

lesson 1 Transportation

INTRODUCING THE SACRAMENTO HISTORY ONLINE COLLECTION

OVERVIEW

This lesson introduces students to the documents in the **Sacramento History Online Collection** (SHO) at <http://www.sacramentohistory.org> and the role of primary sources in understanding history. It focuses on how materials that have survived from the past can be used to reconstruct the story of how a community has changed over time. Before using the database with your class, take some time to browse the SHO collection online to get an overview of the types of documents that are included. (These lessons use the term document to refer to any of the items in the database, including photographs). You can view or print most single images directly as a JPEG file. However, some documents are in Adobe Acrobat PDF format and must be viewed or printed with Acrobat Reader. *Lesson 1 does not require students to work online.*

STUDENT OBJECTIVES

1. Describe the differences between a primary source and a textbook.
2. Give several examples of the types of documents that are in the SHO collection.
3. Categorize a group of items according to their document type.
4. List modern ephemera that might offer clues about your own community.

CALIFORNIA HISTORY STANDARDS

This lesson emphasizes database search strategies and how to use the collection to find information about transportation rather than teaching specific history content.

BACKGROUND ARTICLE 1

The Sacramento History Online Collection (pages 1-5 and 1-6)

STUDENT ACTIVITY SHEET 1 AND KEY

Introducing the Sacramento History Online Collection (pages 1-7 and 1-8)

DOCUMENTS TO DISCUSS (view online or print)

The documents shown below provide examples of the different document types in the SHO collection, including books, ephemera, manuscripts, maps, photographs, postcards, prints, and technical drawings.

Books



1. **Hardware, farm implements and vehicles; The Thomson-Diggs Co.** [1900-1909]
Light Surrey. Page from a catalog of buggies, wagons, surreys, harnesses, tops, and other parts.

Manuscripts



2. **Correspondence signed by Mark Hopkins** [1868]
Letter dated March 10, 1868, signed by Mark Hopkins, one of *Big Four* investors in the Central Pacific Railroad.

Photographs



3. Theodore Judah
[1848]
Daguerreotype of railroad engineer who played a key role in convincing investors and eventually the government to build the Transcontinental Railroad.

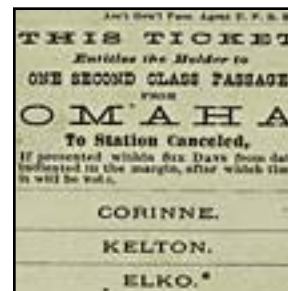


4. Central Pacific Railroad steam locomotive No. 1 [ca. 1867]
Stereograph showing the first locomotive of the Central Pacific Railroad.

Ephemera



5. Steamboat Linda
[1850]
Broadside advertising for freight and passengers to travel on the *Linda*.



6. Railroad ticket
[1871]
Ticket issued jointly by the Union Pacific and Central Pacific Railroads for travel between Omaha and San Francisco.



7. Dance card
[1912]
Dance card for a ball by several organizations, including the Brotherhood of Locomotive Firemen and Enginemen California Lodge No. 260. Shows pencil attached to card.

Maps



8. Map of the city of Sacramento
[1874]
Map from Orlando Willis Gray, *Gray's Atlas of the United States*.

Postcards



9. Horse-drawn delivery wagon - N Street [ca. 1900]
A wagon hauls its load past the California State Capitol building on N Street in Sacramento.

Prints



10. Inundation of the State Capitol, City of Sacramento

[1862]

J Street from the Levee shows flooded street with row boats.

