

LOST LA

CURRICULUM PROJECT

HISTORICAL INQUIRY QUESTION

**What happens to a place across
time?**

LOST LA EPISODE

Before the Dodgers



What happens to a place across time?

Author of Lesson

Amanda Jones Tanaka, Westwood Charter Elementary
amanda.tanaka@lausd.net

Content Standards

3.1: Students describe the physical and human geography and use maps, tables, graphs, photographs and charts to organize information about people, places, and environments in a spatial context. 1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

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. 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

CCSS Standards

RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.

W.3.7: Conduct short research projects that build knowledge through investigation of a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources, and sort evidence into provided categories.

SL3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Lost LA Episode

Lost LA's Season 1, Episode 2 "Before the Dodgers." In this episode, "Lost LA" explores the various ways Southern California's inhabitants have used the hills around Dodger Stadium.

Overview of Lesson

In this lesson for elementary age students grades 3-5, students will examine the land around Dodger Stadium's complex evolution. Students will view segments of Lost LA's Season 1, episode 2 "Before the Dodgers" and move through five rotations (explorations) to examine a variety of primary source documents. Within each exploration, students will analyze the growth and change of the area surrounding the current Dodger Stadium, while filling out graphic organizers. As a culminating activity, students will create an artistic representation/timeline of Mount Outlook, drawing upon information gathered in the graphic organizers created in the explorations. Students will use key phrases, symbols, and drawings to create five "layers" of the physical mountain, with the top layer being an imagined future use of the space "after the Dodgers."

Note: The explorations may be teacher-led or student-led. This activity works best when students are in approximately 4 small groups. Assigning students group jobs will help the activity run smoothly. Please see Handout A for ideas.

Sources

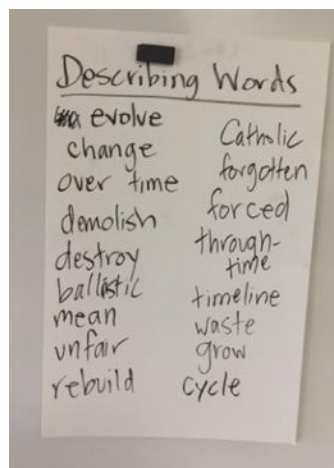
- A. "They Moved Mountains" – a segment (based on this article) from S1:E2 of Lost LA.
- B. "Wiyot's Children," Gabrielino Indian Village of Sa-angna by Mary Leighton-Thompson
- C. San Gabriel Mission circa 1810 with Tongva kiyy in foreground. Courtesy of California Missions Resource Center
- D. Panoramic view of the community of Chavez Ravine, circa 1952. Photo by Leonard Nadel, courtesy of the Photo Collection, Los Angeles Public Library.
- E. Children play outside the Palo Verde Elementary School. Courtesy of the Photo Collection, Los Angeles Public Library
- F. Police carry Aurora Vargas, daughter of Manuel and Abrana Arechiga, from her Chavez Ravine home on May 9, 1959. Courtesy of the Los Angeles Examiner Collection, USC Libraries
- G. A bulldozer demolishes a Chavez Ravine home on May 9, 1959. Courtesy of the Los Angeles Examiner Collection, USC Libraries.
- H. "Once Upon a Time in Chavez Ravine", a segment (based on this article) from S1:E2 of Lost LA.
- I. Groundbreaking ceremony for Dodger Stadium on September 19, 1959. Courtesy of the USC Libraries - Los Angeles Examiner Collection.

- J. Reshaping the hills around Chavez Ravine, as seen in this photo taken on May 25, 1960. Courtesy of the Los Angeles Examiner Collection, USC Libraries
- K. Dodger Stadium under construction on November 17, 1960. Courtesy of the USC Libraries - Los Angeles Examiner Collection.
- L. Aerial View of Dodger Stadium with Downtown Los Angeles in the Background. Courtesy of Los Angeles Photographs Collection, 1920-1961.

