



Utah Communities and the Railroad

GRADE 3

Utah Communities and the Railroad

By Brittany Roper

Summary

Students will use a computer to briefly research six communities in Utah. A website with links has been provided.

Main Curriculum Tie

Social Studies – Standard 2.1f: Students will evaluate key factors that determine how a community develops and explain changes within communities caused by human inventions.

Additional Curriculum Ties

Reading - Informational Text Standard 1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Time Frame

One time period that runs 45 minutes.

Group Size

Individual

Life Skills

Thinking & Reasoning

Bibliography

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- "Salt Lake City History." *Utah.com*, utah.com/salt-lake-city/history.
- Strack, Don. "From Echo to Park City: The Story of Union Pacific's Park City Branch." *UtahRails.net*, utahrails.net/articles/up-park-city.php.
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Materials

- Computer
- Utah Communities webquest (<https://utahcommunitieswebquest.weebly.com>) or slides.

- Utah Communities Worksheet
- Utah Communities Worksheet Key
- Utah Communities and Railroad Worksheet
- Utah Communities and Railroad Key
- Red and yellow crayons or colored pencils
- Regular pencil

Background for Teachers

Teachers should be familiar with the definition of a community. On the website, I defined it as something that may be big or small. It is a group of people living in the same place that often have something in common. A community may center around a town or an industry. Others are created around ethnicity or religion. Your family, school, neighborhood, town, and even your state are different types of communities.

It may also be helpful to know the basics of how the transcontinental railroad was built. Work on the first transcontinental railroad began after President Abraham Lincoln approved the Pacific Railway Act of 1862. The Union Pacific started laying track in Omaha, NE and traveled west. The Central Pacific started in Sacramento, CA and worked their way east. People from all over came to help build the railroad. There were immigrants from China and Ireland. When the railroad reached Utah, Mormons also helped complete the railroad. The first transcontinental railroad was completed on May 10, 1869 at Promontory Summit in northern Utah.

Teachers should also preview the website associated with this lesson. It may be helpful for the teacher to research his/her local community and find a good website that students could go to once they finished questions 1-9 on the worksheet.

Student Prior Knowledge

Students should know the name of the city or town they live in.

Intended Learning Outcomes

Students will be able to evaluate the key factor that shaped six different Utah communities. They will be able to discuss why it is important for a community to adapt to changes in their environment.

Instructional Procedures

1. Pass out the worksheets.
2. Demonstrate how to get to the website and what it should look like when they get there.
3. Discuss the first question with the class. When talking about a community have them brainstorm things that a community might have in common (i.e. religion, occupation, hobbies).
4. Ask "What makes our school a community?"
5. Have students turn to the map and get out their red crayon. The communities they will research today were all heavily influenced by the building of the railroads. The first railroad built through Utah was the transcontinental railroad. This railroad ran from Omaha, NE to Sacramento, CA. It started out as a race between two big railroad companies to see who could lay the most track. Each company started from a different city and eventually joined together at Promontory Summit. Color the transcontinental railroad red. Other communities on this map were impacted by other railroad branches built between 1869 and 1888. Color these railroad lines yellow.
6. Next, show them how to go to the "communities" link. You must click on the picture to read the information.
7. Complete question two as a class and label Echo on the map. *Bonus: Echo Canyon (landmark)
8. Give them time to complete the worksheets. You may want to let them know that there are not links for questions 8 & 9. Those are questions to help them evaluate communities. You can make question #10 a bonus question for early finishers. If you do this, it may be a good idea to have a website listed on the board for them to look up.
9. Wrap the lesson up by talking about questions 8 & 9 as a class

Strategies for Diverse Learners

You may want to limit the number of communities they research or have students work in pairs.

Extensions

Question 10 is intended to be an extension of the lesson. You could also have student create their own community. They could draw a picture and write a paragraph about why it was settled and what brings people into the community. Do they come for work (miners, railroad, farming), to worship with people of the same religion, race, hobbies (skiing, hunting)?

Assessment Plan

No formal assessment is provided with this lesson.

Name: _____

Utah Communities WebQuest

Directions: Go to <https://utahcommunitieswebquest.weebly.com>. Explore the site to answer the questions.

1. What is a community?

2. Echo:

- Why was it settled?

- What brought people to this community?

3. Ogden:

- What nickname did it receive when it was still a big railroad community?

- What is it now known for?

4. Corinne:

- Who laid out the town and when?

- What did wagons carry between mines in Montana and the railroad depot at Corrine?

5. Salt Lake City:

- Why was it settled?

- Salt Lake is the _____ of Utah.

6. Park City:

- What brought people to this community?

- What is it now known for?

7. Helper:

- How did the town get its name?

- What brought immigrants to Helper?

8. What causes a community to change?

9. Why is it important that communities adapt?

10. **BONUS:** Do some research about your own community or a city in Utah that is not listed.

