

We Want that Railroad!

Katie Dial

Overview

Students will analyze different pictures, maps and documents to understand the events surrounding the creation of the Southern Pacific transcontinental railroad across southern Arizona. Students will discuss the role of the railroad in bring people, work and money to Arizona. At the conclusion of the lesson, students will create responses based on a range of perspectives.

Recommended Grade Level

7th and 8th Grade Social Studies

Time Required

Five 60-minute class periods

Objectives

- Identify the role of the railroad in bringing people to Arizona.
- Identify the reasons for expanding the railroad and creating a transcontinental route.
- Explain how the federal government made efforts to encourage railroads.
- Describe the effects of the railroad on life in cities in Arizona.

Materials/ Teacher Preparation

[# of copies needed] (Location)

Materials

- Photo Analysis WS [for pairs of students] (Appendix A)
- Train Photo [for ea. student] (Appendix B)
- Transcontinental Railroad Writing Assessments [for ea. student] (Appendix C)

Documents from the Web

- A copy of The Homestead Act of 1862 [for 1/3 of the class] needs to be downloaded from <http://www.ourdocuments.gov/doc.php?doc=31&page=transcript>.
- A copy of The Pacific Railway Act of 1862 [for 1/3 of the class] needs to be downloaded from <http://www.ourdocuments.gov/doc.php?doc=32&page=transcript>.
- A copy of the Southern Pacific Train Primer, 1939 [for small groups] needs to be downloaded from http://sptco.tnorr.com/SP_Train-Primer/Train-Primer.htm.
- A copy of the article Southern Pacific Railroad Completes Sunset Route [for 1/3 of the class] from <http://www.history.com/this-day-in-history.do?action=tdihArticleCategory&displayDate=02/05&categoryId=oldwest>. (Appendix D)

AZ Memory Project Sources (see Sources for information):

- Arizona Railroads map [for ea. student] from <http://azmemory.lib.az.us/u/?shmmaps,73>.
- Series of Arizona Southern RR Train photos [for ¼ of the class] from <http://azmemory.lib.az.us/u/?shmtrans,147>, <http://azmemory.lib.az.us/u/?shmtrans,148>, <http://azmemory.lib.az.us/u/?shmtrans,150>, <http://azmemory.lib.az.us/u/?shmtrans,151>, and <http://azmemory.lib.az.us/u/?shmtrans,152>.
- Letter from Archbishop Jean Baptiste Salpointe to the Directors of the Propagation of the Faith [for pairs of students] from <http://azmemory.lib.az.us/u/?rcdhilites,649>.

Curriculum Standards

Research Skills Standards

- SS08-S1C1-01 Construct charts, graphs, and narratives using historical data.
- SS08-S1C1-04 Formulate questions that can be answered by historical study and research.
- SS08-S1C1-07 Analyze cause and effect relationships between and among individuals and/or historical events.

History Standards

- SS08-S4C4-07 Describe how changes in technology, transportation, communication, and resources affect economic development.
- SS07-S1C7-07 Describe how innovations of the Industrial Revolution contributed to U.S. growth and expansion.
- SS07-S4C4-05 Analyze the effects of settlement on places.
- SS07-S4C4-07 Describe the factors that influence the location, distribution and interrelationships of economic activities in different places and world regions.
- SS07-S4C4-10 Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.

Economics Standards

- SS08-S5C2-03 Explain the impact of government investment in physical capital.
- SS08-S5C2-06 Analyze how investment in physical capital lead to economic growth.

