

LOST LA

CURRICULUM PROJECT

HISTORICAL INQUIRY QUESTION

How can rail systems help our communities?

LOST LA EPISODE

Who Killed the Red Car?



USC Libraries



How can

rail systems help our communities?

Author of Lesson

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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.

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.

CCSS Standards

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

SL.3.2 determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lost LA Episode

This lesson aligns with Lost LA's Season 5 Episode 1, "Who Killed the Red Car?" which explores how the rail system evolved over time and why one of the first railways in Los Angeles was dismantled. In this lesson, students discover the origins of the rail system in Los Angeles and compare photos of trains from yesterday to today. The students will also get to create their own map in which they will include a rail system to benefit their community.

<https://www.kcet.org/shows/lost-la/episodes/who-killed-the-red-car>

Overview of Lesson

In this lesson for grades 3-5, students will explore photo comparisons of trains from yesterday to today and how they can create a map of their community that includes accessible public transportation.

Sources

- A. Lost LA Season 5 Episode 1. "Who Killed the Red Car?" March 4, 2022.
- B. Photograph of Red Car, 1905

- C. Traffic Jam at 7th and Broadway.
- D. 7th and Hill St.. 1936
- E. Pacific Electric Map, 1928
- F. 2040 Futuristic Metro Map- Los Angeles

Procedures

1. Warm up:

Start the lesson with a whole group question: *“Have you ever taken a ride on the trains in Los Angeles?”* Allow students to share their answers and make connections. Chart answers to review at a later time.

2. Teacher will introduce the inquiry question: **“How can rail systems help communities?”** The teacher will pass out a post it note or index card to each student and allow time for them to write their responses. The responses can be reviewed or posted for all students to see. Tell the students that they will come back to the question.

- *Note: Not all students may be familiar with the term “system”. It is recommended that the teacher show a picture of a train network to*

clarify the term “rail system.” Teacher can also use examples of freeways, roads to help students understand what a network system is.

3. Explain that one of the first railways in Los Angeles was called the Red Car and that it ran from 1887- 1952. Tell the students they will be making some noticings and wonderings on photos from when the Red Car was running in Los Angeles.
4. The students will watch a clip of the episode and be asked to respond to “What are some reasons that the Red Car stopped running in Los Angeles?” Chart answers for the students to review at the end of the lesson or share aloud. Use **Source A**, [clip](#) from **Lost LA Season 5 Episode 1** (the clip is cued up to begin at 5:15. It is recommended that the teacher shows the clip until 9:02)
5. After the clip, the teacher will present photos from Source C and Source D. The students will have a whole group discussion comparing and contrasting the two photos, as well as making noticings and wonderings on the photos. These photos can be a possible answer to “What are some reasons the Red Car stopped running in Los Angeles?”
6. Tell the students they will be looking at some photographs from when the Red Car ran through Los Angeles. Use **Source B- Two Photo Comparison Graphic Organizer**. Review the directions of the graphic organizer with the students. Allow time for the students to complete. Students can complete this with a partner or individually.
7. Next, the students will use their understanding of how the railways worked in Los Angeles to update our rail systems today. They will create a map of their neighborhood to incorporate a train that helps their community.
8. Give materials such as poster board, paper, google maps (if accessible), markers, and pencils and have students draw a picture of their neighborhood to include a train that benefits their community.
9. Students will present their maps to the class.
10. Finally, the teacher will play the second clip of the **Lost LA Season 5 Episode 1** (22:17-26:46)
 - Some of the terms that can be discussed with the students are:
 - Community
 - Gentrification
 - Social Injustice

Assessment

Students will compare and contrast photos of rail systems from the past to the future. Students will look at **Source E- Pacific Electric Railway Cover** and **Source F- Futuristic Rail Map of Los Angeles Metro**. The teacher may chart noticings and wonderings to compare and contrast the two photos. The students will then write a paragraph explaining how they can create a rail system that helps their community. The optional paragraph outline can be found in **Handout C- Paragraph outline**.

Bibliography

- Pacific Electric Tunnel Opening, Security Pacific National Bank Photo Collection. 1926. <https://calisphere.org/item/dbdac006834c2a547df27c71ca000662/>
- “Gold Line Train on East 1st Street.” Wikipedia. 16 July 2017. https://en.wikipedia.org/wiki/Los_Angeles_Metro_Rail#/media/File:Gold_Line_train_on_East_1st_Street,_July_2017.JPG
- Traffic Jam at 7th and Broadway." Security Pacific National Bank Collection. Los Angeles Public <https://calisphere.org/item/b30a90b927628a2fd466e2a0a44930da/> “7th and Hill 1936.” Metro Library and Archives.
- Library.<https://calisphere.org/item/b30a90b927628a2fd466e2a0a44930da/>
- “Pacific Electric Railway Magazine” January 10, 1928 <https://archive.org/details/pe-mag-1928-01-jan-10/mode/2up?view=theater>
- Berman, Jake. Curbed Los Angeles. 22 Feb. 2016. <https://la.curbed.com/2016/2/22/11095232/los-angeles-all-metro-projects-rail-map-2040>
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SOURCE A

“Who Killed the Red Car?”, *Lost LA*, Season 5, Episode 1, March 4, 2022

<https://www.kcet.org/shows/lost-la/episodes/who-killed-the-red-car>

Click on the image, or scan the QR code, to watch the video clip





Scan to watch video clip

SOURCE B

Top: *View of the opening of the Hollywood Subway on the Pacific Electric Railway, showing streetcars and onlookers, 1928*

