



## All Aboard!

### *Learning Vocabulary Words Pertaining to the Transcontinental Railroad*

#### Overview

The Transcontinental Railroad stretches from the coast to coast, and its construction changed the nation. Students will explore different components of the transcontinental railroad's history through vocabulary words specific to its construction, completion, and use.

#### Age Group

4<sup>th</sup> – 6<sup>th</sup> Grade

#### Duration

20-40 minutes (in addition to the tour)

#### Subjects

Language Arts

Social Studies

Physical Education

#### Standards of Learning Met

Language Arts

- SL4.1: Paraphrases information read aloud or presented in diverse media and formats
- SL.4.2: Identifies reasons and evidence a speaker provides to support particular points.
- SL.4.4: Differentiates between contexts which call for formal or informal discourse

Social Studies

- SS5.3.2: Identify basic economic concepts (e.g., supply, demand, price, and trade)
- SS5.3.3: Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources)
- SS5.4.2: Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease)
- SS5.5.4: Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food)
- SS8.2.4: Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional)
- SS8.3.: Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits)



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- SS8.3.3: Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world)
- SS8.4.2: Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world
- SS8.4.4: Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace)
- SS8.5.4: Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.

### Physical Education

- PE 5.1.1: Students combine locomotor and body control skills into movement patterns
- PE 5.3.1: Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity setting
- PE 5.3.2: Students interact and communicate positively with others
- PE 8.3.2: Students communicate effectively with others to promote respect and conflict resolution in physical activity settings

### Objectives

Students will be able to...

- Recognize and define key terms pertaining to the Transcontinental Railroad
- Identify and understand historic information about the construction and use of the Transcontinental Railroad

### Materials

Included

- Vocabulary Cards
- Vocabulary Definition Stops

### Key Terms

**See Vocabulary Cards for full list**

### Activity Procedures

1. Museum staff introduces students to the Transcontinental Railroad and its connection to Carbon County. Students are made aware that the new rail route brought new vocabulary for the project.
2. Students are separated along the “rail line” (set up outside, possibly tape on the sidewalk) with one student per definition. Remaining students form a train at the beginning of the “line”.
3. The student train advances down the line by matching their vocabulary cards to the definitions at each stop. When a correct match is made, the student at the stop joins the train. The train is complete when all cards have been matched to the correct definitions.
4. Students can switch places as often as time allows.



*Alternate Game*

1. Each student (or group of students) receives a Vocabulary Card deck.
2. Students roll dice to determine how many track spaces they can advance. If they land on a Vocabulary Stop, they have 1 chance to match the definition with the correct word. If the correct match is made, they may roll the dice on their next turn. If an incorrect match is made, they must attempt another match on their next turn.
3. Game is over when a student (or group of students) makes it to their final destination.