LESSON PLAN CODE: SS-3-1

SUBJECT: Social Studies

GRADE LEVEL/COURSE: Grade 3/ Social Studies

TITLE: Pittsburgh, Pennsylvania

TEACHER(S) NAME(S): Charles Rothrock

ALIGNMENTS:

8.1. Historical Analysis and Skills Development
~3.A - Identify the difference between past, present and future using timelines and/or other graphic representations.
~3.B - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
~3.C - Conduct teacher guided inquiry on assigned topics using specified historical sources.

8.2. Pennsylvania History
~3.A - Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
~3.B - Identify historical documents, artifacts, and places critical to Pennsylvania history.
~3.C - Identify and describe how continuity and change have impacted Pennsylvania history.

VOCABULARY:

Pittsburgh    Andrew Carnegie    Henry J. Heinz    entrepreneur    Allegheny River
Monongahela River    Ohio River    Sharpsburg    Carnegie Steel    skyscraper

LEARNING OBJECTIVES:

The students will be able to:

   Explain how Henry J. Heinz began his business
   Explain the importance of steel mills to the Pittsburgh region
   Describe how Pittsburgh has changed over the past 100 years
ESSENTIAL QUESTIONS:

How did the region’s unique terrain influence industries and help form Pittsburgh?
How did the evolution of Pittsburgh’s industry affect its population?

DURATION:

(4) 45 minute periods

MATERIALS:

Venn diagram blank
Pittsburgh photos - 1900-1915 and 2000-2011
Photo of Horseradish by Lewis C. McClure
Student Activity Sheet, The Fame of 57
Photo, Steel mill. Pittsburgh, Pennsylvania, by Arthur Rothstein
Primary Source Analyses Tool sheet
Copies for each student “The Fall of the Pittsburgh Steel Mills: a Personal Account of a National Event”, by Harry J. Chmielewski Jr. narrative
Lined paper

SUGGESTED INSTRUCTIONAL STRATEGIES:

W: Students will be able to explain how Pittsburgh’s terrain (the rivers) influenced businesses and industries to operate in the region and how those businesses helped shape the area.

H: The class will have multiple opportunities to express their feeling and thoughts, along with several instructional activities, including photograph analysis, web site multimedia, and informational texts that will help keep them engaged during this history lesson.

E: Students will have the opportunity to review primary sources from the era’s that we are discussing. In addition, this lesson offers a variety of styles to engage and help the visual, auditory, logical, social, and solitary learners.

R: Students are given opportunities throughout this lesson to discuss their thoughts and feelings and are asked to reflect back on prior learning to make hypothesis.

E: Throughout this lesson, students are given the freedom to express their opinions and thoughts about the topics.
T: For students that have trouble understanding oral directions, I will give step-by-step instructions and outline the steps by writing them on the board. In addition, I will model each of the tasks. Provide larger printed materials for students to make it easier to read texts. Offer preferential seating to students that have a harder time seeing projected images and for those students that cannot stay on task. Groups will be arranged in a manner that consists of 1 higher academic ability, 2 average, and 1 lower academic ability student.

O: This lesson is organized to give a timeline overview of Pittsburgh’s history, then focus on major events within that time span. It allows for the easy transition from teacher-led activities to student-led activities in that after the group work/discussions are completed, instructions are given followed by teacher modeling to help guide the students to reach their own understanding of the topic.

INSTRUCTIONAL PROCEDURES:

(1) Background: Explosive growth in population was fueled by steel and other industries, a steady supply of laborers, and the birth of the modern corporation. As the rapid growth progressed, individuals increased their efforts to make Pittsburgh a better place to live.

Display the 1900-1915 Pittsburgh photo. Ask if anyone knows what city is being displayed. After several guesses, display the 2000-2011 Pittsburgh photo. Pass out the blank Venn diagram and ask students to compare and contrast the 2 pictures. Share some student discoveries once diagrams are completed. Collect the diagrams.

A way to see the relationships between events and the growth of the city is to create a timeline graph. Show the students the population figures for Pittsburgh chart and as a class, create a timeline on the board showing the population trends from 1790 to 1990, in ten year increments.

Together, hypothesize reasons for the pattern that is revealed:
- What surprises you most about this graph? How long did it take Pittsburgh to reach its first 100,000? The second? The third?...
- When did the biggest jumps of population occur? What events caused these jumps?
- What are some possible reasons for Pittsburgh’s declining population after 1950? What years do these patterns occur on our graph?

Archive the timeline for future reference.