Procedures

[Key: *Teacher Questions*, **Resources**]

DAY ONE

1. Display the **Train Photo**, either on the overhead or using the LCD projector. *Describe this picture in one word.*
2. Have the students work in pairs to complete the **Photo Analysis WS**. Tell the students to not look at the information behind the photo until they are told to do so. After about 10 minutes, tell students to unfold and read the information that was written at the bottom of the picture. Ask them to discuss how the information changes their ideas about the photo. Invite students to share their ideas with the class in a group discussion.
3. *What impact would this technology have on the railroad?* (more travel, more pollution, more jobs, more technology) *How might people feel about this technology?* (proud, competitive, angry, jealous, greedy) *Who might have an opinion about this train?* (owners, inventors, business owners, families in the cities, railroad workers, federal government) Record the students' answers on the board. *Which of these groups would be for the technology? Which would be opposed? Why?*
4. *What would a railroad station do to a city?* (increase population growth, increase money and profits) Distribute copies of and read **Letter from Archbishop Jean Baptiste Salpointe to the Directors of the Propagation of the Faith**. Have students discuss the following questions at their tables:
 - a. *What type of document is this?*
 - b. *When was it written?*
 - c. *Why did this person write it?*
 - d. *What clues about the author's life are found in it?*

- e. *Who is the audience?*
- f. *What does this document tell us about the effects of the railroad in Tucson?*

DAY TWO

1. *Journal Prompt:* If you could build a direct route from your house to anywhere in the world. Where would you build it? Why? Students will then share their responses at their tables. *What is the importance of direct routes?* (they're quicker, more efficient) *What does a direct route have to do with the railroad?* (that was the motivation for choosing railroad routes)
2. *How do you think they would decide where to put a railroad? What is important about where the railroad is located?* Look at the **Arizona Railroads map**. Split the class into four groups and assign each one a quarter of the map to analyze. Each group will answer the following questions:
 - a. *How many railroads do you see?*
 - b. *Where are most of the railroads located?*
 - c. *What does a railroad need?*
 - d. *What physical features would limit a railroad's construction?*
 - e. *Why are there more railroads in certain locations? Why are there less elsewhere?*
3. *Why did railroads and railroad technology increase so much starting in the 1860s?* (technology, industrial revolution, steam powered engine) Split the class into three groups, have one read **The Homestead Act**, one read **The Pacific Railway Act**, and one will read the article **Southern Pacific Railroad Completes Sunset Route**. Students will summarize their document and identify at least three reasons why railroads were motivated to build as quickly as possible. (the government was pushing for it, railroad owners wanted to make money from the trade access, it was quicker than a boat, transportation reasons, jobs for immigrants) Students will then share what they found with the class.
4. *What were some difficulties in building a transcontinental railroad?* (cost, location, geography, weather, work force, war) *How did they attempt to overcome these roadblocks?*

DAY THREE

1. *Journal Prompt:* Compare and contrast a train with an airplane. Students will share answers with the class.
2. *What was important about a transcontinental railroad?* (access, trade) *Why was it such a big deal? Why did people celebrate when railroads were completed?* (excitement for advancement, ability to access more areas, more people were able to use the technology, help with transportation)
3. Students will read **Southern Pacific Train Primer** in partners. After reading the book, discuss the questions:
 - a. *Who is the intended audience?*
 - b. *Who is the author?*
 - c. *Why would Southern Pacific distribute this book?*
 - d. *What were they hoping to accomplish?*
 - e. *What did you learn about trains from this book?*

DAY FOUR & FIVE

1. Students will work on and complete a project from the **Transcontinental Writing Assessments**. Students will share their work with the class upon completion.

Assessment

Have students pick an activity from the **Transcontinental Writing Assessments**. Students will be graded based on included rubric.

Evaluation and Extension

Language Arts: Students will design their own Arizona Train Primer formatted after the Southern Pacific Train Primer. After conducting research and collecting some primary sources, they will explain Arizona's railroads so that a child can understand.

Math: Students will create a timeline based on the events leading to the completion of the Southern Pacific Railroad.

Verbal and Kinesthetic Learners: Based on research about the difficulties involved in complete the Southern Pacific Railroad, students will design a simulation board game related to building a transcontinental railroad. They will create scenario cards based on those situations.

Visual Learners: Students will create a Southern Pacific Railroad scrapbook as a class. Each student will be responsible for designing a page about one photo, map, or document and explaining how that lead to the completion of the railroad.

Field Trip: The class will take a field trip to one of the railroad museums throughout the state.

