



Blast Through the Past: Transportation & Movement in Utah

GRADE 4

Blast Through the Past: Transportation & Movement in Utah

By Brittany Roper

Summary

Students will discuss the different types of transportation prior to the transcontinental railroad. They will also write an essay using the information discussed to present the pros and cons of transporting eggs to big cities by horse, wagon, and train.

Main Curriculum Tie

Social Studies - UT 2.2a. Describe the historical and current impact of various cultural groups in Utah. Chart the routes the diverse cultural groups took from their places of origin to Utah, using maps and other resources.

Additional Curriculum Ties

Writing - Standard 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Time Frame

One time period that runs 50 minutes

Group Size

Whole class and small groups/pairs

Life Skills

Thinking & Reasoning

Bibliography

"Frequently Asked Questions." *The California Trail Interpretive Center RSS*, BLM, www.californiatrailcenter.org/frequently-asked-questions/.

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"Maps." *National Parks Service*, U.S. Department of the Interior, www.nps.gov/mopi/planyourvisit/maps.htm.

"Navajo Indian Fact Sheet." *Native Languages of the Americas*, www.bigorin.org/navajo_kids.htm.

"Official MapQuest - Maps, Driving Directions, Live Traffic." *MapQuest*, www.mapquest.com/.

"On the Water - to California by Sea." *National Museum of American History*, americanhistory.si.edu/onthewater/exhibition/2_4.html.

"Shoshone Indian Fact Sheet." *Native Languages of the Americas*, www.bigorin.org/shoshone_kids.htm.

"The Great Race to Promontory." *UP: Executive Profiles*, www.up.com/goldenspike/index.html.

"Ute Indian Fact Sheet." *Native Languages of the Americas*, www.bigorin.org/ute_kids.htm.

"We Shall Remain: Utah Indian Curriculum Guide." University of Utah. American West Center; Utah. Division of Indian Affairs, 2009.

Materials

- Blast Through the Past Powerpoint Slides
- Blast Through the Past Powerpoint Script
- Blast Through the Past Map Worksheet
- Eggs for Sale! Worksheet
- Colored Pencils

Background for Teachers

15 years after the Mormons settled in the Salt Lake Valley, President Abraham Lincoln signed the Pacific Railroad Act which authorized construction of a transcontinental railroad. The railroad would change Utah forever. The Act chartered the Union Pacific Railroad Company to build west beginning in Omaha, Nebraska. They broke ground on December 3rd, 1863 but because of the Civil War did not begin laying down tracks until July 10th, 1865. When the Civil War ended many former soldiers came to work for the railroads. "By 1869, Union Pacific had pushed into Utah and was racing for the Nevada border. By May 1869, Union Pacific had constructed eight bridges...and four tunnels... Harsh winters, brutal heat, battles with the Lakota and Cheyenne over land, and the [constant] need for supplies were... companions for Union Pacific crews, and yet, in just seven years, 1,086 miles of track existed between the Missouri River and Promontory Summit, Utah."

The Central Pacific Railroad of California, chartered in 1861, was authorized to build a line east from Sacramento, California. Central Pacific Chief Engineer Theodore Judah already had surveyed the railroad's route through the Sierra Nevada in May 1863, and just five months later the busy railroad spiked the first rail. They had to rely on supplies from the east which would take about 7 months to reach them because they came by boat around the bottom tip of South America. The "Central Pacific constructed 15 tunnels through the Sierras; the longest, at Donner Summit, stretched 1,659 feet through pure granite. By spring 1869, Central Pacific had made it through the mountains and onto the relatively flat land of western Utah, constructing 690 miles of track through some of the most difficult terrain ever encountered by a railroad." On May 10th, 1869 the Golden Spike Ceremony was held in Promontory, UT. This "Wedding of the Rails" marked the end of a grueling 7-year journey and the beginning of an industrious future for the west.

Quotes: "The Great Race to Promontory," Union Pacific. <https://www.up.com/goldenspike/omaha-promontory.html>

Student Prior Knowledge

Students should have been introduced to the five Native American tribes that originally inhabited Utah. They should have a basic understanding of American settlers and what drove them westward.

Intended Learning Outcomes

- Students will be able to chart the Mormon Pioneer Trail into Utah.
- Students will be able to chart the route created by the transcontinental railroad.
- Students will be able to discuss the impact different events had on the development of Utah.
- Students will apply what they have learned to write about the pros and cons about transporting eggs from a Utah farm to a city.