Procedures

Lesson 1

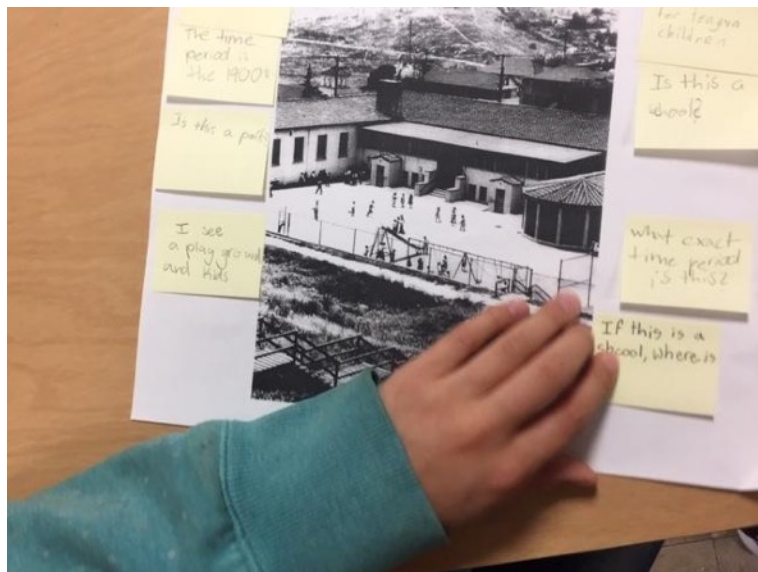
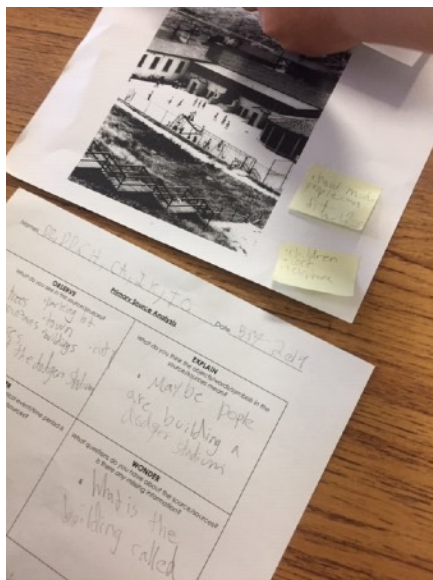
1. Introduce the lesson by accessing student's prior knowledge. Reference prior LA history lessons that highlight how the area has changed over time. An example "On our La Brea field trip, we noticed that the area around the tar pits had changed a lot over time."
2. Explain to students that they will be making some observations based on primary sources and video clips. Queue up "They Moved Mountains" from LOST LA, Season 1, episode 2. The teacher will be playing the whole clip. The clip can be accessed at: <https://www.kcet.org/shows/lost-la/they-moved-mountains-to-build-dodger-stadium>.
3. After they watch the segment, ask them to think of words to describe what they saw. Chart responses and check for comprehension. Ask students where they think the clip is taking place. Do they have any guesses on where the clip takes place? Chart questions/comments.



Example of student generated descriptive word list, created after watching "They Moved Mountains"

4. Explain that students will be moving through 10-minute explorations to answer questions about the video they just watched. As they move through each exploration, they will analyze videos and primary sources and fill out graphic organizers. Assigning group jobs (**Handout A**) will help the activity move at an acceptable speed.

5. To prepare students for the explorations, model one with the class. Have the students transition into their small groups. Project or pass out copies of **Source B**, "Wiyot's Children," Gabrielino Indian Village of Sa-angna by Mary Leighton-Thompson.
6. Students will look at the painting. Ask these guiding questions:
 Q: What do you see in this source?
 Q: What do you think the objects/words/symbols in this source mean?
 Q: What can you guess what historical event/time period is shown in this source?
 Q: What questions do you have about this source? Is there any missing information?
7. Each group should have one copy of Handout B to fill out while the teacher guides the class. The teacher may also want to pass out post-its for children to jot ideas on the primary sources.



Example of student-generated descriptive word list, created after watching "They Moved Mountains"

Explorations (8-10 minutes per exploration)

Explorations start. They can be teacher-led, with the teacher projecting the image, passing the sources out, and helping watch the time. If the class does well on their own, the teacher can have them work in groups at their own speed.

