“Why Do People Move to Los Angeles?”

Megan Landman
Westwood Charter Elementary

GRADE 3

INTRODUCTION
This lesson is part of the 3rd grade curriculum in which students learn about Los Angeles. Students will understand and learn about the growth of Los Angeles from as early as the Ice Age to present day. Students will be using archived materials as well as prior knowledge about why people came and left Los Angeles. Students will have the prior knowledge of push/pull factors and the understanding of the reasons their own family members came to Los Angeles. This specific lesson will show the children articles and advertisements that influenced people.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS

3.3 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.

3.3.3 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.

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

Sponsors

Geographic Literacy is a collaborative project between The Automobile Club of Southern California and the UCLA History-Geography Project with initial funding from the Fund for Improvement of Post Secondary Education and support from the California Geographic Alliance.
MATERIALS

1. Photocopies of the photograph “Los Angeles-Mount Washington Railway, c. 1910” – 1 per student
2. Westwood Hills advertisement or similar ad for your area, if available
3. “The Happy Land” article
4. Land of Sunshine-Southern California picture
5. “A Flower from the Golden Land” excerpts
6. White chart paper
7. Markers/Colored pencils
8. White construction paper

PREPARATION

Teacher needs to have a copy of each article/picture for the groups. Make sure that all supplies are ready. Teacher needs to be familiar with articles/picture and reasons people came and left Los Angeles. For “A Flower from the Golden Land,” teacher should find three excerpts to share with the class. The teacher can read the excerpts aloud due to some difficulty with the reading level.
ACTIVITIES

1. Teacher will begin reading excerpts from “A Flower from the Golden Land”. The class will discuss what the excerpts have in common. (The article has a lot of background and great visions of California so the teacher can decide what works best for the class to understand).

2. Teacher will pass out articles/pictures to each group. In the groups, the students will have to investigate the connection between the items. If the students are having trouble, the teacher can hint about where the items come from and lead students to the answer.

3. Once students understand that the pictures and articles are describing positive and negative perceptions of Los Angeles, the teacher will create a T-chart on the board.

4. On one side the class will list reasons why someone might have come to Los Angeles in the past. On the other side of the chart, the teacher will list the reasons why people wouldn’t come to Los Angeles or might leave.

5. After the chart has been created, the class will begin another one for present day Los Angeles—one side listing why people come and the other side why they wouldn’t come or why they would leave.

6. Looking back at the articles/pictures, students discuss a little bit about the goal of advertisements and have students think about how what kind of advertisement they could create about Los Angeles.

7. The students can decide either to create an advertisement showing Los Angeles as a great place to live or can give a reason not to come here. The students can work in groups or individually.

8. Once they are finished, the students can share their creations.

ASSESSMENT

Teacher will check for understanding in discussions with peers and the whole class. Teacher will give each advertisement a grade based on the rubric created. (I like to have the students help create rubrics, so that they understand what they need to do. I have attached an example).

EXTENSIONS

Students will write a paragraph describing their advertisement. They will need to include why they chose to promote coming or leaving Los Angeles. The students need to make sure that they use support for their ideas from prior knowledge they have of the history of Los Angeles.
BIBLIOGRAPHY


## APPENDIX

TEACHER/STUDENT CREATED RUBRIC

<table>
<thead>
<tr>
<th>ILLUSTRATION</th>
<th>EXCELLENT ILLUSTRATION</th>
<th>GOOD ILLUSTRATION</th>
<th>OK ILLUSTRATION</th>
<th>NO ILLUSTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you trying to say/sell? Does it show the perception of Los Angeles, whether it is positive or negative?</td>
<td>Reader can see what the perception was.</td>
<td>Reader can see what the perception was.</td>
<td>Reader has trouble understanding the perception.</td>
<td>Reader does not understand the perception.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPELLING/GRAMMAR</th>
<th>Perfect spelling and grammar</th>
<th>Few spelling and grammar errors</th>
<th>More than 5 spelling and grammar errors</th>
<th>Most of the writing has spelling and grammar errors</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NEATNESS</th>
<th>Super</th>
<th>Good</th>
<th>Ok</th>
<th>Messy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CREATIVITY</th>
<th>Original work</th>
<th>Used some creativity</th>
<th>Not much creativity</th>
<th>No creativity</th>
</tr>
</thead>
</table>