- Name: _____

- Why was it settled? _____

- How did it get its name? _____

- One interesting fact: _____

Name: Key

Utah Communities WebQuest

Directions: Go to <https://utahcommunitieswebquest.weebly.com>. Explore the site to answer the questions.

1. What is a community?

A community is a group of people living in the same place that often have something in common.

2. Echo:

- Why was it settled?

It was used as a stopping point for the Pony Express.

- What brought people to this community?

The railroad brought people to this community.

3. Ogden:

- What nickname did it receive when it was still a big railroad community?

“Junction City”

- What is it now known for?

It is now known for their aerospace industry.

4. Corinne:

- Who laid out the town and when?

The Union Pacific Railroad Company, in February 1869.

- What did wagons carry between mines in Montana and the railroad depot at Corinne?

Wagons carried goods and ore.

5. Salt Lake City:

- Why was it settled?

Mormons settled the area, so they could have a place to practice their religion.

- Salt Lake is the capital of Utah.

6. Park City:
- What brought people to this community?

Mining brought people to this community.

- What is it now known for?

It is now known for its skiing.

7. Helper:

- How did the town get its name?

From the "helper" trains that assisted heavy freight trains traveling up to Soldier Summit in the Wasatch Mountains.

- What brought immigrants to Helper?

Coal mining and railroading brought immigrants to Helper.

8. What causes a community to change?

Answers will vary. (A community often changes as technology and transportation advances such as the development of the railroad. It may also change as resources are depleted or new resources are discovered. Business that chose to build in the area may also change a community.)

9. Why is it important the communities adapt?

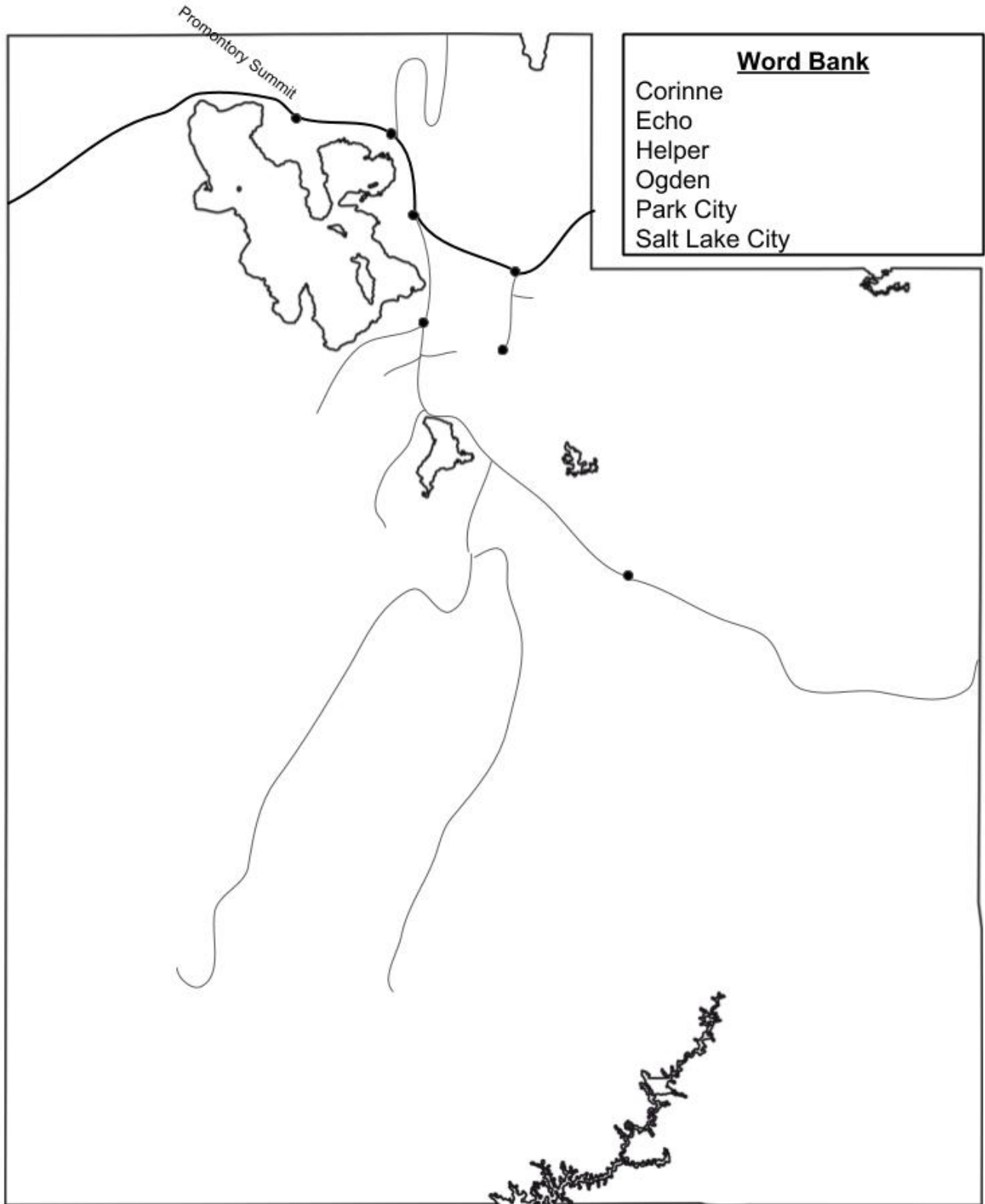
Answers will vary. (Communities need to adapt in order to survive. Many mining communities turned into ghost towns after residents left in search of work.)