Sources Used

Arizona Railroads, Historical Maps, Sharlot Hall Museum Archives, Image #map0114, Sharlot Hall Museum Map Collection, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Sharlot Hall Transportation Collection, <http://azmemory.lib.az.us/u/?shmmaps,73>.

Arizona Southern RR Train, Historical Photographs, Sharlot Hall Museum Archives, Image #rr157p, Sharlot Hall Museum Transportation Collection, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Sharlot Hall Transportation Collection, <http://azmemory.lib.az.us/u/?shmtrans,147>.

Arizona Southern RR Train, Historical Photographs, Sharlot Hall Museum Archives, Image #rr157pg, Sharlot Hall Museum Transportation Collection, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Sharlot Hall Transportation Collection, <http://azmemory.lib.az.us/u/?shmtrans,148>.

Arizona Southern RR Train, Historical Photographs, Sharlot Hall Museum Archives, Image #rr157pl, Sharlot Hall Museum Transportation Collection, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Sharlot Hall Transportation Collection, <http://azmemory.lib.az.us/u/?shmtrans,150>.

Arizona Southern RR Train, Historical Photographs, Sharlot Hall Museum Archives, Image #rr157pm, Sharlot Hall Museum Transportation Collection, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Sharlot Hall Transportation Collection, <http://azmemory.lib.az.us/u/?shmtrans,151>.

Arizona Southern RR Train, Historical Photographs, Sharlot Hall Museum Archives, Image #rr157pn, Sharlot Hall Museum Transportation Collection, Sharlot Hall Museum Archives, Prescott.

A digital copy of this image is available from the Arizona Memory Project, Sharlot Hall Transportation Collection, <http://azmemory.lib.az.us/u/?shmtrans,152>.

Letter from Archbishop Jean Baptiste Salpointe to the Directors of the Propagation of the Faith, Roman Catholic Diocese of Tucson Archives, # 1415-1421, Roman Catholic Diocese of Tucson, Tucson.

A digital copy of this letter is available from the Arizona Memory Project, Roman Catholic Diocese of Tucson Archives, <http://azmemory.lib.az.us/u/?rcdhilites,649>.

Central Pacific Railroad Photographic History Museum. "Picture of the South Pacific's General Service Locomotive." http://www.cpr.org/Museum/SP_1869-1944/. Accessed on 25 Oct. 2007.

"Southern Pacific Railroad Completes Sunset Route." *This Day in History* 5 Feb. 1883. <http://www.history.com/this-day-in-history.do?action=tdihArticleCategory&displayDate=02/05&categoryId=oldwest>. Accessed on 20 Dec. 2007.

Southern Pacific Transportation Company. "The Southern Pacific Train Primer, 1939." http://sptco.tnorr.com/SP_Train-Primer/Train-Primer.htm. Accessed on 25 Oct. 2007.

"Transcript of the Homestead Act of 1862." *100 Milestone Documents*: 8 pars. <http://www.ourdocuments.gov/doc.php?doc=31&page=transcript>. Accessed on 20 Dec. 2007.

"Transcript of the Pacific Railway Act of 1862." *100 Milestone Documents*: 20 pars. <http://www.ourdocuments.gov/doc.php?doc=32&page=transcript>. Accessed on 20 Dec. 2007.

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Appendix A

Name(s):