(2) Background: Upriver from the city of Pittsburgh in a little town called Sharpsburg, a Pittsburgh native named Henry John Heinz opened a small food packaging plant in 1869. When the company began shipping products worldwide, Heinz moved his company to Pittsburgh to the North Side, at the base of Troy Hill, along the Allegheny River. The H.J. Heinz Company became the premiere example of a large-scale food
production company, producing "57 varieties". The world headquarters of Heinz is still located in the buildings along the Allegheny River. Many families have worked at the Heinz plant for generations making pickles, horseradish, mustard, ketchup, and soups.

Show the photo Horseradish by Lewis C. McClure and using pages 127-129 of the “The Story of a Pantry Shelf, an Outline History of Grocery Specialties”, have students read about the history of the beginnings of the H.J. Heinz Company. Afterwards, students will answer questions based on the text (Student Activity Sheet, The Fame of 57).

After students have time to complete the activity, have a brief discussion about their thoughts and feelings. Collect the sheets.

Next, have students access: <http://www.heinz.com/our-company/about-heinz/history.aspx> to learn and explore Heinz history through an interactive activity titled “Henry John Heinz: A Man of Uncommon Vision”.

(3) Background: Andrew Carnegie's opening of the Edgar Thomson Works in 1875 introduced cheap, high-volume steel to the Pittsburgh region. Carnegie, who at the time was a young executive of the Pennsylvania Railroad, saw that iron train rails were wearing out too quickly. This was causing devastating train derailments. The railroad began ordering stronger Bessemer steel rails all the way from England, which inspired Carnegie to quit his railroad job to manufacture the rails here in Pittsburgh.

Recognizing the profits of mass production, Carnegie hired engineers to streamline and mechanize the steel making process so that it ran with thousands and thousands of unskilled workers. When Carnegie merged with Henry C. Frick's coke mining and processing company, they introduced the nation to the modern corporation and changed the face of Pittsburgh.

Steel mills moved into the flood plains of rural river towns such as Braddock, Homestead, Duquesne, Aliquippa, Monessen, and Ambridge. A large steel plant had everything it required nearby: blast furnaces, foundries, rolling mills, and machine shops to make plant equipment. Furthermore, to make sure those factories were steadily supplied, Carnegie Steel bought the coke mines, iron fields, and even the railroads that connected them to the mills.

The character of Downtown began to change as factories and residences left the central business district and corporate offices moved in. The Carnegie Steel Company's business offices moved Downtown into the city's first skyscraper, the Carnegie Building. Banking facilitated Pittsburgh's incredible economic success growth along Fourth Avenue, which later came to be known as Pittsburgh's "Wall Street." In 1913, more money changed hands in Pittsburgh than in any other city besides New York!

Display the photo Steel mill. Pittsburgh, Pennsylvania, by Arthur Rothstein. Ask and discuss what do they see and how does the photo makes you feel? Hand out the photo analysis tool and model for the students how to use it. Ask them to continue on their own. After students have completed, have students volunteer to share their findings. Collect the analysis tool.
Pass out copies of the narrative “The Fall of the Pittsburgh Steel Mills: a Personal Account of a National Event”, by Harry J. Chmielewski Jr. and ask for student volunteers to read it aloud. After the reading, ask the students to think about how the families that relied on the steel mills must have been thinking when the mills started to close. Allow the students some time to have small group discussions about how they think the families may have reacted.

Ask the students to put themselves in the shoes of a family that just learned the mill that they rely on is about to close. Have them write a journal entry that describes their thoughts, feelings, hopes, and fears due to the mills shutting down. Collect the journal entries.

(4) Revisit the timeline graph. Ask students to discuss and pinpoint the years in which Pittsburgh had population growth and decline. Ask them to think about what we had been learning about and discuss what major changes had occurred and hypothesize about what they think happened to cause these spurts and declines.

FORMATIVE ASSESSMENTS [PERFORMANCE TASK AND RUBRIC]

During the course of the lessons, I will circulate the room during the independent work and monitoring the students for comprehension of the topic and noting which students may need additional instruction or help.

The Venn diagrams will be collected and graded based on a simple 2 category rubric; similarities and differences. Each category will be scored from 1-3.

Students will be assessed on their answers they gave on the Student Activity Sheet, The Fame of 57. This activity contains 20 questions based on the text “The Story of a Pantry Shelf, an Outline History of Grocery Specialties”. Each question will be worth 5 points, based on a 100 point scale.

The photo analysis tool will be collected and graded based on a 3 category rubric on description, knowledge, and analysis. Each category is scored from 1-4.

The journal entry will be based on rubric. There will be 4 categories; organization, creativity, spelling and punctuation, and writing process. Each category will be scored from 1-4.