10. Do some research about your own community or a city in Utah that is not listed.

- Name: _____
- Why was it settled? _____
- How did it get its name? _____
- One interesting fact: _____

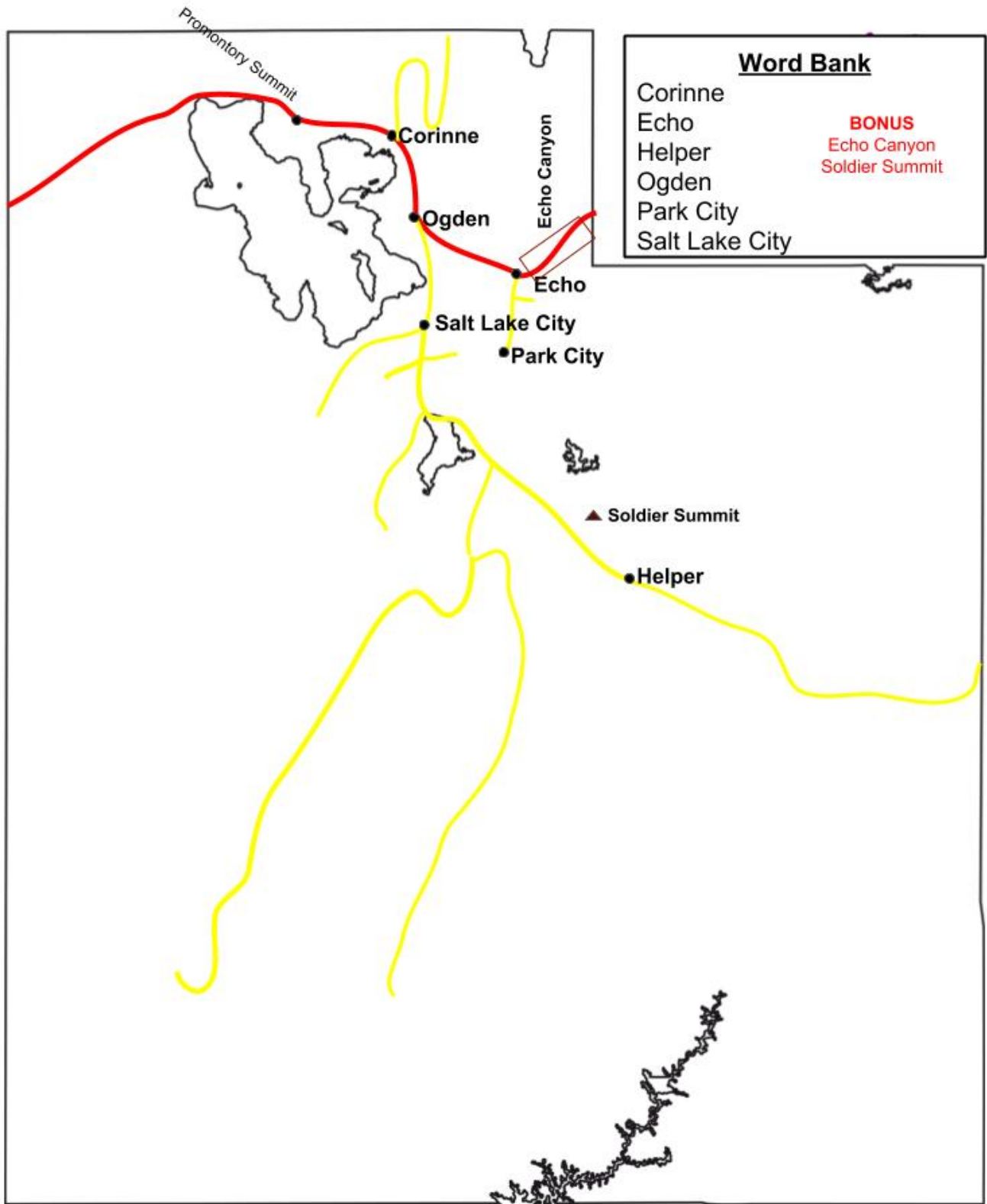
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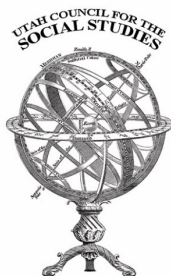
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Name: **KEY**

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