Instructional Procedures

1. Ask students what their favorite thing is to do or see in Utah. Either make a list as a class or have students work in small groups.
2. Ask students where their parents or neighbors work. Discuss which jobs require a city and which types of jobs can be done in the country.
3. Ask students how they think people migrated into and around Utah 1,000 years ago vs 200 years ago vs 150 years ago vs 50 years ago.

4. Before Americans started settling in Utah, how did Native Americans and mountain men travel? (On foot and by horse. They carried goods using dogs to pull travois.)
5. Briefly discuss how they got their food and clothing and what life may have been like before grocery stores and malls.
6. People started moving west to become fur traders, ranchers, and miners. Discuss the different ways people may have traveled to California from the East coast. (Covered wagon pulled by ox or mules, handcart, ship)
7. Small towns were popping up but there were still only family run businesses and no major factories out west. Why do you think there weren't any factories when so many people were moving west? What were people using to move the goods they were producing or mining?
8. Pass out the map and have students prepare a blue, brown, purple, red and green colored pencil.
9. Talk about the slides and have students label when appropriate. (Information is in the "Notes" section on each slide)
10. Now have students complete the Eggs for Sale activity, as if they were an egg farmer in Draper looking for ways to transport their eggs to market.
11. "Whip Around": Students must share one thing that they learned during this lesson. You can have students sit on their desks and pass a ball around the class or let students share with the people on their table or row.

Strategies for Diverse Learners

It may be helpful for some students to have a "close up" of the labeled worksheet. On the backside of the worksheet, you may accept verbal responses.

Extensions

Students can read more about the Golden Spike Ceremony by going to

https://www.up.com/goldenspike/sacramento-promontory.html#end_elko_trigger

Assessment Plan

No formal assessment has been prepared for this lesson. However, the "whip around" activity at the end can be used as a quick informal assessment of what the student learned from this lesson.

Blast Through the Past Powerpoint Script

SLIDE 1 – On this Blast through the Past, we will be talking about the different forms of transportation and movement people have used in Utah over the last 2000 years.

SLIDE 2 – Utah's Indigenous People

Before Europeans began settling the American West, Utah was home to five Indian tribes: Utes, Paiutes, Goshutes, Shoshone, and Navajo. All of these native people moved across the land without wheels or machines.

SLIDE 3 – Tribal Territories

The Ute tribe began using the northern Colorado Plateau between one and two thousand years ago. They gathered seeds, berries, and roots, and hunted deer, rabbits, birds, and fish. Utes used dogs pulling travois (a kind of drag sled) to help them carry their belongings. After horses were brought to the Americas by the Spanish Empire, Utes became skilled at horsemanship.

The southern Paiutes began moving into the Great Basin and the Colorado Plateau around 1000 A.D. They moved frequently according to the seasons, plant harvests and animal migration patterns. The Paiutes did not adopt the horse as a means of transportation.

The Goshutes have lived in the desert region southwest of the Great Salt Lake for as long as they can remember. Goshute means "people of the dry earth." They occupy some of the most arid land in North America. They were highly efficient hunters and gatherers. They knew and used at least eighty-one species of vegetables. They harvested and cultivated seeds from many of these species.

The Shoshone were very mobile and skilled at hunting and gathering, and with each change of the season they migrated to obtain the food and other resources they needed to survive. In the autumn they fished. After fishing season was over they hunted buffalo, elk, deer, moose, and antelope. They sun-dried the meat for winter and used the hides as clothing and shelter. In the spring and summer they spent their time gathering seeds, roots, and berries and hunted small game. Shoshone women wore long deerskin dresses with wide sleeves. Like the Utes, the Shoshone used dogs pulling travois to help them carry their belongings but quickly switched to horses once they were introduced.

The Navajos incorporated sheep, goats, and horses introduced by the Spanish into their food systems and economies. Navajo men wore breechcloths and the women wore skirts made of woven yucca fiber. Shirts were not necessary in Navajo culture, but both men and women wore deerskin ponchos or cloaks of rabbit fur in cool weather. Like many other tribes, Navajos used dogs pulling travois to help them carry their belongings but quickly switched to horses once they were introduced.

