using the ½ sheet of paper, make a quick sketch of essentials for farming: Title What's needed for farming? water, good soil, and good weather) We're going to learn about the railroad coming to Salinas, and how, after the Gold Rush, Salinas became one of the most important agriculture centers in California. Let's find out how Salinas became important. (On regions map, show Central and Salinas Valley. Pass out maps for students. With teacher guidance, students locate (with finger) and label with an X San Francisco, Salinas and Los Angeles (then write in]). Around Salinas, students write wheat, barley, sugar beets, and lettuce). *Salinas is part of the Salinas Valley which means it has rich farmland, good for farming. It also has the Salinas River for water. Salinas turned out to be a great place to raise wheat and barley so that was what the farmers planted and grew there. (Show photos of wheat). Because the land was so good, farmers could raise a lot of wheat – much more than their community needed. How could farmers get their wheat to other places to sell?* Have students jot down possibilities and discuss with a partner. Then discuss possibilities as a class.*
3. **AGRICULTURAL ECONOMY AND THE RAILROAD. Teacher sets the context-** *The question we want to answer is “How did the railroad change the economy of the Salinas community?” Who has an idea of what the word economy means? Have students jot down possibilities and discuss with a partner. Then discuss possibilities as a class. **Economy** (definition): How you use what you have or can do or can make to get what you need. The economy is the way countries and their citizens use or produce resources, goods and services. Get student responses. So to answer this question, we need to know about the economy, which was agriculture (farming), primarily wheat and barley. What makes a place good for farming? (Think of our sketch)Then we'll learn how the railroad changed farming. We will see how the railroad was important for the economy and brought growth and resources. So what do we need to know to answer this question? **First, how could they begin to build a railroad? (Show steam engine photo.)** To build a railroad, you would need locomotives, boxcars, rails, other railroad supplies. These supplies were not available in California. How could you get those supplies from the east coast to CA? They had to ship these supplies all the way around South America and Cape Horn. It was very slow but cheaper because the ships could carry very large and very heavy supplies.* Return to the shipping routes map on document camera.
4. **A CAUSE AND EFFECT READING.** *Now let's look at the changes in the Salinas economy. Who remembers the meaning of “economy”?* (see above). Discuss. Probably the next day, have students jot down possibilities and discuss with a partner. Then discuss possibilities as a class. Hand out copies of **Changes in the Salinas Economy: A Cause and Effect Reading** to each student. Call students' attention to the Question: How did the railroad change the economy of the Salinas community? The teacher reads the text first, and then asks students to read together as a class. Have students make a small check over any words they're not sure of or words they think are important or need to know to answer the question. Ask for checked words and define them, asking first if someone in the class can give a meaning. Identify any synonyms students can provide. Demonstrate on the document camera. [This was as far as I progressed the first day. I collected the reading texts with

checked words, tallied them then on a separate paper, listed the most checked ones. On day 2, we viewed this vocabulary list and came up with definitions. (Since irrigation and beets were two of the words, I showed the irrigation photo along with the beets and sugar beets photos.) I returned the texts and we then went back to reading it. Kay]

Let's think now about our original question (*show on document camera*): **How did the railroad change the economy of the Salinas community?** *This is a **cause and effect reading** passage. A **cause** tells why something happened. An **effect** is what happens as a result of the cause.* Show students on the document camera

The sun is bright today so I need sunglasses.

It is cold so I need a sweater.

(Add examples as needed.)

*In these examples the **cause is bold**, the effect is underlined. Circle the signal words **so** and **because** in the passage below. **So** shows an effect; **because** tells a cause.* The teacher does the first one on the document camera. The second one is done with students on the document camera. Pairs continue the rest of the paragraph. Teacher note: Sentences with "because"... the "because" is actually the cause and the beginning of the sentence is the effect.

Have students discuss, in pairs or small groups, the ways the railroad changed the Salinas economy and jot down their answers. Then share out their ideas and discuss. *Now that we know the causes and effects, we will chart them.*

5. Pass out Chart for Cause and Effect Reading. Students work in pairs or small groups. *Let's look at the first one which is done so we can see how to do this.* Go over the second one as well. *Now in partners use your text where we've marked cause and effect to continue writing down the causes and their effects.* The teacher walks around checking for understanding and asking questions to prompt students where necessary. See TEACHER KEY. When the chart is finished, go back and ask for questions and/or conclusions. At the beginning, teachers often have to suggest these. Show Ice King label to illustrate the popularity of Salinas produce.

6. CAUSE AND EFFECT WRITING. *Now I'm going to ask you to write a short piece telling me what you know about the ways the railroad changed the Salinas economy. (You may work in pairs.) Hand out Student Writing to each student. We're going to use the chart we just finished. I'm going to do part of the first sentence.* Teacher does first effect on the document camera, first showing where it is on the chart for emphasis. Students add to their writing. Teacher asks students pairs to find the second effect. Discuss. *Now with your partner, finish the second effect.* Discuss. Ask students to finish the writing in pairs (the teacher may need to do the whole paragraph together as a class). Teacher and class write the conclusion together, teacher using document camera.