



Watershed Classroom

## Historical Transformation of the Petaluma Watershed

Project of: Paula Biancalana and  
Jolene Thinnes

### CA Curriculum Standards Addressed:

US 11.2.2 - Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

US 11.2.4 - Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

US 11.2.6 Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

US 11.2.9 Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

US 11.5.7 Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.o., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

US 11.6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.a., Works Progress Administration, Social Security, National Labor Regulations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

US 11.8.6 Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

US 11.11.5 Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

**English Standards:**

1.1 Trace the etymology of significant terms used in political science and history.

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw influences concerning the meaning of scientific and mathematical terminology.

1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.c., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.q., appeal to reason, to authority, to pathos and emotion).

3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.

b. contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

1.3 structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

2.2 Write responses to literature: Support important ideas and viewpoints through accurate and detailed references to the text and to other works. a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography.

2.6 Deliver multimedia presentations: Combine text, images, and sound and draw information from many source (e.c., television broadcasts, videos, films, newspapers, magazines, CDROMs, the Internet, electronic media-generated images). Use the selected media skillfully, editing appropriately and monitoring for quality. Test the audience's response and revise the presentation accordingly.

**Reading Tasks:** Historical documents available at the Historical Museum, historical room -public library. As well as a variety of pieces tied to the American literary movements to reflect on the relationship between society and the environment. Texts to be used including excerpts from works by Adair Haig - History of Petaluma: A California River Town, Kenneth L. Kann - Comrades & Chicken Ranchers, Thea Lowe - Empty Shells, Petaluma's Poultry Pioneers, Margaret Martin Paull - The Valley of the Trail Between the Two Rocks, Simone Wilson - Images of America Petaluma, CA, Bill Lewis - Petaluma: As Seen Through the Eyes of Bill Lewis, Katherine Rinehart - Images of America Petaluma A History of Architecture, and Lee Torliatt - An Autobiography of Edward Spaulding Lippitt: Petaluma's Renaissance Man. Also including Washington Irving,

Thoreau, Emerson, Poe and Mark Twain as reflective and transcendental pieces for instruction in the American Literary Movements.

**Writing Tasks:** Research paper 4-5 pages long - having students address the question: Using American literature and historical resources, what evidence can be discerned to show the reasons for the changes which have occurred on the Petaluma river since the 1850's?