Railroads, Cities and Industry

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Grade Level: 4-5

Purpose: Students will gain an understanding on how railroads changed Florida culturally and physically.

Objectives: 1. Students will create their own map of the railway system throughout the state.
2. Students will be able to describe the changes that occurred in Florida after the introduction of the railway system.

Materials: Florida Portrait - Jerrell Shofner; Henry Flagler; Henry Plant
Florida: A Short History - Michael Gannon
Atlas of Florida - Florida State University
MacUSA/PCUSA (or any basic mapping software)
Small Blue Planet
HyperStudio

Procedures:
Initiating Activity:
Brainstorm and list students’ prior knowledge of transportation such as kinds (historical periods), and its importance.

Main Activities:
1. Students will read trade books on various people involved in the formation of Florida’s railroads.
2. Use Florida Atlas to look at transportation systems.
3. Read trade books such as My Name is America series. One example is The Journal of Sean Sullivan: A Transcontinental Railroad Worker, by William Durbin, Scholastic, Inc., New York, 1998.
5. Investigate railroad terms/jargon.
6. View authentic photographs of railroad construction, workers, and system. (these could be retrieved through the Florida Archives)
7. Investigate biographical information on Henry Flagler and Henry Plant.
   - Henry Flagler: www.flagler.org/bio.html
   - Henry Plant: www.floridahistory.org/floridians/railroad.htm
8. Investigate the “Florida East Coast Hotel” map in the Atlas of Florida on CD-ROM.

Summary Activities:
1. Take list of brainstorming during preassessment and verify and/or correct each item.
2. Pretend you are a rider on the first train. Keep a daily journal of the towns they went through and what they experienced.
3. Have students make a HyperStudio stack of advertisements of cities along the route and what each city has to offer.
4. Create a map of Florida showing the railway systems and towns - possibly using a computer.
5. Pretend you are a travel agent and plan a trip.
6. Create a brochure of a city along the railway route, explaining why someone should stay in their city.
7. Create a timeline of the various stages of railway completion.
8. Create a model or use pictures of trains throughout history.
9. Bring in model trains and recreate the Florida East Coast Railroad including the cities, etc.
10. Investigate careers in the railway industry today.
11. Write a skit honoring Flagler or Plant for their contribution to Florida.
12. Collaborate with the Science teacher to incorporate a lesson on steam.
13. Collaborate with the Mathematics teacher about scale.
14. Collaborate with the English or Language Arts teacher with literature books that correspond with railroads.
15. Collaborate with the Music teacher to learn about railroad songs.

Benchmarks:
**SS.B.2.4.4** - Understands the global impacts of human changes in the physical environment.
**SS.B.2.1.5** - Knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.
**SS.B.2.3.9** - Understands interaction between physical and human systems affecting current conditions on Earth.

**GEOGRAPHY STANDARD 9**: The characteristics, distribution, and migration of human populations on Earth’s surface.

**GEOGRAPHY STANDARD 10**: The characteristics, distribution, and complexity of Earth’s cultural mosaics.