SLIDE 4 – European Settlers

In 1776 the first European explorers traveled through Utah with the Dominguez-Escalante Expedition. Following that expedition, a very active trading route developed along the Old Spanish Trail in southern Utah. Spanish explorers visited Utah Lake in 1805 and 1811.

In 1826 the American explorer Jedediah S. Smith was the first white man to see the Great Salt Lake. The first trading post in Utah opened in 1837. The fur trade brought an increasing number of traders to the area. Spanish traders came from the south, British traders came from the north, and Americans came from the east.

In the 1840's and 50's many Euro-American immigrants traveled to California. In 1849 alone, 42,000 Americans headed west over land and 25,000 traveled by ship. Wagons traveled between 10 and 20 miles per day, depending on weather, terrain, and other factors. The journey could take three to six months to cover about 2,000 miles. Sailing was a dangerous

five to seven-month voyage. Ships sailed around Cape Horn at the southern tip of South America, some 14,000 miles in all. However, if you were wealthy travelers could save months by boarding steamships for Panama.

In July 1847, the first Mormon settlers arrived in the Salt Lake Valley after a 1031-mile journey via covered wagon. The trip took three months.

Ox-drawn wagons were the most reliable freight transportation for carrying goods to Utah before the coming of the railroad. Many people moving to the West Coast chose to go by way of Panama rather than suffer the hardship of wagon travel. When stagecoach lines and freight companies set up way stations, horse and mule power was more practical to haul people.

SLIDE 5 – Students, please get out your blank map and colored pencils.

SLIDE 6 – Color the Great Salt Lake and the Platte River blue.

SLIDE 7 - Draw the mountains in brown. Label them.

One of the big obstacles for Euro-American settlers were the Rocky Mountains and the Sierra Nevada Mountains. Why were the mountains a problem?

SLIDE 8 - Color the Mormon Trail pink.

In July 1847, the first Mormon settlers arrived in the Salt Lake Valley after a 1031-mile journey via covered wagon. The trip took three months. Look at the route they took. Why would they go near the Platte River?

SLIDE 9 - Color the Union Pacific Railroad red.

15 years after the Mormons settled in the Salt Lake Valley, President Abraham Lincoln signed the Pacific Railroad Act, which authorized construction of a transcontinental railroad. The railroad would change Utah forever.

The Act chartered the Union Pacific Railroad Company to build west beginning in Omaha, Nebraska. They broke ground on December 3rd, 1863 but because of the Civil War did not begin laying down tracks until July 10th, 1865. When the Civil War ended many former soldiers came to work for the railroads. “By 1869, Union Pacific had pushed into Utah and was racing for the Nevada border. By May 1869, Union Pacific had constructed eight bridges...and four tunnels... Harsh winters, brutal heat, battles with the Lakota and Cheyenne over land, and the [constant] need for supplies were... companions for Union Pacific crews, and yet, in just seven years, 1,086 miles of track existed between the Missouri River and Promontory Summit, Utah.”

SLIDE 10 - Color the Central Pacific Railroad green.

The Central Pacific Railroad of California, chartered in 1861, was authorized to build a line east from Sacramento, California. Central Pacific Chief Engineer Theodore Judah already had surveyed the railroad’s route through the Sierra Nevada in May 1863, and just five months later the busy railroad spiked the first rail. They had to rely on supplies from the east which would take about 7 months to reach them because they came by boat around the bottom tip of South America. The “Central Pacific constructed 15 tunnels through the Sierras; the longest, at Donner Summit, stretched 1,659 feet through pure granite. By spring 1869, Central Pacific had made it through the mountains and onto the relatively flat land of western Utah, constructing 690 miles of track through some of the most difficult terrain ever encountered by a railroad.”

