

## **The Pittsburgh Time Machine-Back in Time**

*By Cathy Horowitz  
Woolslair Elementary*

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### **Overview**

This unit is intended to supplement the third grade study of Pittsburgh. It will emphasize the use of technology both as a motivator and as a medium for student expression. The main focus of the unit will be an electronic timeline which each student will save on the hard drive and on a CD throughout the year. The first 20 or 30 years of the timeline will be a trip back in the student's and his/her family's life. Then we'll drop back around 250 years and study Pittsburgh from its earliest times to the present. We will mount student printouts of their timeline power points on sentence strip for display. We will display two or three at a time for a few weeks and then replace them with others as the year goes on. Thus, they will serve to show the student's work as well as reinforce the lessons.

Besides history of Pittsburgh, the unit will concentrate on history and development in the Strip District and Lawrenceville, two geographic regions close to Woolslair Elementary School.

As the librarian and technology coordinator, I will work closely with the third grade History and Geography teacher. We will plan together and teach the lessons cooperatively to each of the third grade classes at Woolslair.

### **Rationale**

The Pittsburgh Landmarks and Parks seminar by Dr. Janet Stocks stirred my interest in combining my skills with technology and my interest in the history of Pittsburgh. I remember teaching third grade Pittsburgh history and feeling a need for a more stimulating approach for both the children and myself. It is very difficult for the students to understand and identify with events in Pittsburgh history. Thus, the activities will start from where students are chronologically and

developmentally and work backwards in time to try to broaden their perspective and give them a personal feel for what a timeline encompasses.

Point of view is a crucial element in understanding historical events. The unit will attempt to raise student awareness to the fact that there are many different points of view when studying human events.

The following events in Pittsburgh History will be covered on the timeline:

### **1700s**

Pre-1750s – Native Americans in Pittsburgh/Pennsylvania

1753 – George Washington called the “father of Pittsburgh” because he was sent by the governor of Virginia, Gov. Dinwiddie, to explore the Land in the Forks. Washington highly recommended the land as a great place for a fort.

1755 - Five months after leaving Philadelphia, General Braddock and the English army arrived attempting to take Fort Duquesne and capture the land in the forks. The French and Indian forces in Turtle Creek ambushed them. Braddock was killed and Washington retreated.

1758 - George Washington was present when the English hoisted the flag and the city was named Pittsburg after the very accomplished prime minister of England, William Pitt.

1758 - The French abandon Fort Duquesne, destroying it as they left, in the face of the advancing troops under General Forbes.

1760s - Boats on the three rivers were traders’ flat-bottomed riverboats or bateaux.

1761 - The British constructed Fort Pitt at the point.

1763 - People around Fort Pitt took shelter in the fort when Chief Pontiac attacked, making a last attempt to drive out the English.

1764 - Fort Pitt Blockhouse along with four other redoubts was built by Colonel Henry Bouquet to be lookout posts along the rivers.

1768 - Indians gave their lands around Pittsburgh to the colonies.

1770 - George Washington visited Pittsburgh for the last time on his way to the Kanawha River. He reported that there were twenty houses on Water Street along the Monongahela River.

1772 - British abandoned Fort Pitt. The cost had been \$300,000. They got only \$250 from salvaging the redoubts.

1774 - Land office opened by Governor Dunmore.

1781 - At the close of the Revolutionary War, Pittsburgh was seen as the Gateway to the West and South.

1784 - The town of Pittsburgh was laid out. Many Scotch and Irish settlers came.

1786 - The first newspaper, the Pittsburgh “Gazette”, was established.

1794 - Whiskey Rebellion occurred when whiskey distillers around Pittsburgh protested the excessive tax on whiskey by Congress. George Washington sent an army against the protestors and they disappeared into the mountains.

1795 - James O'Hara, a businessman from Ireland, started the first coal-fueled glassworks in America. He also owned a gristmill (for grinding grain into flour), a sawmill, a tannery, a brewery, a shipbuilding company and a lot of land.

## **1800s**

1800 - Keelboats and flatboats for transporting settlers and their goods predominated.

1811- Onwards from now, most boats were steamboats.

1812 - Martin R. Delaney, father of Black nationalism, publisher of Pittsburgh's first Black newspaper, first Black major in U.S. Army during the Civil War, and reputable physician during the 1854 cholera epidemic in Pittsburgh, was born.

1814 - William Barclay Foster purchased 121 acres and laid plans for a village which he called Lawrenceville in honor of the naval hero Lawrence whose battle cry was "Never Give up the ship."

1814 – When Fort Fayette closed, a new base of supplies, preferably near the Pittsburgh foundries, was needed. Abram Wooley chose the site between 39<sup>th</sup> and 40<sup>th</sup> streets from the Allegheny River to now Penn Avenue, and when approved made preparations for construction of the Allegheny Arsenal.

1816 - Pittsburgh chartered as a city.

1820 – Most of Allegheny Arsenal was completed. Allegheny Arsenal had a key role in the Lawrenceville military and social community.

1830s – Recurring cholera epidemics due to overcrowding and placing of living quarters and factories right next to each other.

1834 - A railroad-canal through line from Pittsburgh to Philadelphia was completed.