Picture Analysis Worksheet

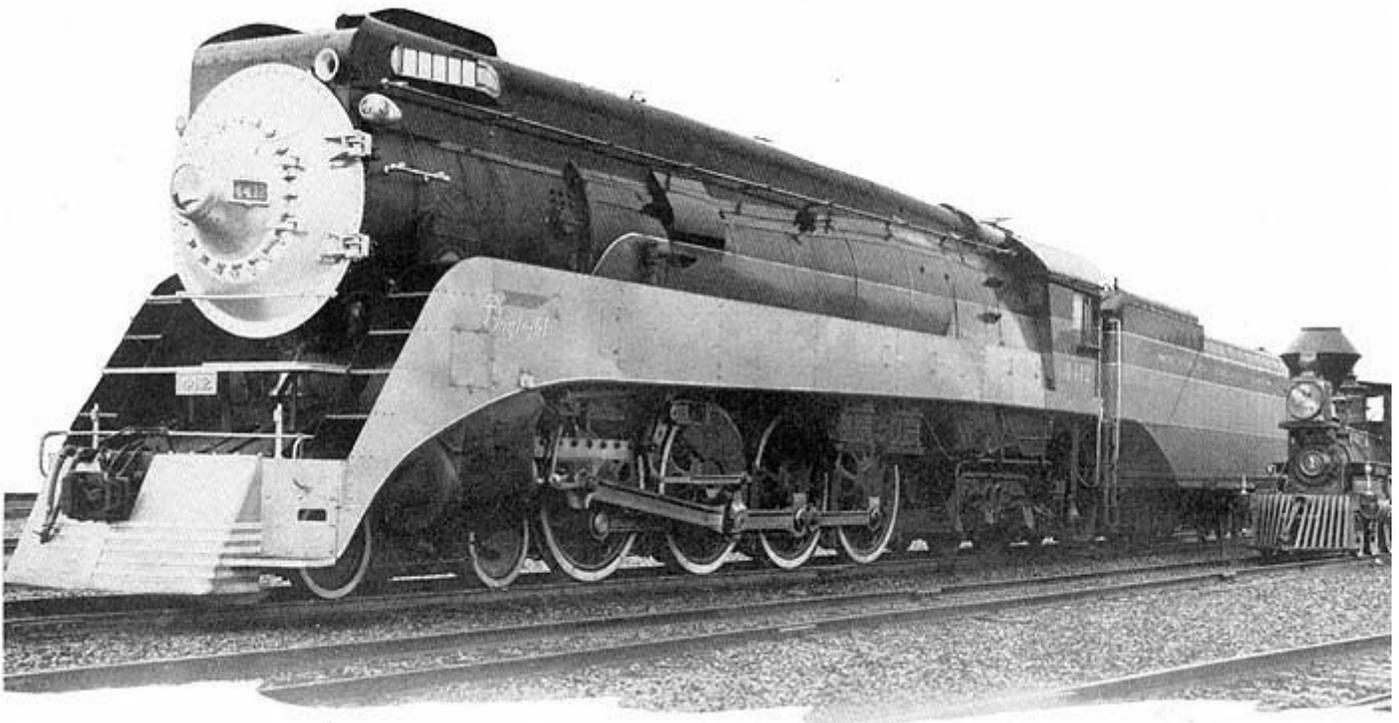
1. Carefully study the photo, when do you think it was taken? Why?
2. Split the picture in half-left side and right side. List what you see on each side in the chart below.

Left Side	Right Side

3. Which side is the strong focal point of the photography? Why?
4. Predict the dimensions of the larger train.
5. How fast do you think the larger train is?
6. Why do you think they took this picture?
7. List two questions this photograph raises in your head.
8. Write a headline that might appear with this picture in a newspaper.

Appendix B

Train Photo



DWARFED alongside one of SP's mighty "General Service" locomotives is the tiny "C. P. Huntington." The 29-foot pioneer woodburner is actually only a little more than half as long as the tender of the 106 1/2-foot red-orange-black oilburner. The modern giant is twenty-two times more powerful and heavier. Twenty of this type, most of them more powerful than No. 4412, shown here in "Daylight" service, were delivered to SP during 1937. Since then forty of these 4-8-4 type locomotives, the newest without the red-orange-black "Daylight" colors or streamlined skirting, were placed in service on SP lines. The "C. P. Huntington," a 4-2-4 (without separate tender), was the smallest locomotive operated by Central Pacific. It was shipped around Cape Horn, as were all the railroad's first engines, and went into service at Sacramento in April, 1864, as CP's No. 3. It was sold to Southern Pacific Railroad Company in 1869 and became that road's No. 1 engine. In recent years it has been on display at SP's Sacramento station.

