

4th grade Nevada History Discussion Lesson Template

Topic: Why have people moved to Nevada?

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Related Essential Questions:

How do physical geography and natural resources affect the settlement of people and the development of culture?

How have conflict, compromise and cooperation shaped Nevada's history?

Related Nevada History Chapters: Chapters 5 – 9 (spanning 1848- modern)

NV Social Studies Standards (Geography, Economics, Civics, History):

H2.4.2 Describe the experiences of pioneers moving west.

H2.4.4 Identify the diverse population of Nevada's early settlers and discuss their unique experiences.

H2.4.6 Explain how United States conflicts affected life and society in Nevada.

G5.4.4 Utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution.

G7.4.2 List examples of movements of people, goods, and ideas into and across Nevada.

G7.4.4 Describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming.

Literacy Standards:

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Brief Overview of Lesson & Guiding Discussion Question:

The Jigsaw Strategy is an efficient way to learn the material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

This jigsaw discussion asks 4th grade students to read texts looking at 3 specific reasons people moved to Nevada: mining, divorce/marriage and military. Students will work together to become experts on one reason and then share this information with their team in order to answer the question, “Why have people moved to Nevada?”

Brief Historical Background:

1848 -

- January - James Marshall's discovery of gold at Sutter's sawmill on the South Fork of the American River, near the present town of Coloma in California begins the great gold rush.

1849 -

- It is estimated that 22,500 settlers passed through the Truckee Meadows in 1849, then 45,000 in 1850 and upto 52,000 in 1852. Gold and silver prospectors began combing the barren lands of Northern Nevada.
- First recorded discovery of gold in Nevada was in Gold Canyon near present day Dayton.

1860 -

- First ore mill built in Nevada was built at Galena to process gold from the Comstock lode.
- Nevada's population: 6,857.

1861

- Nevada's population was recorded at 14,404 persons, with the majority, about 4,581 persons, residing in and around Virginia City.

1878 -

- July 8 - The Sutro Tunnel completed, reaching the Comstock mines.

1881-

- Hawthorne town site auction: only \$1.4 million produced on Comstock

1927 -

- Fredrick Bennett Balzar 15th Governor of Nevada (1927-34). During his administration, he signed Nevada's open gambling law and the six weeks divorce law.

1941 -

January 25 - The city of Las Vegas leases property, formerly known as the Western Air Express runway and field, to the US Army Quartermaster for the development of an aerial gunnery school.

1943 –

- 3733 tons of scrap was collected in Nevada to help the war.

1956 -

- Nellis Air Force Base became the home of the Thunderbirds, the aerobatic team of the Air Force.

Modern -

- Return of the mining boom to Nevada

Included Materials: Jigsaw Lesson Overview PowerPoint link, Jigsaw Lesson Instruction, student note taker, 3 texts (articles, images, websites etc....) for each expert group, post-seminar reflection and writing assignment.

Lesson Sequence:

Approximate Time Frame	What is the teacher doing?	What are students doing?	Notes (additional scaffolds, logistical considerations, room arrangements, grouping, etc.)
Day 1 30 minutes	<p>Introduce the discussion topic Write discussion question where all students can see it. <i>Why have people moved to Nevada?</i> Ask students to talk to a partner about why they moved to Nevada.</p>	<p>Reading the question, talking to a partner about why their family moved to Nevada.</p> <p>Then referring to PLACES poster to consider reasons why people move to Nevada today and historically.</p>	<p>PLACES poster and graphics are available online at Projecttahoe.org</p> <p>Some students might not know why their families have moved to Nevada, but students should be able to talk about the PLACES concepts and how they might influence people's decisions to move.</p>
Day 2	<p>Expert Groups</p> <p>Teacher introduces the Jigsaw Strategy and identifies the expert groups: divorce/marriage, military, and mining.</p> <p>Teacher reminds students to use the PLACES concepts during the annotating of their artifacts.</p>	<p>Students are assigned to a group and work in partners or small groups to read, annotate, and explore their sources.</p>	<p>A PowerPoint presentation is available to use as teacher reference, discussion rationale and student directions on Projecttahoe.org [NVMoveJigsaw]</p> <p>Students can be assigned all of the expert group sources or part of them depending on time available, student need, and purpose.</p> <p>If students are not exploring all materials allow time for the expert groups with different sources to meet together and develop a whole group summary before having students split into Jigsaw Seminar Groups.</p> <p>The Annotation Matrix and Historical Thinking Chart are also available for download from Projecttahoe.org.</p>
Day 3	<p>Jigsaw Expert Groups</p> <p>Teacher guides the expert groups to form a jigsaw with a representative from each group.</p> <p>Teacher will review discussion norms for accountable talk.</p>	<p>Students listen to the other expert groups and ask clarifying questions as needed.</p> <p>Students then share their expert group information referring to evidence from their documents.</p>	<p>Students will be in groups of three (one from each expert group) to participate in the jigsaw.</p> <p>Please note there are additional mining sources available if grouping needs to be adjusted or additional scaffolding is necessary.</p>