RELATED MATERIALS & RESOURCES:

# Pittsburgh: Then and Now : Venn Diagram Rubric

Teacher Name: **Charles Rothrock**

Student Name: ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities</td>
<td>Found more than 10 similarities between the photos.</td>
<td>Found between 5 and 10 similarities between the photos.</td>
<td>Found less than 5 similarities between the photos.</td>
</tr>
<tr>
<td>Differences</td>
<td>Found more than 10 differences between the photos.</td>
<td>Found between 5 and 10 differences between the photos.</td>
<td>Found less than 5 differences between the photos.</td>
</tr>
</tbody>
</table>
The Fame of 57

Name: ____________________________________________________________________

Directions: After reading “The Story of a Pantry Shelf, an Outline History of Grocery Specialties”, by Butterick Publishing, pages 127-129, answer the following questions.

Short answer/ Completion

1) When did Heinz plant his first horseradishes? _____________________________
2) What Pittsburgh suburb did he start his business in? ________________________
3) Where was the main plant located? _____________________________________
4) There are how many branch factories of Heinz? ___________________________
5) In what countries are these branch factories located? _______________________

6) Heinz Company owns and controls its products from the _______ to the prepared __________________________. 
7) How many acres of land do the Heinz crops use? __________________________
8) The Heinz Company operates how many additional support factories? _________
9) What do these support factories consist of? _______________________________

10) What laws did the Heinz Company lead the way? _________________________
11) For the Heinz organization, ________________________ is considered greater than man-power.
12) What year did the founder of Heinz die? ________________________________
The Fame of 57

13) What happened to the company after his death? ________________________________

__________________________________________________________________

True or False - T or F

14) _____ With an international producing system, Heinz Company maintains a world-
wide sales organization.

15) _____ The main plant was moved to the north bank of the Allegheny River, but this
section of the city did not provide adequate space for the rapidly growing
business.

16) _____ Today, the main plant occupies a group of buildings with 150,000 acres of
floor space.

17) _____ Heinz Company was a pioneer in welfare work.

18) _____ Tomatoes, pickles and other produce must be prepared and packed within a
few hours after they leave the garden.

19) _____ The company took the lead in demanding laws which would protect the
public from the use of preservatives, coloring matter and substitutes and
adulterations in the preparation of foods.

20) _____ The founders name was Henry James Heinz.
ANALYZING PHOTOGRAPHS & PRINTS

**OBSERVE**
identify and note details.

**REFLECT**
generate and test hypotheses about the image.

**QUESTION**
questions to lead to more observations and reflections.

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**FURTHER INVESTIGATION**
identify questions appropriate for further investigation, and to develop a research strategy for finding answers.
**Analysis of A Photo: Steel mill. Pittsburgh, Pennsylvania**

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Student Name: ____________________________________________

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<tbody>
<tr>
<td>Observe</td>
<td>Makes a complete and detailed description of the subject matter and/or elements seen in a work.</td>
<td>Makes a detailed description of most of the subject matter and/or elements seen in a work.</td>
<td>Makes a detailed description of some of the subject matter and/or elements seen in a work.</td>
<td>Descriptions are not detailed or complete.</td>
</tr>
<tr>
<td>Reflect</td>
<td>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</td>
<td>Student identifies the literal meaning of the work.</td>
<td>Student can relate how the work makes him/her feel personally.</td>
<td>Student finds it difficult to interpret the meaning of the work.</td>
</tr>
<tr>
<td>Connect</td>
<td>Accurately describes several dominant elements and articulates what can be concluded from the photo.</td>
<td>Accurately describes a couple of dominant elements and creates a partial conclusion of the photo.</td>
<td>Describes some dominant elements and principles used by the artist, but has difficulty describing a conclusion.</td>
<td>Has trouble picking out the dominant elements.</td>
</tr>
</tbody>
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## Journal Entry: Pittsburgh, PA

**Teacher Name:** Charles Rothrock

**Student Name:** __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
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<tr>
<td><strong>Organization</strong></td>
<td>The entry is very well organized. One idea or thought follows another in a logical sequence with clear transitions.</td>
<td>The entry is pretty well organized. One idea or thought may seem out of place. Clear transitions are used.</td>
<td>The entry is a little hard to follow. The transitions are sometimes not clear.</td>
<td>Ideas and thoughts seem to be randomly arranged.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The entry contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.</td>
<td>The entry contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.</td>
<td>The entry contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.</td>
<td>There is little evidence of creativity in the entry. The author does not seem to have used much imagination.</td>
</tr>
<tr>
<td><strong>Spelling and Punctuation</strong></td>
<td>There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.</td>
<td>There is one spelling or punctuation error in the final draft.</td>
<td>There are 2-3 spelling and punctuation errors in the final draft.</td>
<td>The final draft has more than 3 spelling and punctuation errors.</td>
</tr>
<tr>
<td><strong>Writing Process</strong></td>
<td>Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.</td>
<td>Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.</td>
<td>Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.</td>
<td>Student devotes little time and effort to the writing process. Doesn't seem to care.</td>
</tr>
</tbody>
</table>