1835 - Under the leadership of Major Rufus Baker, Allegheny Arsenal was very progressive. It had a 12-horse power engine in the machine shop. It housed around 77,000 small arms, and produced many of its own accoutrements, saving money and improving quality.

1837 - Lawrenceville was still a semi-rural community.

1841 – Thomas Jackson Rodman was ordinance officer at the Allegheny Arsenal until the beginning of the Civil War. He invented a method of making cannons so they exploded in their operators' faces much less often. Rodman was attributed with the creation of the 20" Rodman cannon that deterred France and England from joining the Civil War on the side of the South.

1845 – One third of the city was left in ashes after a fire that started in the back of an icehouse burned 982 buildings, made about 12,000 people homeless. Damages were estimated at \$5,000,000 to \$8,000,000.

1850 - Lumber rafts were used.

1850 - to the present – Towboats with barges started to appear  
1854 - Pennsylvania Railroad completed from Philadelphia to Pittsburgh.  
1859 – First blast furnace was built in modern Pittsburgh and in next fifty years more arose on all three rivers.  
1860s - Oil barges came from the upper Allegheny  
1862 - By Fall, the Allegheny Arsenal had nearly 1,100 people working in the manufacture and repair of military accoutrements (only 100 workers employed in peacetime)  
1862 - Three explosions in the Allegheny Arsenal in Lawrenceville took 78 lives many of them women. It was the worst civilian disaster of the Civil War.  
1875 – Edgar Thomson Works built in Braddock on the place where General Braddock fell in 1755. There, Andrew Carnegie produced large quantities of cheap steel in the high-volume Bessemer way.  
1875 – Protests desegregated the city’s schools making Pittsburgh one of the earliest large cities with a desegregated school system.  
1877 – Railroad Strike Riot precipitated by the cutting back of wages at the same time as the doubling of workloads. When the militia was called in, firing broke out. About twenty people, most of whom were innocent bystanders, were killed. A large mob then broke into the gun shops, took what they needed and began to attack the troops who had retired to the roundhouse. The troops retreated the next day. The mob burned and destroyed an estimated \$5,000,000 worth of property most of it belonging to Pennsylvania Railroad.  
1877 - Duquesne Heights Incline was opened. Its lower station dates back to around 1900. The upper station is a museum of local history and of rail and cable transportation.  
1881-83 - Smithfield Street Bridge begun; oldest bridge in Pittsburgh.  
1883 - Beginning of third and wildest, most infamous age of Pittsburgh.  
1884-88 – Pittsburgh’s only places of early world class architecture, the Allegheny County Courthouse and Jail, are built.  
1886 – After discovering an easier and cheaper way to produce aluminum, Charles Hall began the aluminum making industry in Pittsburgh.  
1889 - Mary Schenley donated 300 acres of farmland to become Schenley Park. Edward Bigelow, then Director of Public Works, called the “father of Pittsburgh parks” convinced her to donate it.  
1890 - Westinghouse Air-Brake Company started by George Westinghouse, inventor of at least 360 inventions including air brakes, train signals and switches, and electrical improvements.  
1892 – Henry Clay Frick brought in Pinkerton guards to break the union during the Homestead Steel strike.  
1892-95 - The Carnegie, known then as Carnegie Institute, the biggest of the 2800 public libraries Andrew Carnegie paid for around the world was built. It was an exceptionally multifunctional building including the Museum of Natural History, the library, and the music hall.

1893 - Henry Phipps gives Phipps Conservatory and Botanical Gardens, one of the largest botanical conservatories in the U.S., to Pittsburgh to the city.  
1893 - Highland Park opened after Edward Bigelow rallied 120 landowners and directed the city's piece-by-piece purchase of land to create the park.  
1896 - H.J. Heinz Co., a mighty food processing plant was started.  
1898 - Riverview Park opened four years after the residents of Allegheny, not then a part of Pittsburgh, bought the Watson property.

## 1900s

1900 - Pittsburgh was the nation's 6<sup>th</sup> largest city and the 6<sup>th</sup> largest Black community in the nation.  
1900 - There were 20 inclines in and near Pittsburgh for carrying people, wagons, teams and coal.  
1906 - Allegheny was annexed to the city of Pittsburgh; Railroad track removal in downtown caused produce merchants to relocate in the Strip;  
Early 1900s-Industrial Revolution in full swing in Pittsburgh; 1901 -US Steel born.  
1919 - The great steel strike of 1919 lasted from September to January, 1920. State police assisted the steel industry in breaking the strikers whose strike collapsed in January of 1920, without the men achieving their objectives.  
1927 - Frick Park opened eight years after Henry Clay Frick died and bequeathed 150 acres and a \$2 million trust fund for its maintenance. This was to honor 17-year-old Helen Clay Frick's 1908 request for a park for Pittsburgh's children.  
1930 - Arsenal Memorial School constructed.  
1934-1941 - Arsenal Park experienced a major overhauling  
1936 - St. Patrick's day flood. It left 135,000 homeless. Losses were estimated at up to \$200 million. Pittsburgh Crawfords boasted five Hall of Famers.  
1938 - The Courier became the largest all Black weekly in the world.  
1940s - WWII; wartime manufacturing and production at record highs.  
1941 - Strong antismoke ordinance passed in City Council. It was shelved after Pearl Harbor when Pittsburgh went into full-scale wartime steel production.  
1950s - Pittsburgh Renaissance  
1950 - Heaviest snowfall in the city's history 30.5 inches.  
1954 - Renaissance tried to condemn the Fort Pitt Blockhouse but failed due to the DAR.  
1954 - Monongahela Wharf changed from the sloping bank of a river to its present configuration as a parking place for cars.  
1960s-1990s - Lawrenceville community suffered a population decline of 11,000.  
1960s - Many Arsenal buildings below Butler Street razed including commandant's house to add a supermarket.  
1968 - Fred Rogers' Mister Rogers Neighborhood debuts on public television and becomes the longest running program on the Public Broadcasting System.

