

Read All About It!

Based on the Utah quarter reverse



OBJECTIVES

Students will understand and apply the basic tools of research and how to collect, interpret, and use the information. Students will understand how to write a newspaper article.



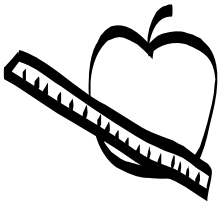
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the Utah quarter reverse
- 1 class map of the United States
- 1 overhead transparency of the following:
 - “United States Map”
 - “Transcontinental Railways” overlay
- Locate a copy of a text that provides basic information about the Transcontinental Railroad, such as:
 - *The Transcontinental Railroad: A Primary Source History of America’s First Coast-To-Coast Railroad* by Gillian Houghton
 - *The Transcontinental Railroad* by Linda Thompson
 - *The Transcontinental Railroad* by James P. Burger
 - *The Transcontinental Railroad 1862–69* by Frank B. Latham
 - *The Transcontinental Railroad In American History* by R. Conrad Stein
- Copies of the “Questions and Answers” worksheet
- Chart paper
- Markers
- Writing paper
- White construction paper
- Crayons or colored pencils
- Rulers



PREPARATIONS

- Make copies of “Questions and Answers” worksheet (1 per student).
- Make an overhead transparency of each of the following:
 - “Utah Quarter Reverse” page
 - “Transcontinental Railways” overlay
 - United States Map



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- Locate texts that relate to basic information about the Transcontinental Railroad (see examples under “Materials”).
- Bookmark appropriate Internet sites.
- Reserve the computer lab for one session.



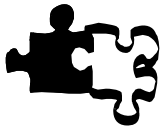
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 45- to 60-minute sessions



CONNECTIONS

- Language Arts
- Social Studies



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Transcontinental Railroad
- Congress
- Central Pacific
- Union Pacific
- Pacific Railroad Act
- Immigrants



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

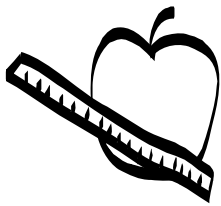
- The 5 “Ws” and the “H”
- Research techniques
- Abraham Lincoln



STEPS

Session 1

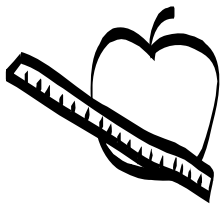
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Display the “Utah Quarter Reverse” overhead



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transparency. Locate Utah on a classroom map. Note its position in relation to your school's location.

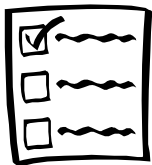
2. With the students, examine the design on this coin's reverse. Tell the students that the back of the coin is also called the reverse, and obverse is another name for the front of a coin. Have the students identify the images on this coin, including the trains and the golden spike.
3. Read the coin inscription to the students. Show them the date at the top of the coin and tell them that is the year Utah became a state. Discuss the "Crossroads of the West" phrase on the coin. Tell them that crossroads are where two roads cross or intersect. Ask the students to think of examples of crossroads in the hallways of the school or on roads near the school.
4. Using the coin image, ask the students probing questions about what event they think is represented on the coin. Ask the students what may have happened, when it happened, and why. Be sure to point out the images of the trains, the spike, and the words "Crossroads of the West."
5. Record the student responses on chart paper.
6. Lead a class discussion regarding the images. If necessary, tell the students that in Promontory Point, Utah, two sets of railroad tracks met to make the first railroad to cross the United States. The large spike shown is the "golden spike," which is a symbol of the final spike being struck into the tracks to complete the project.
7. Create a web with "Transcontinental Railroad" in the center on a piece of chart paper. Ask the students why the Transcontinental Railroad would be important in the mid- 1800's. The student responses should include: faster transportation, westward expansion, goods and supplies needed in the west. Record on the chart paper.
8. On a second piece of chart paper, write the 5 "Ws" and the "H" (who, what, when, where, why, and how). If necessary, review how to answer each of these questions. Remind them that their responses need to be thorough and written in phrases and complete sentences, not just single words. Explain to the students that they will be doing research to find the answers to these questions in connection with the Transcontinental Railroad. They will write a five-paragraph newspaper article describing the meeting of the two railroads.
9. Distribute the "Questions and Answers" worksheet to each student. Tell the students that this is their place to take notes while they complete their research and they will need to keep track of key dates.
10. Have the students look at the selected texts available in the classroom to begin gathering information for their worksheet.
11. Collect the students' worksheets.



