

## Oral History of Illinois Agriculture



### Urbanization

At the end of World War II, there were many changes in the United States. One of those changes was the trend toward urbanization. Many rural families migrated to the north after the war, looking for work in factories. Cities grew, gobbling up the farm land surrounding them;

This activity or lesson will use oral histories to tell a story of urbanization. Farmers in DeKalb County, Illinois were interviewed about changes in agriculture and their lives from the 1930s to the 1980s. Many of

#### Special points of interest:

- Introduction
- Parents and Teachers
- Research
- Production
- Presentation
- Rubrics
- Learning Standards

## Illinois State Museum



[Http://avbarn.museum.state.il.us/](http://avbarn.museum.state.il.us/)

### *A Different View of Urbanization: Farmers and Urban Sprawl in Post-World War II America* *Adapted from a Lesson Plan by Danielle Fox of Springfield*

them spoke with feeling about urbanization creating changes in their area. Some farmers had sold off some of their acreage to housing developers. Others moved further into the country to avoid the development around them.

Listen to or view the AVBarn oral histories to find out more. Use the Clip Search keyword Urbanization to find short audio and video clips of farmers talking about these changes.

For some background information on urbanization after WWII, here are two websites —

Demographia statistics page <http://www.demographia.com/db-1945uza.htm>

demographia.com/db-1945uza.htm

Wikipedia background article on urbanization: <http://en.wikipedia.org/wiki/Urbanization>

#### **Create Your Own Newscast on Urbanization**

After finding out about this topic, students can write up their findings, create a digital video newscast on past and present events on this issue. Use research in today's print and web resources for facts for your newscast. Download and incorporate quotes from the farmers interviews. (see steps below)



*Listen to two interviewees' feelings about urbanization:*

*Luke Bridger on selling his land <http://avbarn.museum.state.il.us/viewclip/633>*

*Bev Kuhn from farms to condos <http://avbarn.museum.state.il.us/viewclip/645>*

### *For Parents and Teachers*

As part of a unit studying demographic changes in post-World War II America, students will use the Oral History of Illinois Agriculture (OHIA) site to learn the effects this had on farmers

increasingly displaced from their land as urban sprawl took hold and report their findings in the form of an oral or video newscast. In small groups, students will create a 3 to 5-minute newscast on the major

social and demographic changes in post-World War II America related to urbanization. The newscast should include a clip from the OHIA site along with the students' analysis of it.

## Research Your Newscast

Before students begin working on the project, demonstrate how to search for clips on the OHIA website. Try out the Clip search and the People browse. Allow time in the computer lab to research and download selected audio or video clips.

Search the OHIA oral history database online and listen to/view results on urbanization and land sales. Select two or three clips related to urbanization's effects on Illinois farmers to use as a feature of the newscast.. Download and save the clips into a folder.

Use a form (see below) to identify and note the key facts in each of the selected clips. They will also identify the farmers' emotional response to these developments.

If working in a group, when 15 minutes remain in class, have the group come back together, and go over the information they discovered. What did they learn about this side of urban development? (Can they think of examples of this in their community? What has been local reactions? This will inform the content or feel of the newscast.)

Combine the OHIA clips and

findings with research from other sources online, in print, and in primary sources. Discuss in group which of these fits the “story” in the newscast. (Teachers, see rubric below for research.)



*Doug Parrett, of the University of Illinois, talks about keeping the feeling of a family farm as development encroaches. <http://avbarn.museum.state.il.us/viewclip/3003>*

## Produce Your Newscast

Combine the information you acquired from the oral interviews and background reading.

Organize the facts about urbanization chronologically and geographically.

Decide what your story is going to be — social impact, economic impact, emotional impact — about urbanization.

Choose the oral history audio and video clips to use in the newscast. Intersperse them into the story.

The newscast will have a headline, introduction, body, and summary. Graphs, photographs, and maps are optional, but useful.

Write the script for the newscast. It should be just 3-5 minutes when read aloud. Edit for time and for quality of content. (Teachers, see rubric for writing skills)

Plan your physical setup for the newscast—desks, chairs, format. If using a video camera to record the newscast, plan the layout of the set and the shots.