Technical Documents



11. Plan and end elevation of proposed 60 ft. baggage car for the carrying of bicycles on local train

[1895]

INSTRUCTIONS

1. Print any of the images and PDF files shown above that you will use in your discussion, as well as **Student Activity Sheet 1 and Key**.
2. Read **Background Article 1**. You may wish to read it to your students or have them read it by themselves. Discuss any questions that they may have.
3. Introduce students to the SHO Collection by using printouts of the documents above or by showing them several records from the online database.
4. Ask students to look at some of the different documents (printed or online). Can they tell how the items are related? (*age, location, subject*)
5. Tell the students that the Sacramento History Online website has documents related to the history of Sacramento and Sacramento County from 1849-1929. Many of these materials are primary sources.
6. Explain the term *primary sources*. Discuss how primary sources differ from textbooks and modern books written about a historical time period.
7. Discuss each of the document types and ask students to give examples of each. (*books, ephemera, manuscripts, maps, photographs, postcards, prints, and technical drawings*)
8. To discuss *ephemera*: Ask students what they think the word *ephemera* might mean. Do they know any other words that sound similar? The word *ephemera* relates to objects that are *ephemeral*. The term *ephemeral* means something that lasts only a short time (originally it meant lasting only a day). Once students understand the concept, ask if any of them have items in their family that came from another time period, something not necessarily intended to have lasting value, e.g. a ticket, an old postcard from a relative, a political button, a newspaper clipping). Do any of them have a scrapbook? What kinds of things do they save? What is often thrown away?
9. Give students **Activity Sheet 1: Introducing the Sacramento History Online Collection** (*page 1-7*). After they have finished the activity, discuss their answers as a group.

FOLLOW-UP

1. **Search the SHO collection** to find other examples of each type of document, using keyword or advanced searches.
2. **Make a personal scrapbook** to start saving items that might be of interest to you or to someone in the future.
3. **Make a list** of materials of the different document types that would tell someone in the future about your community. What things should be shown in photographs in order for them to be included? What maps should be included? What ephemera?
4. **Make a community scrapbook** containing items that document your own geographical area.

REFERENCES AND RESOURCES

- Edinger, Monica. *Seeking history, teaching with primary sources in grades 4-6*. Portsmouth, NH: Heinemann, 2000. (includes a CD-ROM).
- Noren, Catherine. *The way we looked, the meaning and magic of family photographs*. New York: Lodestar Books, 1983.

RELATED LINKS

The Learning Page, American Memory Collections, Library of Congress
(<http://memory.loc.gov/ammem/ndlpedu/index.html>)

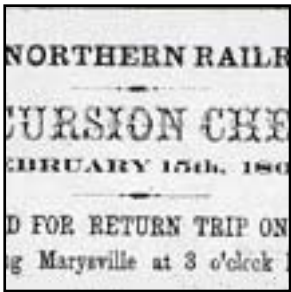
The Daguerreian Society: A History of the Daguerreotype
(<http://www.daguerre.org/resource/history/history.html>)

A Brief History of Daguerreotypy
(http://nmaa-ryder.si.edu/collections/exhibits/secrets/secrets_history.html)

Stereoviews of the Nineteenth Century
(<http://www.geocities.com/Heartland/5873/>)

Viewing a Stereograph (without a viewer)
(http://www.jrsdesign.net/cross_parallel_viewing.html)

background 1 THE SACRAMENTO HISTORY ONLINE COLLECTION



The **Sacramento History Online** (SHO) Collection is a digital database of primary sources for studying history. Primary sources include documents, paintings, photographs, letters, newspapers, and other materials that originate in a specific time period and usually are not accounts reconstructed at a later date. In this collection, primary sources are categorized as books, ephemera, manuscripts, maps, photographs, postcards, prints, and technical drawings.

Books include books, periodicals, and other publications. In some cases, an entire document is included as a PDF file. In others, an image may be a single illustration from a book. Because the collection includes materials from four different organizations, you may find some variations in the way materials are categorized by type and subject.

Ephemera include miscellaneous items such as broadsheets, brochures, business cards, dance cards, license plates, menus, schedules, and tickets. Broadsheets are flyers or posters that might have announced an event or schedule. Ephemera is a term for materials that are not usually saved or even meant to be permanent but that have managed to survive the years, perhaps in someone's scrapbook. Ephemera might include a train ticket, menu, dance card, or souvenir button. Dance cards were used to write the names of men who would be a woman's partner for a specific dance. They often listed the names of the tunes to be played and had a line for a man to sign his name.