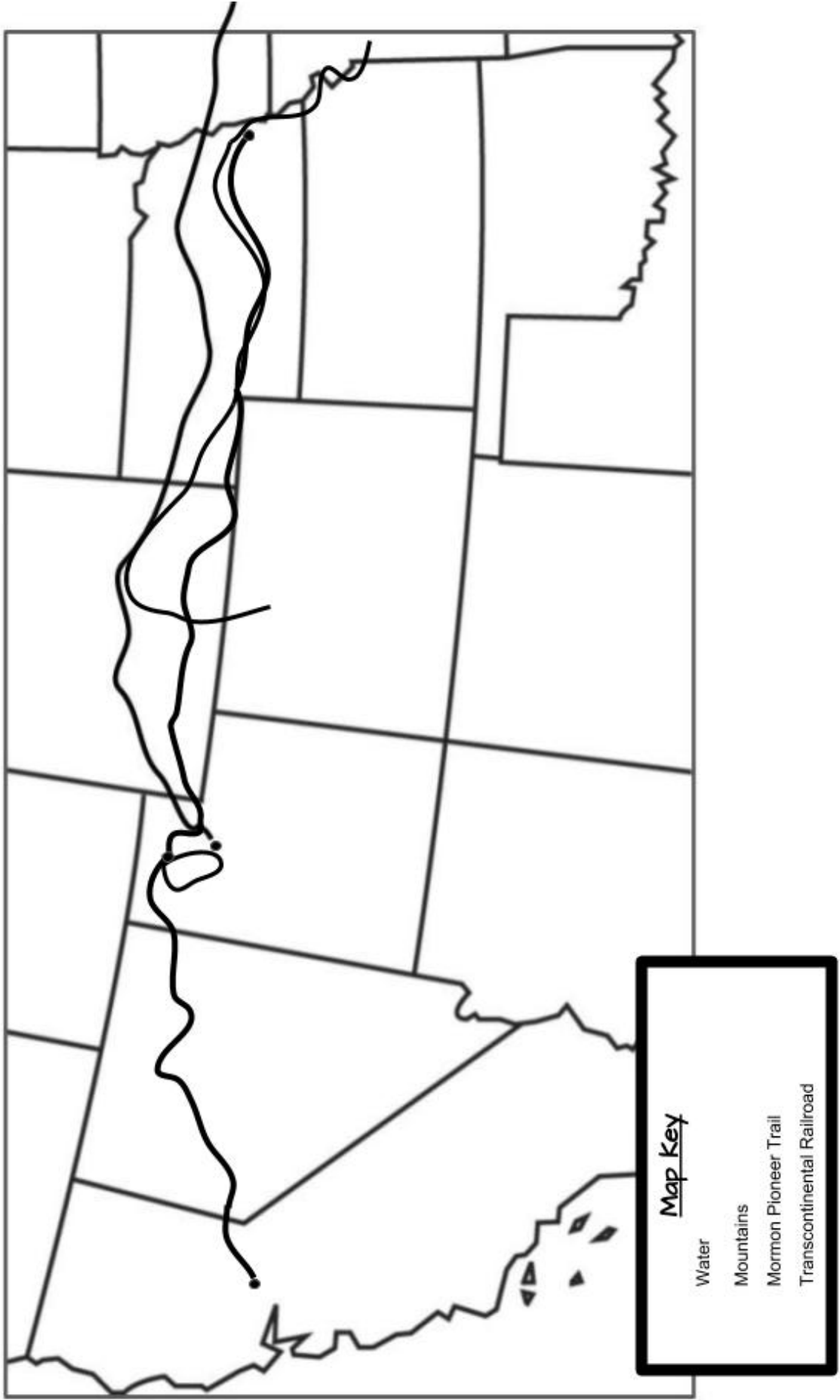
SLIDE 11 - Put a star where the two railroads met at Promontory, Utah.

On May 10th, 1869 the Golden Spike Ceremony was held in Promontory, UT. This “Wedding of the Rails” marked the end of a grueling 7-year journey and the beginning of an industrious future for the west.

SLIDE 12 – Eggs for Sale!

Use this map to assess the transportation challenges for a Draper, Utah, egg farmer who wants to sell her eggs in San Francisco, Salt Lake City, Denver, and Chicago.

Routes into Utah



Name: _____

Eggs for Sale!

Directions: Imagine you are a farmer who wants to develop an egg business in Draper, UT. You want to sell your eggs to people who live in big cities and don't have their own chickens, such as SLC, Denver, San Francisco, Chicago. Write down the pros and cons of sending eggs to these markets via horseback – wagon – or train. How long do you think would each take? Would the eggs spoil? Would they break? Which would be best for your egg business? Don't forget to use complete sentences.

	Salt Lake City, UT	Denver, CO	San Francisco, CA	Chicago, IL
Distance from Draper	19 miles	544 miles	752 miles	1,412 miles



Lesson plans on the Transcontinental Railroad created with the support of Spike150, the Utah Division of State History, and Utah Council for the Social Studies.