Day 6	Metacognitive Wrapper	Students complete the metacognitive wrapper.	May use this reflection as an student portfolio artifact to show progress and identify goals for future discussions.
Day 7	Individual Writing Teacher provides PLACES Writing Prompt Instructions (included in this document) for the students and answers clarifying questions as needed.	Students use the PLACES writing prompt instructions included in this document to answer the discussion question: <i>Why have people moved to Nevada?</i> Linking their response to one of the PLACES categories.	Students can access all of the sources and their notes to use for their writing. Students will peer review each other's writing providing feedback on one of the elements highlighted by the teacher depending on the current writing focus.

Jigsaw Seminar Instructions

Teacher Preparation

Find three to five articles on a topic of curricular importance. Ensure that the articles are interesting, at an appropriate complexity, and offer different perspectives (not necessarily opposite or contrary ideas).

- Articles should be the same approximate length and should be line numbered. Label each article with a number. Copy the articles and staple them together, so that all students have access to all articles.
- HINT: If you have a class with diverse reading levels, it is possible to level the texts to best meet the needs of your students.
- Write overarching questions that can be answered with evidence from every article. These questions should be open-ended and allow students to dig deeply into the content.
- Split the class into 3-5 groups (to match the number of articles), allow students time for individual reading, and then provide each member of the group with the Source Summary sheet to fill out together. (If groups are too large, consider splitting each group in half.)
- When students have finished analyzing the article in their expert groups, jigsaw students into small groups of 3-5 students to discuss all articles with the overarching discussion questions.
 - Introduce norms.

Jigsaw Seminar Student Directions

Expert Group (Reading & Summarizing)	Jigsaw Group (Discussion)
<ol style="list-style-type: none">1. Read the same article.2. Discuss article:<ol style="list-style-type: none">a. What are the main ideas?b. How is this supported? What textual evidence is most compelling?c. What are the most interesting aspects of the article that I would want to share?3. Identify a 35-60 word summary of your article to share with your discussion group. All members of the expert group should have the same summary.	<ol style="list-style-type: none">1. Meet in a group of 3-5 (representing the different articles).2. Each person will individually direct their group to look at their article and will provide a summary while the others take a brief note at the top of the article.3. The group will discuss each of the seminar questions.<ul style="list-style-type: none">• Each person must "speak" at LEAST once for each seminar question, noting something from their article that is related to the question.• People can speak generally (from their own experiences) about the topic after they have shared textual evidence.

Post Seminar Reflection & Writing Assignment

Students will complete the individual Jigsaw Seminar Metacognitive Wrapper as a way to reflect on both the content and the process/skills utilized in the discussion.

Teachers can assign a short informational or argumentative writing assignment based on one of the discussion questions.

Jigsaw Seminar Metacognitive Wrapper

Name: _____

Expert Group Article/Documents: _____

Evidence and Reasoning I Shared (2 examples)

--	--

On a scale of 1-5 (five being great), I rate my participation in this discussion a _____
because _____

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Explaining the text evidence/reasoning clearly

--

The most interesting idea presented in our discussion was _____

A quote/piece of evidence from another document that I most want to remember is from text # _____ on line _____. The author states:

--

Inquiry Chart with Jigsaw Seminar

	Why do People Move to Nevada		
	Main Ideas	Evidence	Want to Share
Source 1			
Source 2			
Source 3			
25-50 Word Summary of your article to share with your discussion group. All members of the expert group should have the			

PLACES Writing Prompt #1

Write an informative paragraph on the (insert category from PLACES) of (insert topic from unit). In your paragraph, you will include:

- An introductory sentence that describes your topic, grabs the reader's attention, and clearly explains how your topic relates to the PLACES category.
- Three complex sentences with **relevant facts, important definitions, concrete details, a quotation or a paraphrase noting the source** linked back to the PLACES category. Use **appropriate transitions, precise language, and specific vocabulary** in each sentence.
- A concluding sentence that wraps up your paragraph and makes an additional point about the topic.