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Sessions 2 and 3

1. Review the material covered in the previous session.
2. Distribute the “Questions and Answers” worksheet to each student. Take the students to the computer lab.
3. Allow the students time to do their research. Return to the classroom and discuss as a class the information found. Add the student responses to the chart paper from Session 1.
4. Display the “United States Map” overhead transparency and the “Transcontinental Railways” overlay. Point out Promontory Point, Utah; Sacramento, California; and Omaha, Nebraska. Tell the students that two companies—the Central Pacific and the Union Pacific—were hired to build two railways that would meet in the middle connecting the East and West Coasts. The Central Pacific began in Sacramento, California, and ran east. The Union Pacific began in Omaha, Nebraska, and ran west.
5. Model for the students how to create complete sentences from research notes. Allow the students time to create complete, descriptive sentences and begin their rough draft on writing paper. Also allow the students time to use the available resources in the classroom to complete the “Questions and Answers” worksheet, if necessary.
6. Have the students use the writing process to create a five-paragraph essay in the form of a newspaper article. Tell the students to write about the key events that led to the making of the Transcontinental Railroad, then to “play the reporter” and report to the public about it from Promontory Point, Utah.
7. Encourage the students to create the final copy and make it look like it was from that time period.
8. Collect the students’ worksheets and articles.



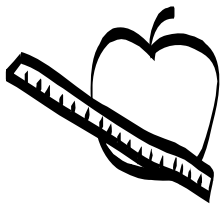
ASSESSMENT

Use the students’ worksheet and newspaper article to evaluate whether they have met the lesson’s objectives.



ENRICHMENT/EXTENSIONS

- Have students create a map highlighting the path of the Transcontinental Railroad.
- Have students create a timeline illustrating the key events and dates of the Transcontinental Railroad.
- Show students pictures of the Transcontinental Railroad from that time period and have them write a one-paragraph essay describing the scene.
- Have students make a chart listing some of the obstacles the workers faced and describe how they overcame them.



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- Have students research when other forms of transportation such as the airplane and the car became important to our country and create a timeline to illustrate.
- Have students read about the ceremony at the end of the project. Have students write a report on other “ceremonial finishes.”



DIFFERENTIATED LEARNING OPTIONS

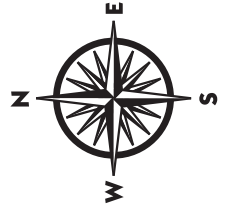
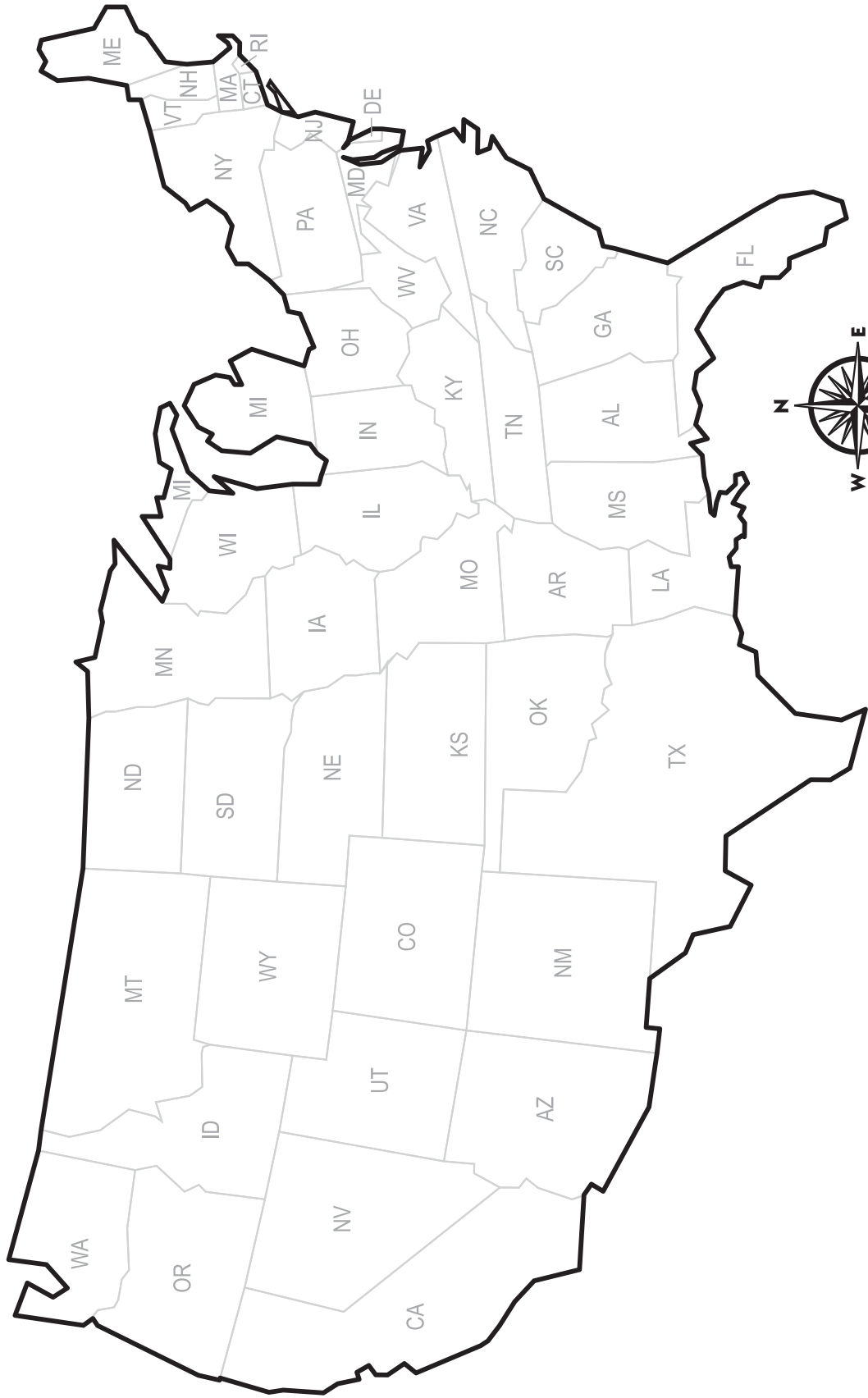
- Allow students to use a scribe for the written work.
- Allow students to do a modified article.
- Allow student to work in pairs for the reading and research portion of the lesson.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have the students read more about other historic transportation by visiting the March 2004 coin of the Month page and viewing the Florida quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2004/03>
- Have the students read more about other historic transportation by visiting the September 2004 Coin of the Month page and viewing the Keelboat Nickel at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2004/09.cfm>.
- Have the students read more about other historic transportation by visiting the October 2003 Coin of the Month page and viewing the Missouri quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2003/10.cfm>.
- Have the students read more about other historic transportation by visiting the May 2006 Coin of the Month page and viewing the Nebraska quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2006/05.cfm>.

