



## Post-Trip Lesson Plan Transportation

- I. Grade level: grades k-2
- II. Objectives:
  - a. To compare transportation in 1898 with transportation today.
  - b. To discuss various means of transportation in 1898 and their histories.
  - c. To understand the different means of communication in 1898 compared to today in relation to railroads.
- III. Standards:
  - a. Sunshine State Standards(2006):
    - 1) Social Studies: Time, Continuity, and Change: Standard 5: Understands U.S. history from 1880 to the present day.
    - 2) Social Studies: People, Places, and Environments: Standard 2: Knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.
- IV. Vocabulary:
  - a. Flying Cracker: an express passenger train that traveled between Jacksonville and Tampa in the 1890s. This would be about a 9 hour trip.
  - b. Freight: Goods to be transported by train.
  - c. Short rail lines: trains that ran short distances between towns.
  - d. Telegraph: a method of communication, using coded signals.

### Activity 1: Knowledge Train

- V. Materials:
  - a. Construction Paper
  - b. Crayons, Colored Pencils, Markers
  - c. String
  - d. Various other crafts supplies (optional)
  - e. Scissors
- VI. Procedures: Read the history of transportation in 1898 with your students. Next each student can create their own train out of construction paper. Allow each student to cut 10 rectangles out of construction paper. Then Review the vocabulary (listed above) with the students. After that tell each student to write one vocabulary word on the first 4 rectangles. Review the history (provided below) with the students in your class. Tell your students to write down 6 facts from the history, one on each of the last 6 rectangles. Next use a paper punch to put one hole on each side of your students' rectangles so that they can be attached with string. Give students time to decorate their Knowledge trains. Once finished you can have each student explain one of the facts on their train to the class for review.
- VII. History:
  - a. Railroads: Railroads began growing in Florida in the 1880s and 1890s. The first train to enter Tampa was in 1883, which was a town of 1000 people before the railroad. Railroads were used to carry people, mail, and goods to different areas in



the United States. One of the most important people on a train is a conductor. The Conductor is the supervisor of the trains who is in control of the crew and freight. The Engineer is in charge of driving the train. With no telephones or other means of verbal communication those on the train and those off the train would communicate with hand signals (activity 2) and the train's horn. Henry Bradley Plant is a transportation entrepreneur who invested in the creation of railroads in Florida. After the creation of the first railroad path into Tampa, due to his investment, the city Plant City was named after him (1885).

- b. Horse and Buggies: Another type of transportation was by horse and buggy. In this instance a horse would pull a carriage that would be large enough to carry several people and sometimes large enough to carry a whole family. This was a type of private transportation, were the horse and the carriage would be owned by a family.
- VIII. Assessment: This activity can be graded based on participation, and completion.
- IX. Open-Ended Questions:
- a. What types of transportation do we have today?
  - b. What types of transportation existed in 1898?
  - c. Have you ever ridden on a train? A Horse Carriage? Explain.

### Activity 2: Railroads and Hand Signals

- X. Materials:
- a. One copy of Worksheet: rail Road hand Signals
- XI. Procedures: Review the rail road hand signals with the class (retrieved from Railroad Communication Signals: selected NORAC Operating Rules). Then choose one student to simulate one of the hand signals and allow the class to guess what action the train should take. Rotate throughout the class.
- XII. History:
- a. During the day a red flag and fusees (a red signal flare) are used for signaling. During the night a white light and fusees are used for signaling.
  - b. Hand signals must be done from a point where the train can easily see the signals. Furthermore, the signal must be sufficiently ahead of time to allow the train to comply with the signal.
  - c. Any object waved violently near a track is a symbol for the train to stop.
- XIII. Assessment: This activity can be graded based on participation.
- XIV. Open-Ended Questions:
- a. What modes of communication do we use today?
  - b. What types of communication was used in relation to trains in 1898?
  - c. Can you name any industries that use hand signals? (Airplane platform crew etc.)

### Activity 3: Candy Train

- XV. Materials:
- a. Marshmallows
  - b. Pretzel sticks
  - c. Cheerios



- d. Peanut butter, cream cheese, or icing
  - e. Various other candies for decoration
- XVI. Procedures: Hand out 5 or 6 marshmallows to the students in the class and 5 or 4 pretzels sticks. Tell them to use the pretzel sticks to attach the marshmallow together and create the carts of the train. The cheerios can be used as wheels on each cart.

**Sources Consulted:**

Treatise and Handbook of Orange Culture in Florida, Louisiana and California

By T.W. Moore

E. R. Pelton & Co., New York 1886

Florida Heritage Collection online

The Florida Railroad

The Florida Heritage Collection

Jacksonville as a Nineteenth-Century Railroad Center

by Herbert J. Doherty Jr.

Florida Historical Quarterly

Volume 58, 4

Charlotte Harbor Division of the Florida Southern Railroad

By Vernon E. Peeples

Florida Historical Quarterly Volume 58, 3

Railroads of Southwest Florida

By Gregg M. Turner

1999 Arcadia Publishing

The Citrus Industry in the Sunshine State

By Brian and Richard Weaver

1999

The Story of Florida Citrus

Florida Department of Agriculture

June 1969

# Railroad Hand Signals

Hand signals, with or without a flag or lamp, must be given as follows:

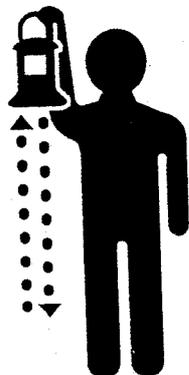
(a) **Stop**  
Swung horizontally  
at right angle  
to the track



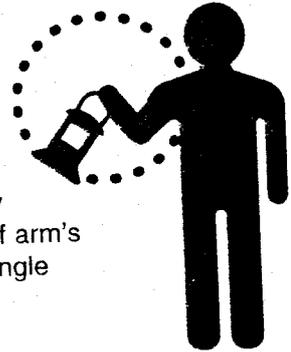
(b) **Reduce  
Speed**  
Held horizontally  
at arm's length



(c) **Proceed**  
Raised and lowered  
vertically



(d) **Back**  
Swung vertically  
in a circle at half arm's  
length at right angle  
to the track



(e) **Apply  
Air Brakes**  
Swung horizontally  
above the head  
when train is standing



(f) **Release  
Air Brakes**  
Held at arm's length  
above the head when  
train is standing



(g) **Drop or Raise  
Pantograph**  
Swung vertically  
in a circle at full arm's  
length at right angle  
to the track