Military Sources

Source A: (Secondary Source) – A History of Nevada. Retrieved from
<http://www.clan.lib.nv.us/content.asp?id=585>

Military

1 The military has long been an important presence in Nevada,
2 dating back to the 1840s when John C. Fremont and fellow members of
3 the Army Topographical Engineers traveled through the landscape that
4 would become Nevada.

5 In the 20th century, the military presence in Nevada expanded during
6 the Second World War. The low population in the state, as well as
7 federal ownership of much of the land in Nevada, and generally good
8 flying weather made the state useful for military installations.

9 The military in Nevada has influenced settlement in the state, in
10 earlier times and more recently. For example, many of the military
11 personnel who were stationed in Las Vegas during WWII returned when
12 the war was over and settled in the area. Military bases and personnel
13 have an important economic impact on communities. The Naval
14 Ammunition Depot, established in Hawthorne in 1930, brought badly
15 needed money and jobs to the community during the Great Depression.

16 The military presence has not been welcomed by all. The noise of
17 low-flying jets in Churchill County, which occasionally break the sound
18 barrier and, as a result, windows in homes and businesses, has
19 sometimes been a source of conflict between a community and the
20 military. Pro and con, the military has been an important element in the
21 history of Nevada.

22 Fallon Naval Air Station

23 The Naval Air Station at Fallon was first established as an army
24 base in 1942. The following year, 1943, it was converted to an auxiliary
25 station for the United States Navy. Planes from the station flew torpedo
26 runs over Pyramid Lake, practiced gunnery maneuvers in northeastern
27 Churchill County, and engaged in dive-bomb practice over Frenchman's
28 Flat. It was reportedly the largest inland airport in the western U.S. during

military installations –
a base, camp, post, station,
yard or center used for
military work.

auxiliary - support

maneuvers – military
exercise to prepare for war

29 the war, but the base closed at the end of the war. The station was
30 reactivated during the Korean Conflict and has remained open since that
31 time. Pilots utilize the bombing and electronic-warfare ranges for training.

32 **Las Vegas Army Air Field (Nellis)**

33 Giant Nellis Air Force base had its beginning in 1941. Then, it was
34 called the Las Vegas Army Gunnery School. The main mission of the
35 gunnery school was to train young soldiers, who would be working from
36 American B-17 Flying fortress bombers, to shoot down attacking enemy
37 planes. Between 1941 and 1945, when the base closed for a time, nearly
38 55,000 men received machine gun training.

39

40 Soldiers and sailors often wrote letters home to share their new
41 experiences with family and friends. One soldier named Johnny, stationed
42 at the Gunnery School in 1942, shared his excitement about taking his
43 first flight. He wrote that it was windy and compared the gunnery practice
44 to "shooting a .22 off a bucking horse at a 'Bull Durham' sack." Many of
45 the soldiers who had trained at the Gunnery School returned to make Las
46 Vegas their home after the war ended.

Source B: (Secondary Source) – Moehring, E. P., & Green, M. S. (2005). *Las Vegas: A centennial history*. Reno: University of Nevada Press.