1970s - Closing of the mills in Lawrenceville.

1973 - One of the worst fires in the history of the city ravaged Lawrenceville.

Eighties – Renaissance II

1981 - Fire destroyed 6301 Butler Street, damaging the 62<sup>nd</sup> Street bridge.

1987-34 train cars derailed near the Bloomfield Bridge leaking toxic chemicals.

1990s – Timelines of student's lives will reflect events in the 90s.

## **Objectives**

- Students will be able to make a Microsoft Power Point, including text, graphics and photos.
- Students will use the Internet and library reference material to find past mayors, governors and presidents.
- Students will be able to use online maps in Map Quest and Encarta.
- Students will be able to recognize and locate:
  - the Allegheny, the Monongahela and the Ohio rivers
  - the Land in the Fork, and the Point on a map of Pittsburgh.
- Students will be able to define and recognize the term “Native American.”
- Students will be able to describe the physical environment of Pittsburgh long ago as it appeared to its first inhabitants, the Native Americans.
- Students will be able to describe how the Native Americans used their environment to provide for their needs and wants: food, clothing, and shelter.
- Students will be able to identify the English and French as the first settlers in the Land in the Fork.
- Students will be able to explain the importance of the location of the Land in the Fork.
- Students will be able to identify Fort Duquesne and Fort Pitt as French and British forts.
- Students will be able to recognize the role George Washington played in his first visit to the Land in the Fork.
- Students will be able to identify William Pitt as the person for whom Pittsburgh was named.
- Students will be able to compile a list of factors contributing to the growth and development of Pittsburgh as a frontier town.
- Students will be able to identify the hardships of frontier life.
- Students will be able to relate the importance of the three rivers to frontier Pittsburgh.
- Students will be able to explain why Pittsburgh was the “Gateway to the West.”
- Students will be able to describe various types of river transportation.

- Students will be able to recognize Pittsburgh as a changing and growing area.
- Students will be able to categorize the kinds of land and water transportation used by frontiersmen.
- Students will be able describe the importance of steam power to improved transportation.
- Students will be able to cite evidence and give examples to show how Pittsburgh was a river town.

### **Strategies**

Students will observe and do map work becoming familiar with how Pittsburgh fits geographically on the Earth. They will learn how to use Map Quest, and how to use the Encarta Atlas on the Dell computers. They will make maps of familiar places-their classroom, their library, their room, our school. They will make maps and drawings of the point at various times in Pittsburgh history.

Students will listen to stories and participate in discussions about concepts in the stories. They will develop powers of keen observation by studying and reporting orally and in writing what they see. They will be able to analyze and interpret stories generalizing about their meanings.

Students will use personal information to show the passage of time. They will also do research online and offline, in print materials to discover events from different time periods. Students will display this information in an attractive way in power point shows. Their power point shows will follow basic rules of readable, attractive, and interesting visual displays. Students will read tables, and use the Internet to find specific information.

Students will develop their powers of observation by observing a power point and becoming aware of details while playing with pictures from Pittsburgh's past. Students will develop their Internet skills by learning to attend to all elements on a web site and click when there is a link, that is, when a hand cursor appears. Students will observe videos with the aim of answering specific questions.

Students will go on field trips looking at sights and art in quest of certain bits of information as well as to take in the place and enjoy the trip.

## Classroom Activities

### 1. *Where are we?*

Discuss maps. Ask, "What is a book of maps called?" Read *Me on the Map*. Have students make a map of the library by writing the names of its sections on a plain piece of paper. (1 class period) As students are being seated, they will be asked to scan the smart board for their street. (Smart board will be displaying the location of our school on Map Quest.)

Various students will be asked to hold up different atlases we have in the library. The projector will be turned off for a brief discussion of atlases. We will identify and discuss the use of indexes and tables of contents to find places in an atlas. Once the students understand that an atlas is a book of maps, we will turn the projector back on and state that Map Quest is an online atlas. Students will come up and point out their street and/or someplace on the map with which they are familiar. Also, a game "Which way is the...." And various local sites (such as, Foodland, Arsenal School, Bloomfield Bridge) can be put in the blank. Students can come up and find the places (with hints and hot and cold clues) to make sure that students know how to read the map. After an explanation of zooming in and out (taking a picture of a student by first zooming in and getting the freckles and details of your hand and slowly zooming out and getting your arm, your torso, your trunk, your whole self, your whole self in the room, in the building, etc.), the teacher will begin to click towards the zoom out button next to the map, each time having students find places they know, naming the major topographical features that they may be familiar with or may be learning.