Practice reading the script. Sound natural but pronounce words clearly and with authority—which means learn it well.

Plan what to wear when giving your newscast. Think about viewer reaction to the story and to you.

Gather, test, and set up the equipment to use for the newscast.

If a family or student group project, two people could be the newsreaders. One could introduce and summarize the story. The second could bring and describe the facts and the interview clips.

Whatever your format, it should be rehearsed in the production phase.



*Media journalism students reading scripts in a studio at Temple U.—WRTI — in the 1950s.*

## Present the Newscast

**TIPS** for a good presentation:

Set up the equipment for the newscast. Someone should be in charge of the equipment and set up and take down.

A director can coordinate all these parts from behind the scenes.

Present the newscast as written in a voice loud and

clear enough for the audience to hear (or the microphone to pick up). Newsreaders can read from a script or they can learn the content and look at the audience while they speak. It is important to the audience that a connection be made. Do not just look down at the script and read it.

Use appropriate facial expressions and gestures.

Newsreaders express concern but not strong emotions. The stories they read should evoke any feelings.

Be sure to present the pieces of the newscast in the prescribed order to avoid confusing the audience.

Summarize the story and end it succinctly. Your audience needs to know when the story is finished.



*Video equipment for recording the newscast for broadcast online*

## Rubrics for Activities

**Category:**

- Research**

  - 4 Group researched the subject and integrated 3 or more "tidbits" from their research into their newscast.
  - 3 Group researched the subject and integrated 2 "tidbits" from their research into their newscast.
  - 2 Group researched the subject and integrated 1 "tidbit" from their research into their newscast.
  - 1 Either no research was done or it was not clear that the group used it in the newscast.
  
- Accuracy of Facts (in script)**

  - 4 All supportive facts are accurate and reported accurately .
  - 3 Almost all facts are accurate and reported accurately .
  - 2 One fact is accurate and reported accurately.
  - 1 No facts are reported accurately OR no facts were reported.
  
- Speaks clearly**

  - 4 Speaks smoothly, audibly, and clearly from script all of the time and mispronounces no words.
  - 3 Speaks clearly, audibly, and smoothly from script most of the time but mispronounces 2 or more words.
  - 2 Speaks clearly and distinctly some of the time and mispronounces 1+ words.
  - 1 Does NOT speak clearly and distinctly from script most of the time and mispronounces more than 3 words.
  
- Group Work**

  - 4 The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!
  - 3 The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!
  - 2 The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!
  - 1 Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.
  
- Interview Video/Audio Clip**

  - 4 Chose a clip that excellently illustrated farmers' situation, and was analyzed by a team member.
  - 3 Clip somewhat illustrated farmers' situation, and was analyzed by a team member.
  - 2 Clip was in newscast, but was with weak or inaccurate analysis.
  - 1 No clip was included, or it did not discuss farmers' experience of urbanization.

## *Illinois Learning Standards*

### **Social Studies:**

#### **Middle and High School**

**16.C.3b** (US): Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, (1700-present).

**16.E.3c** (US): Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.

**16.D.5** (US): Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.

### **Language Arts: Speaking:**

**Middle School: 4.B.3a:** Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support

**Early High School: 4.B.4a:** Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.

## *National Learning Standards*

### **Language Arts**

#### **NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS**

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

#### **NL-ENG.K-12.4 COMMUNICATION SKILLS**

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### **History**

Era 10 (1968 to early 2000s):

Standard 2B: Demographic Shifts Explore the continuing population flow from cities to suburbs, the internal migrations from the “Rustbelt” to the “Sunbelt,” and the social and political effects of these changes. [Analyze cause-and-effect relationships]

### **Historical Thinking Skills**

#### **Standard 3: Historical Analysis and Interpretation**

- A. Compare and contrast differing sets of ideas.
- B. Consider multiple perspectives.
- C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.
- D. Draw comparisons across eras and regions in order to define enduring issues.
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

#### **Standard 4: Historical Research Capabilities**

- B. Obtain historical data from a variety of sources.
- C. Interrogate historical data.

**See the *Form for Oral History Clip Analysis of Urbanization and Script Form as separate PDF on Social Studies Lessons Page.***