

University of Tennessee at Chattanooga

Special Collections Lesson Plans

Using Local Primary Sources to Explore the Movement of People from Rural to Urban Areas

Table of Contents

<i>Grade Level/Subject</i>	2
<i>Lesson Length</i>	2
<i>Central Focus</i>	2
<i>Context</i>	2
<i>Standards</i>	2
<i>Objective</i>	2
<i>Primary Language Function</i>	2
<i>Key Vocabulary</i>	3
<i>Syntax and Discourse</i>	3
<i>Accommodations</i>	3
<i>Formative Assessment Measure</i>	3
<i>Materials</i>	3
<i>Procedures and Timeline</i>	4
<i>Opening</i>	4
<i>Work Session</i>	4
<i>Closing</i>	5
<i>References</i>	5



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Grade Level/Subject

United States History and Geography

Lesson Length

One block, 75-80 minutes.

Central Focus

The purpose of this lesson is to build upon students' prior knowledge of analyzing primary sources, the Industrial Revolution, and Chattanooga history. Students will learn to identify major industrial centers in America and use primary sources to determine causes of rural to urban migration during the industrial revolution, using Chattanooga as a case study. By the end of the case study, students should be able to describe how industrialization influenced the movement of people from rural to urban areas. This lesson will also serve to encourage critical literacy and engagement with the community.

Context

The Tennessee United States History and Geography Standards state, "the reading of primary source documents is a key feature of United States history standards." Research conducted by Anna Stefaniak (2017) concluded that, "young people who learned about local history displayed increased interest in that history, greater place attachment, civic engagement intentions, and generalized social trust." This lesson plan, informed by artifacts held by the University of Tennessee Library's Special Collections provides K-12 teachers with primary documents to use in their classrooms while meeting state standards and allowing students to reap the benefits of engaging in local history.

Standards

US.06 Locate the following industrial centers. Describe how industrialization influenced the movement of people from rural to urban areas including Chattanooga, Boston, Chicago, New York City, Pittsburgh, and San Francisco.

Objective

Students will be able to identify major industrial centers and describe how industrialization influenced the movement of people from rural to urban areas, using Chattanooga as a case study.

Primary Language Function

Identify and describe

Students will identify major industrial centers in the opening map activity. Students will describe how industrialization influenced the movement of people from rural to urban areas through the use of Venn diagrams, persuasive letters, mapmaking, and summary.

Key Vocabulary

The instructor will ask students to define the terms industrialization, rural, and urban.

Syntax and Discourse

- Opening: Students will need to use their knowledge of the map of the United States (syntax), to identify and label major industrial centers of the United States (discourse).
- Station 1: Students will use the rules of a Venn diagram (syntax) to compare and contrast rural and urban life during the Industrial Revolution (discourse).
- Station 2: Using the conventions of letter writing (syntax), students will describe the benefits of living in an urban environment during the Industrial Revolution (discourse).
- Station 3: Students will use the principles of design and map-making (syntax) to illustrate the factors that lead to successful industrialization (discourse).
- Station 4: Students will use their skills in primary source analysis and inferencing (syntax) to discuss and answer critical thinking questions about the sources (discourse).
- Exit Ticket: Students will use the conventions of summary (syntax) to describe how industrialization influenced the movement of people from rural to urban areas (discourse) and use their knowledge of the map of the United States (syntax), to identify and label major industrial centers of the United States (discourse).

Accommodations

Students help each other by working in groups. The instructor is free to roam about class, helping individuals and groups as needed.

Formative Assessment Measure

The students will complete an activity at each station that will evaluate their mastery of the content of the station. Students will complete an exit ticket that evaluates students' mastery of the standard.

Materials

- Opening: Blank map of the United States, and a smartboard, overhead projector, or printed map of the United States. Dry erase markers or pencils, a timer, preferably one that can be projected.
- Station 1: Station 1 resources provided in this lesson, 1 sheet of copy paper per group, pencils, colored pencils, markers, and/or crayons.
- Station 2: Station 2 resources provided in this lesson, 1 sheet of copy paper per group, pencils, colored pencils, markers, and/or crayons.
- Station 3: Station 3 resources provided in this lesson, 1 sheet of copy paper and 1 sheet of notebook paper per group, pencils, colored pencils, markers, and/or crayons.