Exploration One: The Tongva Meet the Newcomers (Missions)

- Materials: a copy of a color version of **Source C** for each group, a copy of **Handout B** for each group, post-its, pencils
- Print a copy of Source C for each rotation group, as they will use it for the culminating activity.

1. Students will look at Source C, *San Gabriel Mission circa 1810 with Tongva Kiiy in foreground*, Courtesy of California Missions Resource Center.

2. Students will fill in Handout B and post-its as they analyze the painting of Los Angeles at this point in history.

Exploration Two: Chavez Ravine Pictures

- Materials: a copy of **Sources D,E,F & G** for each group, **a copy of Handout B** for each group, post-its, pencils.
 - Print a copy of each source for each group, as they will use it for the culminating activity.
1. Students will look at four pictures from Chavez Ravine:
 - (Source D) Panoramic view of the community of Chavez Ravine, circa 1952. Photo by Leonard Nadel, courtesy of the Photo Collection, Los Angeles Public Library.
 - (Source E) Children play outside the Palo Verde Elementary School. Courtesy of the Photo Collection, Los Angeles Public Library
 - (Source F) Police carry Aurora Vargas, daughter of Manuel and Abrana Arechiga, from her Chavez Ravine home on May 9, 1959. Courtesy of the Los Angeles Examiner Collection, USC Libraries
 - (Source G) A bulldozer demolishes a Chavez Ravine home on May 9, 1959. Courtesy of the Los Angeles Examiner Collection, USC Libraries.
 2. Students will fill in Handout B and post-its as they analyze the photos of Los Angeles at this point in history.

Exploration Three: Chavez Ravine Video, Source H

- Materials: **Handout C** for each group, Chromebook per group if needed
 - Procedural note: plan to play this video for the whole class on the projector, or have a Chromebook set up for each group. If students are accessing the content themselves, write the time segment they are supposed to watch on a post it, so they can properly access the clip.
 -
1. Students will watch: "Once upon a time in Chavez Ravine." Access clip at: <https://www.kcet.org/shows/lost-la/once-upon-a-time-in-chavez-ravine>
 2. Students watch the clip. After the clip, students will fill in the graphic organizer. (Handout C)

Exploration Four: Dodgers Stadium

Materials:

- Materials: a copy of **Sources I, J, K & L** for each group, **a copy of Handout B** for each group, post its, pencils
 - Print a copy of each source for each group, as they will use it for the culminating activity.
1. Students will then look at sources:

- I.) Groundbreaking ceremony for Dodger Stadium on September 19, 1959. Courtesy of the USC Libraries - Los Angeles Examiner Collection.
- J.) Reshaping the hills around Chavez Ravine, as seen in this photo taken on May 25, 1960. Courtesy of the Los Angeles Examiner Collection, USC Libraries
- K.) Dodger Stadium under construction on November 17, 1960. Courtesy of the USC Libraries - Los Angeles Examiner Collection.
- L.) Aerial View of Dodger Stadium with Downtown Los Angeles in the Background. Courtesy of Los Angeles Photographs Collection, 1920-1961.

2. Students will analyze using attachment B and post its.
3. As students access the explorations, circulate and make sure children are working with the sources in appropriate ways. Be prepared to ask guiding questions for groups that appear "stuck."

Session One Wrap Up:

1. Gather students, and go over the chart that was filled out before the lesson. Reference the descriptive words and questions, and ask students:
 - a. Judging from the rotations, how has the area around Dodger Stadium stayed the same?
 - b. What features were lost?
2. The teacher will chart student answers, and break for the day.
3. Explain to students that they looked at primary and secondary sources in order to figure out the history of a place. Tomorrow, they will be applying what they have learned to create a timeline "mountain."
4. Make sure students store materials from the day properly.