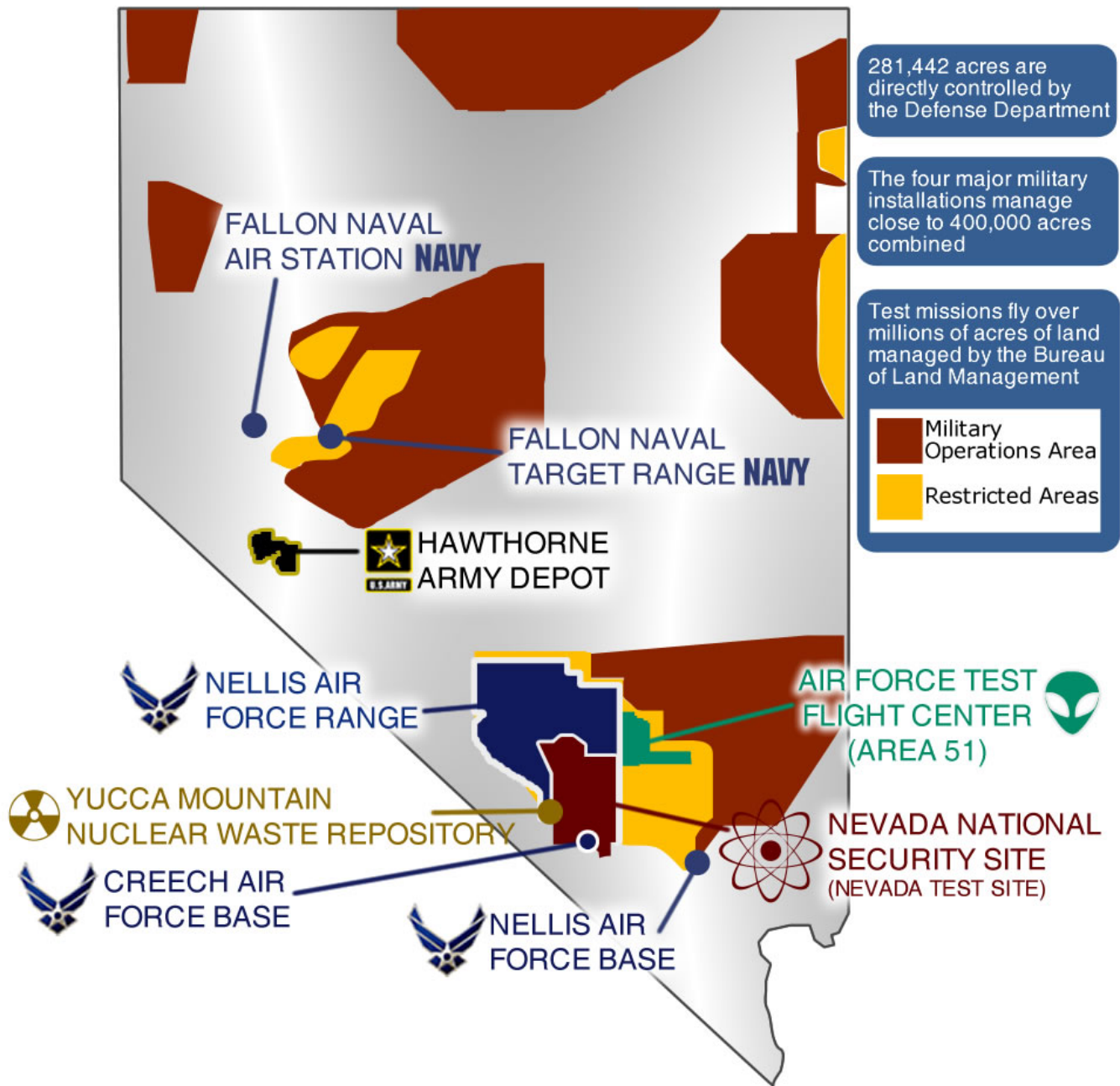
Las Vegas: A centennial history

1 As depression gave way to war in the 1940's, America and Las Vegas began a new round of
2 change and growth. World War II transformed Las Vegas just as it did Phoenix, Tucson,
3 Albuquerque, Los Angeles, and countless other towns across the West. The United States had to
4 support its traditional allies in the struggle against Germany.

5
6 Pat McCarran, Nevada's senior senator, lost no time in securing military facilities for his state.
7 Senator McCarran's support played a pivotal role in convincing the army to base its gunnery school at
8 Pop Simon's old airport northeast of Las Vegas. Following Pearl Harbor the gunnery school became
9 a busy place, training more than fifty-five thousand gunners during the next four years.

10
11 Other federal operations changed the face of Las Vegas. Besides this facility, McCarran also
12 encouraged the War Department to establish Camp Sibert, a small marine base near Boulder City, to
13 guard Hoover Dam. Together, the camp, gunner school, and magnesium factory brought thousands
14 of soldiers and defense workers to Fremont Street's fledgling casinos. In addition, troops came from
15 the Desert Warfare Center south of Searchlight. This temporary training facility prepared thousands of
16 men for the rigors of desert combat in the upcoming invasion of North Africa and the Middle East.

