Introduction

Students will previously have learned which Native Americans populated our area and which explorers came to our local community. In the lesson presented here, the goal will be to understand how city founder Leslie Brand and certain modes of transportation played a significant part in the growth of Glendale. In order to accomplish this, students will need biographical information on Leslie C. Brand and information on historical forms of transportation, the Red Cars in particular, which will be given through archival photographs, some of which were obtained from the archives of the Automobile Club of Southern California.

California History-Social Science Standards

3.0 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3.3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

Using Transportation to Teach City Development
Planes, Trains, Automobiles, and What Else???

Pam Dombroski, M.A. Ed
Franklin Elementary School

Please contact the editors of Geographic Literacy for more information:

Emma Hipolito: hipolito@gseis.ucla.edu
Mary Miller: mmiller@gseis.ucla.edu

UCLA History-Geography Project
1320 Moore Hall
Los Angeles, CA 90095
Phone: (310) 206-9796
Fax: (310) 206-5369

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Geographic Literacy

MATERIALS (SEE APPENDIX)

1. Magazine Article

2. Photos

The Glendale Airport
- www.godickson.com/gca1.htm
- http://digarc.usc.edu/assetserver/controller/view/chs-m23857/CHS-48524
- http://digarc.usc.edu/assetserver/controller/view/chs-m12881/CHS-49728

Brand Blvd (past) from USC Libraries Digital Archive
- Brand Blvd. looking north ca 1924
  http://digarc.usc.edu/assetserver/controller/view/search/CHS-6611
- Brand Blvd. from above ca 1926
  http://digarc.usc.edu/search/controller/view/chs-m5670.html?x=1234414640667
- View of Brand Blvd. ca 1930
  http://digarc.usc.edu/search/controller/view/chs-m5671.html?x=1234414640667
- Northern view of Brand Blvd. ca 1936
  http://digarc.usc.edu/assetserver/controller/view/chs-m5656/CHS-40540

Southern Pacific Railway tracks
- http://digarc.usc.edu/assetserver/controller/view/search/AAA-EN-210-7

Southern Pacific Depot in Glendale
- http://digarc.usc.edu/search/controller/view/acsc-m269.html

Electric Cars and Lines
- http://digarc.usc.edu/assetserver/controller/view/search/CHS-40536
- http://digarc.usc.edu/assetserver/controller/view/search/DW-C11-9-1-ISLA
- http://digarc.usc.edu/assetserver/controller/view/whit-m2401/DW-C11-9-2-ISLA
- http://digarc.usc.edu/search/controller/view/chs-m5673.html?x=1234416067177
MATERIALS (CONTINUED)

3. Maps
   - Red Car routes
     - www.erha.org/pe_system_map.jpg
   - Beeline routes
     - www.GlendaleBeeline.com
   - Metrolink routes
     - www.metrolinktrains.com

4. Large piece of butcher paper (to cover white board)

5. Markers

6. 12 x 18 white construction paper for foldables© (one per student)

7. Art boxes (colored pencils, regular markers, fine line markers)

PREPARATION

1. Make a storyboard display of transportation photos and maps and one of Glendale with photos of Glendale from early to more recent times, highlighting areas students are most likely to recognize and connect to.

2. Make a model of the foldable© (described in Day 3).
ACTIVITY

DAY 1
Discuss standard: Read/share information about Leslie Brand from the article as an important person who contributed to Glendale’s founding and development. Generate interest by sharing books and photos of Pacific Electric Red Cars and the airport. Front-load vocabulary (impact, environmental, transportation, mass transit, benefits, pros, problems, cons, growth, development). Focus on using photos to identify kinds of transportation as a way to study how Glendale developed. Create a circle map of kinds of transportation used in Glendale. Also note the kinds of buildings and land use through time using photos and maps.

DAY 2
On butcher paper, organize the information from the circle map into a tree map, with branches (8) for the kinds of transportation people have used and are using in Glendale. Have students come up with (and attach to butcher paper with “stickies”) the pros and cons of each type, as well as what effects each could have on the land/environment.

DAY 3
Discuss findings and complete the tree map as a class. Guide students through a discussion of how each method affected Glendale’s development and what environmental impact each kind of transportation had. Then make the foldable© flap book by hot dog fold, then two hamburger folds, and another hot dog fold. Unfold until back to first hot dog fold and cut top folds only, just to the fold, to make 8 sections. Students will draw and label the top flap of each section with a kind of transportation. It works better to turn the foldable© sideways, so the fold is on the left vertically. Inside, under each flap, students will write at least 2 sentences about benefits and problems of each, plus the impact on the environment and the development of Glendale. ELL and RSP students will benefit by the use of pictures to access information, by whole class information gathering and organizing, and oral discussion. The use of a foldable©, with limited but focused writing, as an assessment, instead of a written test, also works well for these students.
ASSESSMENT

The foldable© serves as the assessment. Rubric below:

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<td>8 pictures present and done with apparent effort. Information shows additional thought by student. Additional research done.</td>
<td>7-8 pictures present and done acceptably. 2 sentences present for pros and 2 sentences for cons. Environmental impact and effect on growth of city present.</td>
<td>5-6 pictures present, or pictures difficult to understand. 2 sentences present for pros and 2 sentences present for cons most of the time. Limited information on environmental impact and effect on growth.</td>
<td>Fewer than 5 pictures present. Sentences not done according to assignment or illegible. Shows no understanding of topic.</td>
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EXTENSIONS

Students can do further research on Leslie C. Brand, the Brand Library (the former Miradero), how an electric train actually works, and the Glendale Airport. When students do further research, they are encouraged to make some kind of visual such as a poster (not just write a paper) and share their information with the class.
BIBLIOGRAPHY


Automobile Club of Southern California Archive Photos
(When available digitally a link is provided)

106-91-Sears Roebuck parking lot, May 6, 1938

106-95-Maryland Street, Glendale, north from Harvard, March 18, 1938

EN-37 Union Pacific Railway Lines on Glendale Blvd., 1926
http://digarc.usc.edu/assetserver/controller/view/search/AAA-EN-37

233-2-National pavement on Glendale Avenue near Eulalia Street, Glendale, June 28, 1924

106-96-Brand Boulevard, Glendale, north across Broadway, March 18, 1938

EN-39-Glendale Avenue, Glendale…looking north of Broadway
http://digarc.usc.edu/assetserver/controller/view/acsc-m399/AAA-EN-39

210-7-S.P. Ry. Grade crossing on Tropico Avenue, Glendale city limits
http://digarc.usc.edu/search/controller/view/acsc-m187.html

Glendale Public Library Special Collections
Map of Glendale enlarged from San Fernando Valley Map, Automobile Club of Southern California.


USC Libraries Digital Archive http://digarc.usc.edu/search/controller/index.htm

www.GlendaleBeeline.com

http://www.godickson.com/gca1.htm

www.metrolinktrains.com