Manuscripts include letters, business records, and personal records that were not officially published documents.

Maps range from local street maps showing transportation systems, such as electric railways, to city planning maps, rail and steamer routes, and tourist maps.

Photographs include photographic prints and stereographs. At least two of the images are early daguerreotypes, named after the French inventor, Daguerre, who developed a process that used silver-plated copper sheets treated with iodine to make them light sensitive. Daguerreotypes were popular in the 1840s and 1850s.

In the early days of photography, photos were often taken outside or in studios with professional lighting, because of the long exposure to light required by photography techniques of the day. This need for light meant that it could take longer to take a picture than it does now. Both the camera and the subjects had to stay very still to avoid a blurry picture. Advancements such as the box camera and high-speed film eventually led to families having their own cameras and to more informal photos that did not require studio lighting.



Stereographs were photos designed for use in a stereopticon. Two side-by-side photos were viewed through an eyepiece. The card was placed in a holder several inches from the viewer's eye. The result was intended to appear three-dimensional. Viewing stereographs was a popular entertainment in the latter half of the 19th century.

Postcards were popular in the late 1800s and are still used today. Some people may save a postcard from a friend or relative or even collect postcards as a hobby.

Prints include lithographs and drawings. Lithographs are made in a process that involves drawing an image on a stone. Some of the images included were printed as posters or other advertising publications. Many of the prints show specific streets and business in Sacramento in the 1800s.

Technical Drawings include architectural and engineering drawings.

activity sheet 1 Transportation
INTRODUCING THE SACRAMENTO HISTORY ONLINE COLLECTION

Find the Document Type

- | | | | |
|--------------------|----------------------|----------------------|-----------------------------|
| a. Book | c. Manuscript | e. Photograph | g. Print |
| b. Ephemera | d. Map | f. Postcard | h. Technical drawing |

Place the correct letter by each item to show its document type:

- _____ 1. document that shows all the streets of your neighborhood
- _____ 2. lithograph of a railroad locomotive
- _____ 3. diagram showing how to build a ship
- _____ 4. daguerreotype of Abraham Lincoln
- _____ 5. book report you wrote at school
- _____ 6. ticket to the San Francisco Giants game.
- _____ 7. stereograph of a horse pulling a wagon
- _____ 8. pamphlet published by the Chamber of Commerce
- _____ 9. something to send to friends to tell them about your vacation
- _____ 10. grocery store coupon

Modern Ephemera

Think of three items from today that might often be thrown away. Give an example of what each item might tell someone in the future about life today. For instance, the Giants ticket listed above might tell someone which sports teams played on a certain date, where they played, and how much a baseball ticket cost.

Item	What Someone in the Future Could Learn
1.	
2.	
3.	

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Find the Document Type

- a. Book c. Manuscript e. Photograph g. Print
 b. Ephemera d. Map f. Postcard h. Technical drawing

Place the correct letter by each item to show its document type:

- _____ **d** _____ 1. document that shows all the streets of your neighborhood
 _____ **g** _____ 2. lithograph of a railroad locomotive
 _____ **h** _____ 3. diagram showing how to build a ship
 _____ **e** _____ 4. daguerreotype of Abraham Lincoln
 _____ **c** _____ 5. book report you wrote at school
 _____ **b** _____ 6. ticket to the San Francisco Giants game
 _____ **e** _____ 7. stereograph of a horse pulling a wagon
 _____ **a** _____ 8. pamphlet published by the Chamber of Commerce
 _____ **f** _____ 9. something to send to friends to tell them about your vacation
 _____ **b** _____ 10. grocery store coupon

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Item	What Someone in the Future Could Learn
1. <i>answers will vary</i>	<i>answer will vary but may relate to a date, cost, subject, format, location</i>
2.	
3.	