Military uses millions of Nevada acres for test flights



Divorce Sources

Source A: Retrieved from <http://www.neatorama.com/2014/02/11/How-Reno-Became-the-Divorce-Capital-of-the-World/>

How Reno Became the Divorce Capital of the World

Miss Cellania • Tuesday, February 11, 2014

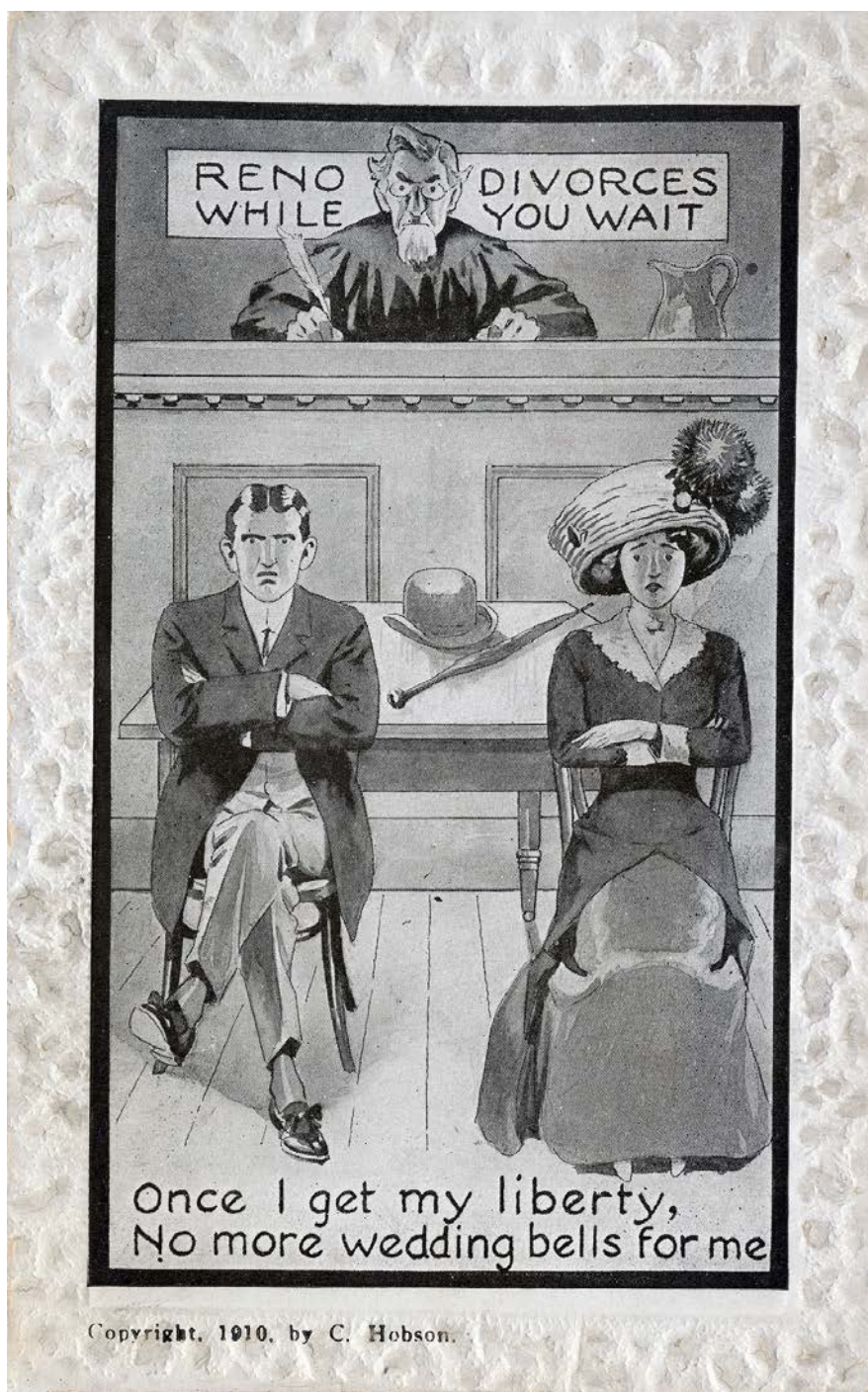
1 Through most of the 20th century, divorce was rather difficult. Not only
2 was it socially unacceptable, but laws in most states made it an onerous
3 ordeal. But like anything else, someone, somewhere, will find a way to
4 make it profitable. For divorce (as well as gambling), that was Nevada.
5 Give people what they want, and they will come from all over to get it -
6 and spend their money along the way. Nevada's six-month residency
7 requirement was half that of other states in the 1920s, and several high-
8 profile divorces among the Hollywood elite drew attention to Reno as a
9 solution to an unhappy marriage.