Session Two Procedures

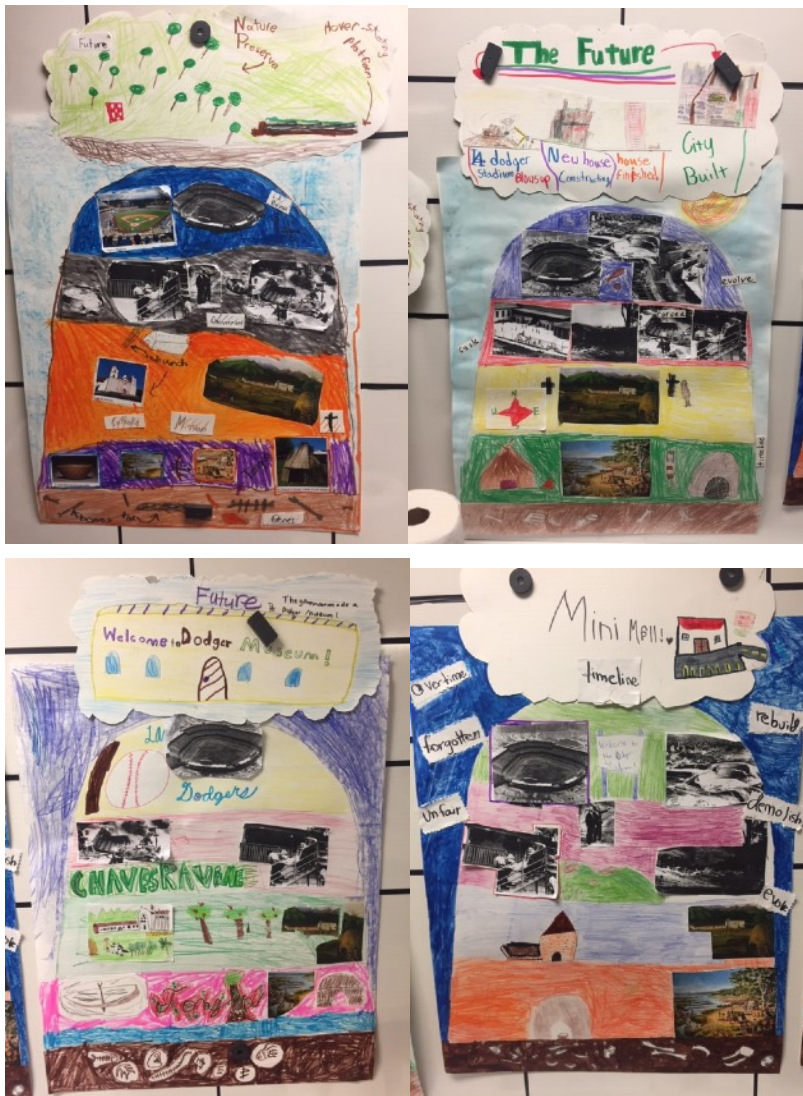
1. Gather students, whole group. Reference the charts made the day prior (descriptive words, and features retained/lost.) Ask them to recall the ways the land around Dodger Stadium has stayed the same and/or changed.
2. After looking at what happens to a place across time, in particular, the land around Dodger Stadium, students will create a poster to represent the many ways the areas have changed.
3. The teacher will post a blank sheet of chart paper on the board, and draw a mountain outline (dome shape).

4. Ask the students what they think the shape represents (Mount Outlook, Dodger Stadium, etc.)
5. Ask students how they could build a timeline using this structure (building from the bottom up.) Inform students that they will be using their research to create a "layers of history" timeline.
6. Students (in their group from the previous day) will make a chart based on the history of the land which currently houses The Dodgers.
7. Students can choose to represent the layers in various ways such as in a collage (cut pictures from the primary source samples), illustrations, phrases, dates, keywords or anything to represent the timeline of the area. They can decorate the land how they see fit.
8. The final component of this exercise is for students to imagine what the next phase of this land could be. As they have seen through their research, the area surrounding Dodger Stadium has been a host to many different people and buildings. What could it possibly be next? Groups can draw/ represent their ideas on the top of their "mountain."

Future: what will the land look like in the future?
Dodger stadium: how is the land used?
Chavez Ravine: A community that lived here and was forcibly removed.
Tongva and Missionaries: newcomers to the land
Tongva: original people of the land

Assessment

- Students will create a "mountain" poster to show the many layers of history a place can have (in this case, Mount Lookout/Elysian Park/Dodger Stadium).
- Students will create a writing piece about what they think the land will be used for in the future. Writing pieces can be narrative, expository, opinion, poetry, etc.