After zooming all the way out, students will be shown how to get to the site and will go to computers and find their address, or the school addresses and zoom out to the U.S.

### 2. *Point of View*

Place a seated (preferably asymmetrical) stuffed animal on a table. Have students on each side of it write a few sentences telling only about what they see. Each will read it to the class. Class will note the differences in the descriptions depending on the point of view.

Class will view a picture on the smart board and then answer questions about it showing how different points of view and different powers of observation affect one's information. Class will listen to each of three stories - *The Three Billy Goats Gruff/Just a Friendly Old Troll (Another Point of View)*, or *The Little Red Hen/Help Yourself, Little Red Hen!*, or *Seven Blind Mice*- at different points in the year to raise their awareness of the point of view issue.

### *3. Personal Backward Electronic Student Timelines*

Each student will make a backward timeline in power point. The first slide will be the current day. It will include a photo of the student on that day, the date and a sentence about that day. It will also include identification of the mayor of Pittsburgh, the PA governor, and the US president.

Each of the following slides will include the year, a heading or sentence about an event that happened, and scanned photos or graphics. Some possibilities will be the year the student entered school, a special birthday party, the birth of a sibling. The last slide will be the student's date of birth, which could include scanned baby pictures and text, and will also include identification of the mayor of Pittsburgh, the PA governor, and the US president at that time.

### *4. Personal Backward Electronic Family Timelines*

Each student will interview family members of preceding generations and ascertain dates of birth for as far back as they can. A power point of those dates will be made. Slides will include the mayor's, governor's and president's names.

### *5. Picture Detectives*

Initiate a discussion by looking closely at pictures. Show "Playing with Pittsburgh Pictures" power point. Have students play "I Spy" and tell details that can be figured out from looking at each of the first two pictures. Show the 11 slide power point which shows the point at different years and asks the students to practice their observational skills in different ways. Remind students that whether they are reading a book or just looking at pictures, always try to look carefully and be a good picture detective.

### *6. Back in Time in Pittsburgh*

Have students go to the Pittsburgh Post-Gazette web site and the Carnegie Library web site and choose a few of the pictures of The Point to copy and paste into their timeline power points. This will be a continuing project throughout the year.

### *7. Downtown Dragons*

Go on the Downtown Dragons web site tour. Take students through each stop, the fun facts, checking location on the map of The Point, and doing the activities. At the end, have students choose some of the dates on the timeline and add slides to their timeline power points

### 9. *Pittsburgh History and Landmarks Foundation*

The following will be borrowed or purchased from Pittsburgh History and Landmarks Foundation:

Portable Pittsburgh Artifact Kit,  
Alphabet City,  
Introducing Pittsburgh,  
Artifact Touch Kit,  
What's the Same? What's Different?  
Several Slide shows,  
Landmark Survivors posters,  
Old photographs,

They will be used at various points in our backwards time-traveling.

### 10. *Pittsburgh Pickle Picking*

Present the book *Pittsburgh, The Story of an American City*, by Stefan Lorant. Book Talk it showing the 1877 riot pictures, the Battle of the Barges in Homestead in 1882, the City of Champions. Show the chronology in the back and suggest it as a source for what happened in a certain year – like the year you were born, or the year your Mom or Dad was born. Students will then reach into a jar and pick out a pickle card listing a year in a certain decade and an event in Pittsburgh history. They will use that information to make another slide in their timeline. During work time, students will take turns browsing the book. They can choose a year and make a note of the Pittsburgh event to put in their timeline.

### 11. *Bouquet's Blockhouse*

When discussing the fifties, discuss the Pittsburgh Renaissance. Tell the story about Richard King Mellon wanting to hire executives after WWII. Unfortunately, with Pittsburgh's bad reputation as a smoky city, no one wanted to move here. So he started the Allegheny Conference to make improvements. One of the improvements was tearing down everything at the Point to make Point State Park. That's when the battle began between the Daughters of the American Revolution, owners of the Fort Pitt Blockhouse, and millionaire industrialist Henry Clay Frick-ever hear of Frick Park? The blockhouse had been built in 1764, by Colonel Henry Bouquet. Watch this video to find out-have questions on smart board:

1. Why did the colonel build it?

2. How many redoubts like the blockhouse did Colonel Bouquet build at Fort Pitt? Why so many?
3. What has it been used for over the years?
4. Did Frick or the DAR win the battle in the fifties over the blockhouse?
5. Who gave it to DAR? (HINT: Another person with a famous park in her name)

Show *The Fort Pitt Blockhouse* video. Discuss questions and answers. Emphasize that sometimes we need to keep a part of the old to remind us of what came before us.

### 12. *Compare Battles*

Discuss battles now and battles in Europe before discovery of America. How were they the same? How were they different? Suggest that students watch to see how this battle went and how it could have gone. Show *When the Forest Ran Red [video recording]: Washington, Braddock & a Doomed Army*. Discuss Braddock's defeat and how he could have avoided it.