Bottom: *Gold Line train on East 1st Street in July 2017, July 16, 2017*





ANALYZING SOURCE B

Photo 1



Photo 2



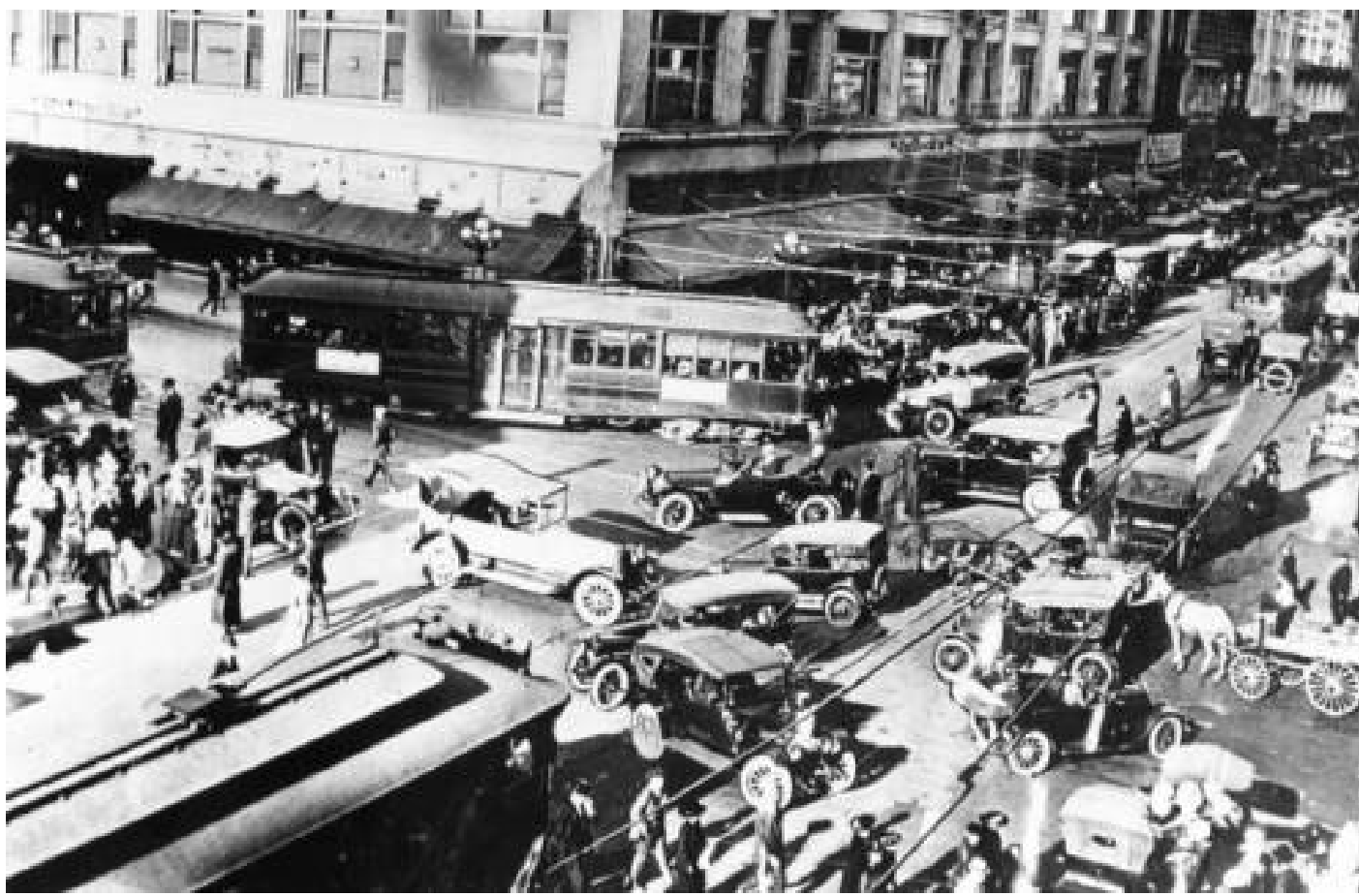
Notice: What do you notice in the pictures?

Explain: Why do you think there are things that are the same?

<p>What things are the same? What is different?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Why do you think there are differences?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Connections: What do these pictures remind you of?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Wondering: What questions do you have about the images?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

SOURCE C

Traffic Jam at 7th and Broadway



Source: <https://tessa2.lapl.org/digital/collection/photos/id/86394>

SOURCE D

7th and Hill St. 1936



Source: Metro Transportation Library and Archives.

SOURCE E

PACIFIC ELECTRIC MAGAZINE: JANUARY 10, 1928



SOURCE F
2040 FUTURISTIC RAIL MAP OF LOS ANGELES METRO



HANDOUT 1: MAP PARAGRAPH

This writing strategy can be used to support students in the writing of the “Assessment” portion of this Lesson.

Sentence 1

Topic Sentence: state the topic of your paragraph and the main point you want to make about the topic.

What kind of train will you make? How will your railway help your community?

Sentence 2

Concrete detail (example to prove/support topic sentence)

Who will the rail way be for?

Sentence 3

Commentary (explains or analyzes Topic sentence)

Why do you think this train will help the neighborhood?

Sentence 4

Concrete detail (gives a second example to prove/support topic sentence)

Where will your train start and end?

Sentence 5

Closing Commentary (summarizes paragraph, restates topic sentence)

What will be the best part of your train and why is it important to your neighborhood?