onerous - challenging

10 Before long, other jurisdictions decided they wanted a piece of the
11 action Reno was earning from its well-heeled short-timers, who lived,
12 wine, and dined as if, well, they were about to start a new life. In 1927,
13 when Mexico and France were reportedly considering lowering their
14 residency-for-divorce requirements (even though many states did not
15 recognize foreign divorce decrees), Nevada preemptively countered by
16 lowering its requirement to three months. This spurred Idaho and
17 Arkansas to do the same, to which Nevada responded again, in 1931, by
18 lowering its residency requirement to just six weeks.

19 By May of 1931, there were so many divorce seekers flooding into
20 Reno, some were forced to camp on the banks of the Truckee River for
21 the lack of accommodations in town. Gambling had been legalized that
22 March, which lured even more people, and in 1933 the state won the
23 amoral trifecta, as it were, when Prohibition was repealed. All told,
24 during the 1930s, more than 30,000 people came to Reno to get a
25 divorce, pumping an estimated \$5 million per year at its height into an
26 economy whose population hovered around 20,000 full-time residents
27 throughout the decade.

28 Reno's reputation for easy divorces became a topic of pop culture,
29 supplying plots for books and movies, which further fed its reputation.



I'm On My Way To Reno

Words by
WILLIAM JEROME

Music by
JEAN SCHWARTZ

March tempo



1. My wife and I don't get a -- long, we simp - ly fight and fight, I
2. I've stood an aw - ful lot from her and nev - er said a word, But,

The first system of the vocal melody and piano accompaniment. The vocal line is in the treble clef, and the piano accompaniment is in the bass clef. The piano part features a steady eighth-note bass line and chords in the right hand.

mar - ried her to win a bet, It real - ly serves me right. The
on the lev - el, as a wife She simp - ly was a bird. At

The second system of the vocal melody and piano accompaniment. The vocal line continues in the treble clef, and the piano accompaniment continues in the bass clef, maintaining the same rhythmic pattern.

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love she once de - clared was mine, Has simp - ly turned to hate, So
night when I'd come home from work, Just tir - ed out and dead, I'd

I've made up my mind to vis - it old Ne - va - da state.
al - ways find her eat - ing so - da crack - ers in the bed.

Chorus

1. I'm on my way to Re - no, I'm leav - ing town to - day. Give
2. I'm on my way to Re - no, I'm leav - ing town to - day. It's

p-f

my re - gards to all the boys and girls a - long Broad - way.
lib - er - ty or death with me, my hair is turn - ing gray.

Once I get my lib - er - ty, — no more wed - ding bells for me,
Re - no life is simp - ly great; they grant di - vor - ces while you wait.

Shout - ing the bat - tle cry of free - dom. dom.
Shout - ing the bat - tle cry of free - dom. dom.

VERSE III.

It's awful when you tie yourself up to a suffragette,
And suffer, suffer, suffer till your brains are all to let,
She had the sign on me all right, I really will admit,
She used to make me stay at home and try and learn to knit.

CHORUS III.

I'm on my way to Reno, I'm never coming back,
And if I do I surely hope the train runs off the track.
Life in Reno must be grand, husbands marching hand in hand,
Shouting the battle cry of freedom.

VERSE IV.

There was a time when South Dakota was the proper place,
But when compared with Reno, it was never in the race,
The only real Arcadia from 'Frisco east to Maine, —
Just think of it, the Judge and Jury meet you at the train.

CHORUS IV.

I'm on my way to Reno, to break the Marriage Knot,
You just get off the train and drop a nickle in the slot,
You just get off the train and then,
Turn round and then jump on again,
Shouting the battle cry of freedom.

Nevada's Mining History



<http://www.nevadamining.org/whoweare/history.php>

Mining has been integral to Nevada's history, from Native American use of its mineral wealth to fashion arrowheads, spear points, and tools to today's modern industrial mining operations. Nevada's silver deposits were the key to statehood; a driving force in the state's economy in the mid-nineteenth century, they were a major reason for Nevada's admission into the United States in 1864. While gaming and tourism now dominate the state's economy, Nevada remains a nationally and internationally significant source of metals and minerals.