- Station 4: Station 4 resources provided in this lesson, 1 sheet of notebook paper per group and pencils and/or a marker.
- Optional: Instead of using separate sheets of paper for each activity, teachers may give each group 1 giant sticky note to divide into four sections. Station 3 will still require an additional piece of notebook paper. The final product can be hung up in the classroom once the activities have been completed.
- Closing: One exit ticket and pencil per student.

Procedures and Timeline

Opening

The instructor will set a timer for three minutes. Using a blank map of the United States, either taped or projected on whiteboard, students will work together to mark where they think Boston, Chicago, New York City, Pittsburgh, and San Francisco are located and write words or draw pictures of things that remind them of the city, such as landmarks. After the students have finished, the instructor will briefly discuss the students' work and clarify any confusions about the cities' locations. The instructor will read the following information to students and explain how they have chosen to set up the various stations:

“Boston, Chicago, New York City, Pittsburgh, and San Francisco were all major industrial centers during the Industrial Revolution. Our own city of Chattanooga was called the “Dynamo of Dixie” because of its industrial importance. Like the five cities we drew on the map at the start of class, people began to flock to Chattanooga as it became industrialized. Today, we will use local artifacts as a case study to discover why people began to migrate from rural areas to urban areas during the Industrial Revolution. We will also look for evidence of why Chattanooga became an industrial center and what obstacles it faced during industrialization.”

The total time for the opening should take no more than 10 minutes.

Work Session

The teacher should divide each class into four groups before class begins. Each of the four stations should be set up before the class comes into the room with instructions and materials at each station. Depending on the school's bell schedule, each station should take between 15 and 16 minutes and groups will rotate stations after the timer sounds. The instructor should set a timer for the appropriate amount of time at the start of each station change. The instructor should display the timer on the projector if possible. The instructor will be free to roam from station to station, helping groups and individuals as needed.

- In Station 1, students engage with two primary texts and create a Venn diagram to determine what lifestyle changes attracted people to the cities compared to rural life.

- In Station 2 students will use data and accounts from primary sources to create an argument for moving from a rural to urban location.
- In Station 3, students will use primary sources and photographs to create an artistic depiction of factors that lead to successful industrialization.
- In Station 4, students will use evidence from primary sources to determine factors that prevent or slow the process of industrialization, using critical literacy to identify bias.

Closing

Exit Ticket Question: Describe what you learned today about Chattanooga’s industrialization that attracted people to move from rural areas to the urban Chattanooga. What information do you think can be applied to other industrial cities across the United States? Include a blank US map on the exit ticket and have the students label where Boston, Chicago, New York City, Pittsburgh, and San Francisco are. The teacher may choose to give or ask for reflective comments from the group.

References

- The Chattanooga Times. *Past, Present, and Future of Chattanooga, Tennessee, “The Industrial Center of the South.”* Chattanooga, TN: Times Printing Company, 1885. CHC-2004-019-040: Box CHC D319, Folder 13. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.
- Cusachs, P. H. G. “Chattanooga, Tennessee, The Manufacturing Centre of the South.” Photograph. Chattanooga, TN, 1874. CHC-2011-021-001. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.
- “Frances Willard Building Photograph.” Postcard. Chattanooga, TN, n.d. CHC-2007-145-036. Paul A. Heiner Collection, Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.
- “Market Street.” Photograph. Chattanooga, TN, 1898. CHC-1991-059-005. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.
- Miles, Emma Bell. “Fountain Square Conversations.” Journal. Chattanooga, TN, 1915. MS-078-02-16-03-009: Box MS-078-003, Folder 3. Jean Miles Catino and Emma Bell Miles Correspondence, Journals, and Papers, the University of Tennessee at Chattanooga Special Collections. <https://digital-collections.library.utc.edu/digital/collection/p16877coll6/id/734>.
- “Steamboat ‘Chattanooga’ Docked at Ross’s Landing.” Photograph. Chattanooga, TN, n.d. CHC-1991-059-012. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.

Stefaniak, Anna, Michal Bilewicz, and Maria Lewicka. "The Merits of Teaching Local History: Increased Place Attachment Enhances Civic Engagement and Social Trust." *Journal of Environmental Psychology* 51 (August 2017): 217–25.
<https://doi.org/10.1016/j.jenvp.2017.03.014>.

Tennessee State Board of Education. "Academic Standards." Tennessee Department of Education, n.d. <https://www.tn.gov/education/instruction/academic-standards.html>.

"Train on Trestle at Sullivan's Branch Bridge." Photograph. Chattanooga, TN, n.d. CHC-1991-059-016. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.