### 13. *Cooper Mural*

Take digital pictures of portions of the Douglas Cooper mural in the CMU student union to make an I Spy sort of game for students. Print them out on cards with a question about the scene or event depicted. Students would work in teams to find the parts of the mural and show an adult they match. Students would then have to find the answer to the question back at school to earn full points for their card. This would expose them to the mural at least three times.

## Annotated Bibliography/Resources

### Books for Teachers

Ashworth, Ralph. *A Picture Postcard History, Greetings from Pittsburgh*. Lanham, Maryland: Vestal Press, 2000.

Provides some interesting views of and information about Pittsburgh buildings, bridges, and rivers.

Balderose, Nancy Ward. *Pittsburgh, Our City*. Pittsburgh, PA: School District of Pittsburgh, 1991.

The third grade textbook based on a story that a Grandpa is telling three children about Pittsburgh's past. It begins with the Indian times up to the present day with the children speculating about the future of Pittsburgh.

Becer, Allan, Wudarczyk, James and Wudarczyk, Jude. *Monster on the Allegheny and other Lawrenceville Stories*. Pittsburgh, PA: Lawrenceville Historical Society, 1993.

Highlights of Lawrenceville history told in story format starting with Shannopin's Town and proceeding chronologically to the 1990s.

Beyer, George. *Guide to the State Historical Markers of Pennsylvania*. Harrisburg: Pennsylvania Historical and Museum Commission, 1991.

Provides maps and historical reasons for each marker in Pennsylvania by county.

Church, Samuel Harden. *A Short History of Pittsburgh 1758-1908*. New York: The DeVinne Press, 1908.

A complete history of Pittsburgh divided into three areas: historical, industrial and intellectual.

Fox, Arthur. *Pittsburgh During the American Civil War, 1860-1865*. Chicora, PA; Mechling Bookbindery, 2002.

Great for understanding the changes in the city and its contributions during the Civil War.

Irvin, George. *The Art of Robert Griffing His Journey into the Eastern Frontier*. U.S.A.: East/West Visions, 2000.

Gorgeous detailed paintings combined with well-researched information about the Eastern Woodland Indians and their struggle with Europeans in the 17<sup>th</sup> and 18<sup>th</sup> centuries.

Kidney, Walter C. *Allegheny Cemetery, A Romantic Landscape in Pittsburgh*. Pittsburgh, PA: Pittsburgh History & Landmarks Foundation, 1990.

A historical, pictorial and photographic essay of one of the “oldest, incorporated burial places in the United States (1844).” Useful in some of its historical details and pictures of the surrounding neighborhoods.

Kidney, Walter. *Pittsburgh's Bridges architecture and Engineering*. Pittsburgh, PA: Pittsburgh History & Landmarks Foundation, 1999.

Some useful information and illustrations of Pittsburgh Bridges.

Lorant, Stefan. *Pittsburgh, The Story of an American City*. Pittsburgh, PA: Esselmont Books, 1999.

The most comprehensive Pittsburgh history. Excellent chronology of events from 1717 until 1999.

Parker, Arthur. *The Monongahela River of Dreams, River of Sweat*. University Park, PA; The Pennsylvania State University Press, 1999.

Interesting history of travel on the Monongahela.

Pearson, Evelyn Bitner. *Chronicle of a Pittsburgh Family*. Pittsburgh, PA: Pittsburgh History & Landmarks Foundation, 1999.

Daughter of *Sun-Telegraph* publisher recounts and discusses her life, most of which was in Pittsburgh, from birth in 1910 nearly up to her 90th birthday.

Pittsburgh History and Landmarks Foundation. *Famous Men & Women of Pittsburgh*. Pittsburgh: Pittsburgh History and Landmarks Foundation, 1981. Short, readable biographies of seventeen famous Pittsburghers. Good background on people who may not be listed in other biographical sources.

Pittsburgh History and Landmarks Foundation. *A Legacy in Bricks and Mortar: African-American Landmarks in Allegheny County*. Pittsburgh, PA: Pittsburgh History & Landmarks Foundation, 1995.

Shows the historical treatment of Blacks in Pittsburgh, and photographs and captions of sites of significance in African-American History.

Richter, Conrad. *A Light in the Forest*. Knopf, 1953.

15-yr old True Son is returned to his white parents against his will after having been kidnapped by the Lenape at age four. A good perspective on the conflict between the settlers and the Native Americans.

Schlesinger, Jr., Arthur M. *Touring America Seventy-Five Years Ago, How the Automobile and the Railroad Changed the Nation, Chronicles from National Geographic*. Philadelphia, PA; Chelsea House Publishers, 1999.

One article reprint from 1923 shows the state of the automobile industry, roads, traffic, and predicted developments at that time. The other reprint shows the

nation's reliance on railroads for freight, and travel. It shows how the growth of the nation has been influenced by the growth of railroads. Good information for the transportation portion of the Pittsburgh timeline.

Schulz, Constance B., and Plattner, Steven W., Editors. *Witness to the Fifties, the Pittsburgh Photographic Library, 1950-1953*. Pittsburgh, PA: University of Pittsburgh Press, 1999.

Smith, Harold. *Touring Pittsburgh by Trolley – a Pictorial Review of the Early Sixties*. New York: Quadrant Press, 1992.