Timeline of Mining Activities

Early	Native Americans mine deposits of history: obsidian, agate, jasper, and quartz to fashion arrowheads, spear points, and various cutting and scraping tools.
1849-1880s	The '49ers discover gold on 1880s their way to the California gold fields. Comstock Lode silver ore deposit is found in Virginia City.
1900-1920s	The first mining renaissance begins. 1920s: More silver and gold is discovered in Tonopah and Goldfield. Copper mining begins near Ely.
1903-1970s	World wars and industrial expansion revive significant demand for base metals. In 1962, the Carlin Trend gold deposit is discovered, sparking a resurgence in precious metals mining.
1980s-Present	Current mining boom begins.

Source B: *Virginia City Essay* by Ronald M. James, Nevada State Historic Preservation Officer. Retrieved from <https://www.nps.gov/nr/travel/nevada/virginia.htm>

1 The Comstock Lode, as people soon called the ore body, was
2 distinct in the ways that it influenced subsequent development in
3 the American West. First, the Comstock Mining District quickly
4 became home to deep underground, hardrock mining. Although
5 some California operations had also taken this direction, the
6 Comstock established approaches to technology, corporate
7 investment, and community growth that were imitated
8 internationally for the next 50 years. For example, the Comstock
9 had a huge labor force of salaried professionals, breaking from the
10 California pattern of thousands of independent mining
11 entrepreneurs digging for themselves in small groups.

subsequent - future

12 The Comstock was unusual and will always be famous for the
13 presence of silver as well as gold, and especially for the
14 spectacular amount of wealth it generated. Miners retrieved what
15 today would be billions of dollars in riches; the mines in and
16 around Virginia City produced one-half of the nation's silver up
17 until 1886. However, corporations were necessary to exploit a
18 resource requiring an immense, complex infrastructure. This
19 meant that only a few people ultimately benefited most from the
20 Comstock mines, but that did not inhibit a worldwide fascination
21 with the discovery. In addition, during the flush times money
22 flowed freely and many enjoyed the prosperity.

infrastructure – equipment and
structures needed to function

23 Unlike the small settlements throughout the California Gold
24 Country, the Comstock District was a highly urbanized, industrial
25 setting. Again, this was the model that all future mining
26 developments generally followed. By the early 1870s, the mining
27 district's capital, Virginia City, together with its smaller neighbor,
28 Gold Hill, reached a population of nearly 25,000, becoming one of
29 the nation's larger communities.

Secondary Source: James, R.M. (1998) The Roar and the Silence: A History of Virginia City and the Comstock Lode. University of Nevada Press, Reno. Table Retrieved from: [BLM_Historic_Properties_Treatment_Plan.pdf](#)

Table 3.2 Nativity of People Living on the Comstock in 1860 Including Virginia City and Gold Hill (James 1998a:35)

Nativity	Number	Percentage Female
USA*	1,949	5
Ireland	310	4
Germanies	230	4
Britain	165	6
Canada	118	3
Hispanic	99	17
Scandinavia	41	2
France	27	4
China	14	--
Switzerland	13	8
Italy	9	--
Russia	6	--
Other†	36	9
Total	3,017	5

* Includes 7 male African Americans

† Includes 19 groups

Table 3.3 Ethnicities on the Comstock, 1870 (from James 1998a:95)

Nativity	Number	Percentage Female
USA*	5,560	37.4
Ireland	2,160	34
Germanies	578	25.6
Britain	1,150	19.1
Canada	488	17.8
Hispanic	116	41.4
Scandinavia	82	9.8
France	111	26.1
China	744	13.7
Switzerland	82	15.9
Italy	53	15.1
Portugal	43	7
Other†	152	17.8
Total	11,319	31

* Includes 71 African Americans

† Includes 26 groups (11 non-African American blacks)

Additional Mining Sources:

Virtual tour: If technology permits students in the mining expert group can explore the following interactive website comparing mines comparing from the 1860's to the mines today: XploreIT NV Mining Web Retrieved from: <http://vtour.govtour.com/xplorit.php?tid=70628>

Current Mining Statistics Overview

<http://www.nevadamining.org/faq/analysis.php>

Mining overview coloring book that lays out what mining is and why it matters

http://www.pdac.ca/docs/default-source/mining-matters---resources/mining-matters-posters/miningmatterscolouringbook_english_web.pdf?sfvrsn=0

Additional Comstock Images: A slide presentation is available for download from Projecttahoe.org of primary source images from the Comstock to support this expert group. [Mining PP]