United States Map





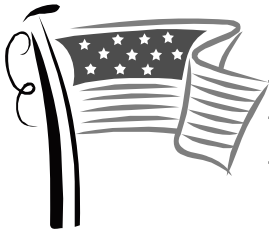
Transcontinental Railroad

Overlay

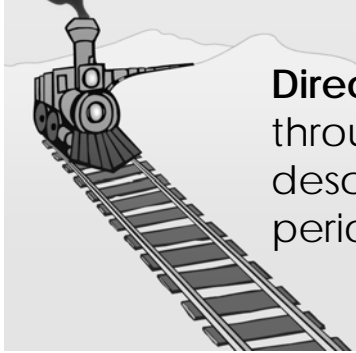


- | | |
|-------------------------------|------------------------|
| 1. Promontory Point, Utah | 7. Atlanta, Georgia |
| 2. Sacramento, California | 8. St. Louis, Missouri |
| 3. Omaha, Nebraska | 9. Denver, Colorado |
| 4. New York, New York | |
| 5. Philadelphia, Pennsylvania | |
| 6. Washington, D.C. | |

Name _____



Questions and Answers



Directions: Find the answers to the questions below through available resources. In the box at the bottom describe the event that took place during each time period in connection with the Transcontinental Railroad.

TOPIC: TRANSCONTINENTAL RAILROAD

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

IMPORTANT DATES

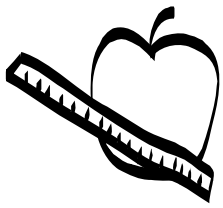
1840–1850: _____

1862: _____

1863: _____

1864: _____

1865: _____



Questions and Answers

Key



Directions: Find the answers to the questions below through available resources. In the box at the bottom describe the event that took place during each time period in connection with the Transcontinental Railroad.

TOPIC: TRANSCONTINENTAL RAILROAD

Who: Congress, Abraham Lincoln, and the two railroad companies (Central Pacific and Union Pacific)

What: a railroad that would connect the East and West Coasts allowing for people to travel and settle in the west, and faster transportation of goods.

When: Congress chooses a route in 1862 and the project is completed in May of 1869.

Where: the Central Pacific begins in Sacramento, CA, extending thirty-one miles. The Union Pacific begins in Omaha, NE, and extends to Promontory Point, Utah.

Why: It allowed the population to expand into the western part of the United States. It was an advancement in transportation; it helped to unify the country, linking the East and West Coasts.

How: Two companies faced challenges such as a shortage of workers, the Civil War, “working around” the Sierra Nevada Mountains, adverse weather conditions. The Union Pacific crews laid 1,086 miles of track and met the Central Pacific’s 689 miles of track after six years of construction.

IMPORTANT DATES

1840–1850: Congress discussed routes for the Transcontinental Railroad

1862: Abraham Lincoln signs the Pacific Railroad Act

1863: work starts on the Union Pacific Railroad in Omaha, NE

1864: work starts on the Central Pacific Railroad in Sacramento, CA

1865: the Civil War ends

1869: the railroad tracks meet at Promontory Point on May 10.



Utah Quarter Reverse

