Virtual Field Trips

Westward by Rail

Roper Mountain Science Center
RoperMountain.org
Teaching Guide: Westward by Rail

Program Description:
Thank you for choosing our Westward By Rail Program. In this lesson students will explore the technological advances made during westward expansion of the 19th century and their impact on history of the United States. They will learn about the economics of railroad building, the challenges faced by both railroad companies, and see for themselves the lasting legacy of the Transcontinental Railroad.

National US History Social Studies Standards:
NSS-USH.5-12.4 ERA 4:
Expansion and Reform (1801-1864)
NSS-USH.5-12.4 ERA 6:
The Development of the Industrial United States (1870-1900)

South Carolina Standards Addressed:
5-2.1
Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities.

5-2.2
Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West.

5-2.3
Identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants.
Before the Program Instructions:
Print Exhibit A for pairs of students (1 map per 2 students)

Instructions for Day of the Program:
• Arrange students in 5 groups
• Each group and student will ideally be visible from the webcam.
• Distribute map with proposed routes to pairs

Room arrangement:
Students should be paired in a partner group for discussion. Groups of two or three students will be sufficient. One copy each of the following maps, flyers, etc. should be distributed to students prior to the start of the program. Students will be “acting out” various motions related to the construction of the railroad; please have adequate space for students to perform.

Printed materials:
Exhibit A: 1853 Outline map of the United States showing proposed railroad routes to the Pacific
Exhibit B: Beyond the Mississippi
Exhibit C: Union Pacific Poster
Exhibit D: Union and Central Pacific Railroad Line
Exhibit E: “Does not such a meeting make amends?”
Exhibit A: 1853 Outline map of the United States showing proposed railroad routes to the Pacific
Exhibit B: Beyond the Mississippi
Great Event!

Rail Road From The
Atlantic To The Pacific

Grand Opening

Of The

Union Pacific

Rail-Road

Via Omaha and Platte Valley.

Passenger trains leave

Omaha

On the arrival of trains from the East.

Through to San Francisco in less than four days

Avoiding the dangers of the sea!

Travelers for pleasure, health or business will find a trip over the Rocky Mountains healthy & pleasant

Luxurious cars and eating houses on the Union Pacific R. R.

Pullman's Palace Sleeping Coaches run with all through passenger trains

Gold, Silver & Other Miners

New is the time to seek your fortune in Nebraska, Wyoming, Arizona, Washington, Idaho, Utah, Oregon, Montana, N. Mexico, Idaho, Nevada or California!

Connections made at Cheyenne for

Denver, Central City & Santa Fe.

At Ogden & Corinne for Helena, Virginia City, S. Lake City and Arizona.

Through tickets for sale at all principal Railroad Offices. Be sure that they read Via Platte Valley or Omaha.

Company's Office 12 La Salle St., Opposite City Hall and Court. House Square, Chicago. Charles E. Nichols, Ticket Agent.

A. H. Cooke, John P. Hart, J. Budd, W. Snyder,

Horton & Leonard, Railroad Printers, 106 and 108 Randolph Street, Chicago.

Exhibit C: Union Pacific Poster
Exhibit D: Union and Central Pacific Railroad Line
Exhibit E: "Does not such a meeting make amends?"
Post-Visit Activities:
Propaganda posters/flyers: Exhibits B, C, and D
Have students create their own poster/flyer to encourage settlement in the west. Students will be employees of the Union Pacific or Central Pacific. Students should incorporate their knowledge of the land, as well as historical information about the dangers settlers could face.

“American Progress:”
Students examine “American Progress,” the allegorical female figure of America leading pioneers and railroads westward, originally painted in 1872 by John Gast and copyrighted by George A. Crofutt in 1873. The teacher will display the complete work on the board at the front of the classroom and students will analyze this primary source in four separate groups and record their observations on the enclosed “Image Analysis Worksheet.” Each group will have their own separate section of the complete work to analyze.

“Indian Nuisance Problem”
Encourage discussion of other ways the RRs and government could have solved the issues that they faced during this time. Make sure to consider all sides of the issue.
Image Analysis Worksheet

Study the image for two minutes. Form an overall impression of the image and then examine individual elements of the image.

<table>
<thead>
<tr>
<th>List the people or objects:</th>
<th>List any activities happening:</th>
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<tr>
<th>List words or phrases you see in the image (not all images have words):</th>
<th>List adjectives you would use to describe the image:</th>
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<tr>
<th>What is the caption or title?</th>
<th>Is this image a positive or negative depiction?</th>
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Write a two or three sentence summary of what you believe is happening in the image:
Resources

Library of Congress - Railroad Map, 1828-1900

Library of Congress - Rise of Industrial America, 1876-1900

Online Archive of California
http://www.oac.cdlib.org/

PBS - American Experience, Transcontinental Railroad
http://www.pbs.org/wgbh/amERICANexperience/films/tcrr/

The Transcontinental Railroad
http://railroad.lindahall.org/index.html

Union Pacific - History and Photos
http://www.up.com/aboutup/history/index.htm

Union Pacific - Uniting the States of America
http://www.uprr.com/aboutup/history/lincoln/index.shtml

Special Thanks to the Durham Museum – Omaha, NE