Samples of student timeline "mountains" with predictions for the future on top

Bibliography

- Masters, Nathan. 2012. Chavez Ravine: Community to Controversial Real Estate. KCET. <https://www.kcet.org/shows/lost-la/chavez-ravine-community-to-controversial-real-estate>
- Masters, Nathan. 2014. Where is Chavez Ravine, Exactly?. KCET. <https://www.kcet.org/shows/lost-la/where-is-chavez-ravine-exactly>
- Masters, Nathan. 2016. What Happened in the Elysian Hills Before the Dodgers?. KCET. <https://www.kcet.org/shows/lost-la/what-happened-in-the-elysian-hills-before-the-dodgers>

SOURCE A

"They Moved Mountains to Build Dodger Stadium"

Nathan Masters, October 11, 2013

<https://www.kcet.org/shows/lost-la/they-moved-mountains-to-build-dodger-stadium>



SOURCE B

"Wiyot's Children," Gabrielino Indian Village of Sa-angna, Mary Leighton-Thompson.



SOURCE C

San Gabriel Mission circa 1810 with Tongva Kiys in Foreground

Courtesy of California Missions Resource Center



SOURCE D

Panoramic view of the community of Chavez Ravine, circa 1952. Photo by Leonard Nadel

Courtesy of the Photo Collection, Los Angeles Public Library



SOURCE E

Children play outside the Palo Verde Elementary School

Courtesy of the Photo Collection, Los Angeles Public Library



SOURCE F

Police carry Aurora Vargas, daughter of Manuel and Abrana Arechiga, from her Chavez Ravine home on May 9, 1959

Courtesy of the Los Angeles Examiner Collection, USC Libraries



DEFINITIONS

evicted: expelled (someone) from a property, especially with the support of the law

eminent domain: the right of a government or its agent to expropriate private property for public use, with payment of compensation

SOURCE G

A bulldozer demolishes a Chavez Ravine home on May 9, 1959

Courtesy of the Los Angeles Examiner Collection, USC Libraries



SOURCE H

"Once Upon a Time in Chavez Ravine"

<https://www.kcet.org/shows/lost-la/once-upon-a-time-in-chavez-ravine>



SOURCE I

Groundbreaking ceremony for Dodger Stadium on September 19, 1959.

Courtesy of the USC Libraries - Los Angeles Examiner Collection



SOURCE J

Reshaping the hills around Chavez Ravine, as seen in this photo taken on May 25, 1960

Courtesy of the Los Angeles Examiner Collection, USC Libraries



SOURCE K

Dodger Stadium under construction on November 17, 1960

Courtesy of the USC Libraries - Los Angeles Examiner Collection.



SOURCE L

Aerial View of Dodger Stadium with Downtown Los Angeles in the Background

Courtesy of Los Angeles Photographs Collection, 1920-1961



HANDOUT 1: GROUP JOBS

Time Keeper

- Keeps track of how long the group has to work
- Encourages group to stay on task

Scribe

- Does all the writing for the group
- Neat, legible, efficient writer

Materials Manager

- In charge of handling all materials
- In charge of keeping materials neat
- In charge of returning materials

Leader

- Makes sure everyone is on task
- Encourages all to participate

Speaker

- Presents information to the larger group

Encourager

- Encourages all to participate
- Keeps the mood light
- Problem solves
- Gets help when needed

HANDOUT 2: PRIMARY SOURCE ANALYSIS

<p>OBSERVE</p> <p>What do you see in this source?</p>	<p>EXPLAIN</p> <p>What do you think the objects/words/symbols in the source mean?</p>
<p>INFER</p> <p>Which historical event/time period do you think is shown in the source?</p>	<p>WONDER</p> <p>What questions do you have about the source? Is there any missing information?</p>

HANDOUT 3: CHAVEZ RAVINE VIDEO ANALYSIS

What do you think happened at Chavez Ravine?

Was there anything in the video that seemed unfair?

Why do you think the residents wanted to stay?