



# 4.3 Major Industries and Contributions to Statehood

*Lesson Plan for Grade 4 Unit 4, Lesson 3*

## OVERVIEW & PURPOSE

In this lesson, students will learn what industries in the Washington territory were supported by railway expansion. Students will be able to name important industries in the Washington territory, describe how people were affected by these changes, and describe the experience of the Chinese working on the railroads. Students will be split into groups and discuss different effects of westward expansion and share out with the class. There is also an optional extension activity where students will compare and contrast the farming and agriculture data from 1860, 1870, and 1880.

## EDUCATION STANDARDS

### Social Studies

1. SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.
2. E1.4.1 Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.
3. E2.4.2 Identify the basic elements of Washington state's economic system, including agriculture, businesses, industry, natural resources, and labor.
4. E2.4.4 Explain why individuals and businesses specialize and trade in Washington state.
5. E4.4.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.
6. E.4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.
7. E.4.4.3 Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.
8. G.2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest

have influenced the movement of people.

## ELA

9. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
10. W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
11. RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

## OBJECTIVES

1. I can name important industries in the Washington territory.
2. I can describe how people were affected by these changes.
3. I can describe the experience of the Chinese working on the railroads.

## VOCABULARY (Word bank words)

1. **Industries:** a group of manufacturers or businesses that produce a particular kind of goods or services.
2. **Timber:** wood or firewood from growing trees.
3. **Forestry:** the science or practice of planting, managing, and caring for forests.
4. **Logging:** the business of felling trees, cutting, and preparing the timber.
5. **Agriculture:** the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

## MATERIALS NEEDED

1. [Lesson 3 slides](#)
2. Unit timeline and word bank
3. [‘Noticings’ Jigsaw pgs](#) (1 page for each group)
4. iPads (to access interactive map)

## ASSESSMENTS

### *Formative and summative assessments*

1. Additions to the Word bank
2. Jigsaw pages (linked above)

## ACTIVITY

1. Divide your students into 5 groups.
2. Each group receives one printed section of the Westward Expansion ‘noticings’ with which feature to focus on when viewing the interactive map.
3. Students should use that feature to view the interactive map and record information on their worksheet.
4. Have groups share their findings with the class.
5. **Optional Extension:** Have students compare and contrast the farming and agriculture in Washington using census data.