From Bruce C. Cooper Collection, accessed at http://www.cpr.org/Museum/SP_1869-1944/#Map

Appendix C

Transcontinental Railroad Writing Assessments

Choose one of the railroad pictures to analyze. While analyzing the photo, think about the facts we have discussed in class. Use your information to complete **one** of the activities below. Your response should be at least one full page long. Refer to the rubric below to see how you will be graded.

1. Pretend to be someone in the picture. Write three diary entries from the perspective of one of the people in the picture describing their experiences with the transcontinental railroad.
2. Pretend to be a newspaper reporter. Write a newspaper article based on an interview with someone from the picture. Include background information with the interview information.
3. Pretend to be the train conductor. Describe your first experience conducting a train across the United States in a letter to your mother.

Scoring Rubric

	4 (Superior)	3 (Good)	2 (Basic)	1 (Minimal)
Based on Facts about Railroads	All facts included about railroad experiences are detailed and accurate .	Most facts included about railroad experiences are accurate .	Some facts include about railroad experiences are accurate .	No facts included are accurate.
Communication of Understanding about Railroads	The information is presented clearly and allows for a high level of explanation about the role of railroads in daily life.	The information is presented and allows for a good level of explanation about the role of railroads in daily life.	The information is presented and some explanation about the role of railroads in daily life can be gained.	The information is not clear and very difficult to understand.
Representative of Character's Perspective	The writing displays a detailed and thoughtful picture of the character's perspective and opinion of the influence of railroads.	The writing displays a complete picture of the character's perspective and opinion of the influence of railroads.	The writing displays a basic picture of the character's perspective and/or opinion of the influence of railroads.	The writing displays no picture of the character's perspective and/or opinion of the influence of railroads.
Conventions	There are no spelling or grammar errors.	There are 1-3 errors.	There are 4-6 errors.	There are more than 7 errors.

Appendix D

THIS DAY | IN HISTORY

February 5, 1883

Southern Pacific Railroad completes "Sunset Route"

The Southern Pacific Railroad completes its transcontinental "Sunset Route" from New Orleans to California, consolidating its dominance over rail traffic to the Pacific.

One of the most powerful railroad companies of the 19th century, the "Espee" (as the railroad was often called) originated in an ambitious plan conceived in 1870 by the "Big Four" western railroad barons: Collis P. Huntington, Charles Crocker, Leland Stanford, and Mark Hopkins. A year earlier, the Big Four's western-based Central Pacific had linked up with the eastern-based Union Pacific in Utah, creating the first transcontinental American railway. With that finished, the "Big Four" began to look for ways to increase their control over West Coast shipping, and decided to focus their efforts on extending the California-based Southern Pacific southward.

By 1877, the Southern Pacific controlled 85 percent of California's railroad mileage. Huntington, who now dominated the company, saw an excellent opportunity to create a transcontinental line through the southern United States. Huntington had to act fast if he was to beat the competition. The Texas and Pacific Railroad was already pushing westward toward the Pacific at a fast pace. Marshalling his awesome energy and financial resources, Huntington began driving his Southern Pacific line eastward. He won the race in 1881, when he linked the Southern Pacific to the Santa Fe Railroad at Deming, New Mexico, creating the second American transcontinental railway. Two years later, on February 5, 1883, Huntington gained full control of a number of smaller railroads, creating the Southern Pacific's "Sunset Route" from New Orleans to California.

With the "Sunset Route," Huntington confirmed his domination over California rails. He had taken considerable financial risks to build the Southern Pacific system, and he collected very considerable financial rewards. The Southern Pacific had a near monopoly over rail service to California, and Huntington and his associates took advantage of the situation by charging high shipping rates.

Termed "the Octopus" for its tentacled stranglehold on much of the California economy, the Southern Pacific inspired Californians to create some of the first strong public regulations over railroads in American history. But despite the anger and outrage Huntington's exploitation inspired, few would deny that the mighty Southern Pacific Railroad played an essential role in fostering the growth of a vibrant California economy for decades to come.

From <http://www.history.com/this-day-in-history.do?action=tdihArticleCategory&displayDate=02/05&categoryId=oldwest>