



## Establishment and Growth of Urban Centers

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### Rough Outline of Entire Unit:

#### Lesson One:

Analysis of:

- ❖ Floor plan of students' homes
- ❖ Floor plans of tenement houses (Riis)

#### Lesson Two:

- ❖ Census analysis of Cedar Rapids, Iowa:

([http://www.seta.iastate.edu/census/vitalstats.aspx?group\\_id=7&cntct=3&state=IA&fips=19113](http://www.seta.iastate.edu/census/vitalstats.aspx?group_id=7&cntct=3&state=IA&fips=19113))

(<http://www.rootsweb.com/~ialinn/maps/rapidstwp1875.jpg>)

Population change inside Cedar Rapids within city limits 1870 to 2000

Population change rural Iowa 1870-2000

- ❖ Census analysis of New York City

Population change in New York from 1870 to 2000

#### Lesson Three:

Field trip to analyze architecture and urban planning in Cedar Rapids, Iowa

- ❖ High schools built in same time periods
- ❖ Middle schools (former high schools) built in same time periods
- ❖ Timeline of east/west development (1870 to 2000)
- ❖ Industrial/residential development (1870 to 2000)

#### Lesson Four:

Compare to urban development and conditions described by:

- ❖ Riis' images of New York's tenements and overall living conditions





1. "Tenement of 1863, 12 Families Per Flat" (<http://www.bartleby.com/208/1.html#Z2>) (8)
  2. "Tenement of the Old Style"(<http://www.bartleby.com/208/2.html>) (14)
  3. "The Bend" (<http://www.bartleby.com/208/6.html>) (48)
  4. "Bird's Eye View of an East Side Tenement House" (<http://www.bartleby.com/208/14.html>) (122)
  5. "Section of Lower Manhattan in 1899" (<http://www.authentichistory.com/postcivilwar/riis/chap25.html>) (230)
- ❖ Riis' textual descriptions of New York in How the Other Half Lives
  - ❖ Addams' descriptions about Chicago's tenements and overall living conditions
  - ❖ Riordan's interview of Plunkitt of Tammany Hall
  - ❖ Sandburg's poem about Chicago
  - ❖ Crane's stories about New York (not included)
  - ❖ Kipling's complaints about Chicago's people and conditions

**Lesson Five (overall assessment):**

Annotated bibliography constituting an analysis of the lessons' sources

- ❖ Annotating the documents (what was learned, what information it contained, etc.)
- ❖ Reflection on documents and unit experiences (i.e. how each source impacted/sustained individual learning)
- ❖ Packet of 8-10 images/documents required for a complete annotated bibliography

What do you want your students to understand about this topic?

\_\_\_\_\_ **Content Goals** (These may include chronology, various historical interpretations, issues and problems, people of the time, etc.)

- ❖ How do societies – and the centers home to those societies – change over time?
- ❖ What does urban development in America reveal about change in American society over time?
- ❖ How do documents focusing on both local and distant locations/subjects inform the overall study of history?





What sources will your students study in order to understand this topic?

\_\_\_\_\_ **Centerpieces** (Primary sources, historians' differing interpretations, maps, trade books, statistical evidence, etc.)

- ❖ Mapping: Place contemporary landmarks on old maps of Cedar Rapids, Iowa
- ❖ Primary Source Analysis:
  - Analysis of field trip photo data
  - New York materials:
    - Map ([http://www.lib.utexas.edu/maps/historical/manhattan\\_topo\\_1880.jpg](http://www.lib.utexas.edu/maps/historical/manhattan_topo_1880.jpg) )
    - Jacob Riis sketches (From: Riis, Jacob (1890). How the Other Half Lives: Studies among the Tenements of New York. New York: Dover Publications, 1971; and <http://www.bartleby.com/208/> )
    - Jacob Riis excerpts (From: Riis, Jacob (1890). How the Other Half Lives: Studies among the Tenements of New York. New York: Dover Publications, 1971; and <http://www.bartleby.com/208/> )
    - Plunkitt of Tammany Hall excerpts
  - Chicago materials
    - “Chicago” by Carl Sandburg (1916)
    - “A Visiting Rudyard Kipling Returns, Unimpressed, from Chicago” by Rudyard Kipling (1899)
    - Jane Addams excerpts (2)
- ❖ Timeline: To be developed in later unit plan
- ❖ Reading for Background: To be developed in later unit plan
- ❖ Synthesis:
  - Contemporary architecture to historical architecture
  - Contemporary construct city to historical construct
  - Annotated bibliography assignment



What historical thinking skills will your students learn and use during this lesson?

**Process Goals** (Grasp chronology, use historians' basic tools, analyze sources, identify historical issues, etc. – These should be paired with an appropriate content goal and centerpiece)

- ❖ Students will articulate how societal values are displayed in architecture and urban planning and development.
- ❖ Students will investigate and observe living conditions and analyze the inherent societal implications.
- ❖ Students will analyze the changes over time in urban development, conditions, and construction using data from Cedar Rapids, Iowa, New York, and Chicago.

**Product Goal:**

- ❖ Students will examine the floor plans of homes to explore the implications of architectural design (Lesson 1).
- ❖ Students will produce a data sheet detailing and clarifying trends in census data from 1870 to the present regarding changes in urban development (Lesson 2).
- ❖ Students will produce two timelines noting developments in Cedar Rapids since 1870 (Lesson 3).
- ❖ **Students will fill out the nara.gov photo and text analysis organizers over each group's assigned documents (Lesson 4)** (<http://www.archives.gov/education/lessons/>).
- ❖ Students will synthesize the topics from Lessons 1 through 4 into an annotated bibliography of images, documents, and historical reflection.



**What Activities** will help your students learn, practice and achieve these goals?

**Lesson 4 Procedure**

Students will be split into five groups. Each group will be given one of the following document sets:

- One: Kipling reading; image #1
- Two: Riordan/Plunkitt reading; image #2
- Three: Addams readings (both); image #3
- Four: Riis readings #7 and #8; image #4
- Five: Riis reading #9; Sandburg poem; image #5

Each group will fill out the [nara.gov](http://nara.gov) primary source organizer and then present their interpretations to the entire class through large group discussion. This discussion will be facilitated by projections of the five images and a discussion of the students' and groups' findings. The students will be expected to synthesize their group's findings with the information analyzed by the other groups in an attempt to create a general "narrative" about the conditions and development of urban centers. Key points from the discussion will later be handed out to the students to guide and assist them in their upcoming annotated bibliography assignment.



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**What Questions** will you ask to help students think critically and reflect on their own learning?

- ❖ How are cultural values portrayed in architecture?
- ❖ How are cultural values portrayed through overall urban conditions and/or planning?
- ❖ What does the development of tenement houses say about the societies that created – and condoned – them?
- ❖ What does census data reveal about urbanization in America from the Guided Age to the present?
- ❖ How do historical sources simultaneously create and challenge the traditional myth of the progress of the American city?

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**How will you Assess** your students' learning with an activity that furthers their learning and reflects both their grasp of historical thinking skills and content goals?

**(Lesson 4)**

The students will be assessed on their participation in their groups. This will include their ability to analyze as well as to articulate their interpretations to their peers. Much of this, of course, will come from instructor observation of the groups while they work; it will also come from the instructor's observation and facilitation of the large group discussion. The culminating assessment that will follow Lesson 5 will act as the primary assessment for the unit; Lesson 4's analysis and discussion will lead the students into that assignment and provide a focus for their work at that time.