Good background for the history of transportation. An era that students need to know about and account for in their timelines.

Stevenson, W.H., and Patterson, Burd S., eds. *The Story of the Susqui-Centennial Celebration of Pittsburgh. Chicago, The R.W. Johnston Studios, Inc., 1910*. Shows the scope of the 150th birthday party for Pittsburgh in 1908 with interesting illustrations.

Toker, Franklin. *Pittsburgh An Urban Portrait*. University Park, PA: The Pennsylvania State University Press, 1986.

Beginning with a uniquely well-written perspective on the making of Pittsburgh, Toker then describes each Pittsburgh neighborhood and its relation to the whole city.

Trussell, John B. B. *William Penn, Architect of a Nation*. Harrisburg: Pennsylvania Historical and Museum Commission, 1994.

Interesting perspective on the founder of our state. Provides his life story and family background.

Uhl, Lauren, and Coffing, Tracy. *Pittsburgh's Strip District, Around the World in a Neighborhood*. Pittsburgh, PA: Historical Society of Western Pennsylvania, 2003.

Traces the history of the Strip District in 1750 to the present day, showing how and why it went from a rural area to a manufacturing and production area, to a produce and market area.

Van Dine, Alan. *Clyde Hare's Pittsburgh*. Pittsburgh, PA; Pittsburgh History & Landmarks Foundation, 1994.

Clyde Hare's spectacular photographs show the romantic and aesthetics of Pittsburgh.

Wilson, Janet, ed. *Pittsburgh Revealed Photographs Since 1850*. Pittsburgh, PA: Carnegie Museum of Art, 1997.

A collection of photographic images, which were exhibited at the Carnegie Museum of Art in 1997-1998, captions and “biographies of the fifty-three identified photographers represented.” The exhibit was the “first attempt at an overview of Pittsburgh photography.”

Wudarczyk, James. *Pittsburgh's Forgotten Allegheny Arsenal*. Apollo, PA: Closson Press, 1999.

The history of the Allegheny Arsenal from the choice of a site between now 39th and 40th streets from the Allegheny River to Penn Ave. to the sale of it in 1926 and dedication of a plaque honoring it in 1965 and finding of cannonballs from it in 1972. Its more prominent military commanders, such as, Abram Wooley, Rufus Baker, Thomas Jackson Rodman, and John Symington, as well as the part it played in various conflicts including the Mexican War, the Civil War and the Spanish-American War are discussed.

### **Books for Students**

Boyd, Varna G. and Kathleen A. Furgerson. *The Mystery of the Monongahela Indians*. Greenhorn and O'Mara, Inc., 1999.

Coloring book style layout of the area's first Native American inhabitants.

Chambers, Catherine. *Flatboats on the Ohio, Westward Bound*. New Jersey, Troll, 1984.

Great coverage of early river transportation and the differences between the kinds of boats in story form.

Chant, Christopher. *The Marshall Cavendish Illustrated Guide to Steamships*. New York, Marshall Cavendish, 1989.

Useful in understanding the extent and importance of steamships, and their development after the patenting of the steam engine and its improvements.

Dickinson, Alice. *Taken by the Indians True Tales of Captivity*. New York, New York; Franklin Watts, 1976.

Six stories of settlers who were taken as captives by Native Americans. Shows the other side of Native American culture as these captives were treated decently by the tribes who took them.

Durrant, Lynda. *The Beaded Moccasins The Story of Mary Campbell*. New York, New York; Dell, 1998.

Mary Campbell was taken by Delaware from her Pennsylvania home in 1759 when many of the settlers in central Pennsylvania were endangered by the French and Indians. Excellent portrayal of Delaware culture and daily life at the time of the French and Indian War.

Evernden, Margery and Kimmel, Margaret Mary. *Wilderness Boy*. Pittsburgh: University of Pittsburgh Press (Golden Triangle Books), 2001.

In the summer of 1794, a 16-year old boy gets caught up in the Whiskey Rebellion. Good read-aloud.

Finlayson, Ann. *Greenhorn on the Frontier*. Pittsburgh: University of Pittsburgh Press (Golden Triangle Books), 2001.

A brother and sister move their possessions by handcart from Lancaster to Pittsburgh in 1773 to settle on a piece of land they purchased north of there. Good read-aloud for giving a feel for the historical climate of pre-Revolutionary Pittsburgh.

Granowsky, Dr. Alvin, et al. *The Little Red Hen/Help Yourself, Little Red Hen! (Another Point of View)* Steck-Vaughn Company, October 1996.

Juxtaposes traditional little red hen tale with her friends' side of the story, which encourages her to be independent and do it herself.

Granowsky, Dr. Alvin, et al. *The Three Billy Goats Gruff/Just a Friendly Old Troll (Another Point of View)* Steck-Vaughn Company, May 1996.

Juxtaposes traditional three billy goats' gruff story with a tale from the troll's point of view.

Keehn, Sally M. *I am Regina*. New York, Puffin Books, 1991

Story of an eleven-year-old girl who was taken captive from her central Pennsylvania home after her father and brother were killed. She was adopted by the tribe and became one of them for 11 years until she was rescued by soldiers. Would be a great read aloud.

Kellogg, Steven. *Mike Fink A Tall Tale*. New York, New York; William Morrow & Co., 1992.

Amusing tall tale about Allegheny Mountain born Mike Fink. Emphasizes and clarifies the details of moving cargo up and down the Ohio, and the part keelboats played at one time.

Philip, Neil, ed. *A Braid of Lives, Native American Childhood*. New York; Clarion Books, 2000.

Excerpts of writings of Native Americans that relate what it was like to be a child, the kinds of games they played, chores they did, their family ties and stories.

Quackenbush, Robert. *Watt Got You Started, Mr. Fulton? A Story of James Watt & Robert Fulton*. Englewood Cliffs, New Jersey; Prentice-Hall, Inc., 1982.

Tells of James Watt's development of the steam engine, and Robert Fulton's invention of the steamboat in an amusing and down-to-earth way. Useful as part of the history of transportation in our rivers.

Richardson, Adele D. *Freight Trains*. Mankato, Minnesota; Bridgestone Books, 2001.

Detailed picture book coverage of freight trains, pre-freight trains, history, facts, and workings. Useful in a timeline of transportation.

Philip, Neil, ed. *A Braid of Lives, Native American Childhood*. New York; Clarion Books, 2000.

Excerpts of writings of Native Americans that relate what it was like to be a child, the kinds of games they played, chores they did, their family ties and stories.

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Richardson, Adele D. *Freight Trains*. Mankato, Minnesota; Bridgestone Books, 2001.

Detailed picture book coverage of freight trains, pre-freight trains, history, facts, and workings. Useful in a timeline of transportation.

Spradlin, Michael. *The Legend of Blue Jacket*. Singapore; Harper Collins Publishers, 2002.

The story of a settler captured from the Ohio Valley who went on to become an adopted member of the tribe and then a Shawnee war chief. A good example of how completely accepted adopted settlers were and of the spirit of the French and Indian War times.

Stone, Lynn M. *Freight Trains*. Vero Beach, Florida; The Rourke Corporation, Inc., 1999.

Picture book explanation of freight trains, early and modern, and kinds of freight trains. Useful as part of the history of transportation.

York, Carol Beach. *Mike Fink*. Mahwah, N.J.; Troll Associates, 1980.  
Amusing tall tale of Ohio keel boater.

Sweeney, Joan. *Me on the Map*. New York, New York: Crown Publishers, 1996.  
A child describes how her room, her house, her town, her state and her country become part of a map of her world.

Wilker, Josh. *The Lenape Indians*. Mexico: Chelsea House Publishers, 1994.  
Good background on the Lenape, their way of life, and what happened when the settlers started moving into Pennsylvania.

Young, Ed. *Seven Blind Mice*. New York: Philomel, 1992.  
Indian fable of blind men discovering different parts of an elephant and arguing about its appearance.

### **Pamphlets**

Kidney, Walter. "Pittsburgh in Your Pocket, a Guide to Pittsburgh-area Architecture." Pittsburgh, PA: Pittsburgh History & Landmarks Foundation, 1988.

Useful historical commentary on architecture in and around Pittsburgh.

Pauley, Abbie. "A Guide to Pittsburgh's Great Parks, Frick, Highland, Riverview, and Schenley." Pittsburgh, PA: Pittsburgh Parks Conservancy, 2001.  
Interesting historical background on the four major Pittsburgh parks.

### **Videos**

Becer, Allan "*Drink, Discipline, and Discord*." The Lawrenceville Historical Society's Local History Video Series Vol. 200. 1 videocassette (60 min)  
Local historian, Allan Becer, discusses Abram. R. Wooley, Commandant of the Allegheny Arsenal. Great teacher background for stories to tell students about the soldiering of the day. Especially when followed by a reading of *Pittsburgh's Forgotten Allegheny Arsenal* by James Wudarczyk.

Cooper, Douglas. *University Center Mural*  
Useful for a teacher to view before taking a class to the mural.

Domike, Steffi, and Fauteux, Nicole, producers. *The River Ran Red The 1892 Homestead Steel Strike An Uprising that Became History*, 1993.  
The causes and events that preceded, made up and followed the Homestead Steel Strike of 1892 are presented.

*Fort Pitt Blockhouse, Bastion of History*. Pittsburgh, PA: Daughters of the American Revolution, 1 videocassette (15 min.)  
Nutshell historical summary of the oldest part of the point buildings still standing. Viewing guide for students should include 5 or less questions to be detectives about and find the answers in the video.

Matzen, Robert D. *George Washington's First War The Battles for Fort Duquesne*. Paladin Communications, 2003. 1 video (82 min.)

Millward, Robert. *Bringing History to Life through the Paintings of Robert Griffing-The French and Indian War Era-*. Indiana, PA: Indiana University of Pennsylvania.

Pennsylvania Historical and Museum Commission. *The Battle of Bushy Run*. 1996. 1 video (12 min.)

Reenactment of the two-day battle between Colonel Bouquet and his troops and Native Americans during Pontiac's War in August of 1763.

Sebak, Rick. *The Mon, the Al, & the O*. QED Communications, 1993. 1 video (60 min.)

A good look at the three rivers of Pittsburgh, where they originate, where they go, work and play that goes on, their histories and celebrations.

Sustainable Pittsburgh. *Looking for Something Fun to Do in Pittsburgh?* [electronic resource]: *experience Pittsburgh outdoors*. Pittsburgh, PA: Sustainable Pittsburgh, [200?] 1 computer optical disc: digital; 4 3/4 in.

A good introduction to some amazing facts about the city and surrounding area of Pittsburgh and outdoor activities that are available.

*Things we've made. Part one [video recording]* / a production of WQED Multimedia; producer/writer, Rick Sebak; producer, Kevin Conrad. Pittsburgh, PA: WQED Multimedia, c2003.

Good for a pretest and posttest listing: What is made around here? List all the things that you know are or have been manufactured around Pittsburgh.

*What do you want to be when you grow up? Railroaders [video recording]* / produced by Big Kids Productions, Inc. ; producer, Tamara Carlisle ; director, writer, editor, Mark Coffey. Austin, Tex.: Big Kids Productions, [2003]. 1 videodisc (30 min.): sd., col. ; 4 3/4 in.

A good presentation of the difference between steam trains, passenger trains and freight trains. It shows how trains work, some railroad careers, types and functions of different cars. Useful in the discussion of the evolution of transportation in and around Pittsburgh.

*When the forest ran red [video recording]* : *Washington, Braddock & a doomed army* / Paladin Communications. Pittsburgh: Senator John Heinz Pittsburgh Regional History Center in Association with the Smithsonian Institution, c2001. 1 videocassette (59 min.)

Reenacted through pictures and actors, the ambush when General Braddock lost

his life and George Washington proved himself as a military leader. With a 3<sup>rd</sup> grade class, the fast forward button will come in handy.

### **Web Sites**

History: The Point through Time. 14 May 2003. Online. Internet. 17 April 2004. Available HTTP:

[http://www.carnegielibrary.org/exhibit/neighborhoods/point/point\\_n400.html](http://www.carnegielibrary.org/exhibit/neighborhoods/point/point_n400.html) Use with Activity 3, 4, 5, 6

Mapquest. 2004. Online. Internet. 14 April 2004. Available HTTP:

<http://www.mapquest.com> Use with Activity 1.

Summers, Robert S. The Internet Public Library POTUS Presidents of the United States. 1996-2001. Online. Internet. 14 April 2004. Available HTTP:

<http://www.ipl.org/div/potus/> Use with activity 3, 4, 5, 6

The Pennsylvania Historical and Museum Commission. Pennsylvania Governors Past to Present. August 23, 2000. Online. Internet. 14 April 2004. Available HTTP:

<http://www.phmc.state.pa.us/bah/dam/governors/overview.asp?secid=31>

Use with activity 3, 4, 5, 6

Kestenbaum, Lawrence. Mayors of Pittsburgh, Pennsylvania. September 1, 2003. Online. Internet. 14 April 2004. Available HTTP:

<http://politicalgraveyard.com/geo/PA/ofc/pittsburgh.html> Use with activity 3, 4,

5, 6

Pittsburgh History and Landmarks Foundation. Downtown Dragons. 1997-2004. Online. Internet. 14 April 2004. Available HTTP:

<http://phlf.org/dragons/index.html> Use with activity 7

PG Publishing Co., Inc. Postcards. 1997-2004. Online. Internet. 14 April 2004. Available HTTP: <http://post-gazette.com/postcards/> Use with activity 3, 4, 5, 6

PG Publishing Co., Inc. Photo Journal. 1997-2004. Online. Internet. 14 April 2004. Available HTTP: <http://post-gazette.com/journal/> Use with activity 3, 4, 5,

6

WQED-TV. Own a Pittsburgh Memory. Online. Internet. 17 April 2004.

Available HTTP: <http://shop.store.yahoo.com/carnegielibraryofpittsburgh/l-875.html>

## **Appendix-Content Standards**

Throughout the unit, the following Citizenship standards will be addressed:

The student will

- Demonstrate the ability to use correct vocabulary associated with time (past, present, future),
- Identify sources for reconstructing the past.
- Compare ways in which families and groups conduct their daily lives: beliefs, foods, celebrations, rites of passage, etc.
- Use letters, maps, journals and photographs as evidence for reconstructing the past.
- Describe elements of Pittsburgh - past and present.
- Create and interpret maps.
- Identify specific geographic features.
- Recognize the influence of geographic features on peoples lives.
- Demonstrate an understanding of how rules and laws help protect people and property:
- Show beginning understanding of government functions and characteristics of good leadership
- Recognize major political issues and current events.
- Identify factors that contribute to cooperation and conflict among people or groups.
- Distinguish between needs and wants when making economic decisions.
- Identify a problem facing the community and brainstorm solutions:
- All students examine and evaluate problems facing citizens in their communities, state, nation and world by incorporating concepts and methods of inquiry of the various social sciences.
- Demonstrate the ability to investigate a community issue from multiple points of view.
- Demonstrate their skills of communicating, negotiating, and cooperating with others.
- Demonstrates the ability to work effectively with others.
- Recognize the components of fairness.

Technology Standards to be addressed include:

All students demonstrate basic computer literacy, including word processing, software applications, and the ability to access the global infrastructure, using current technology.