

## 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.

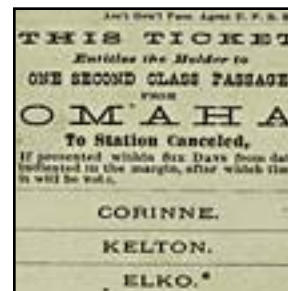


**4. Central Pacific Railroad steam locomotive No. 1** [ca. 1867]  
**Stereograph** showing the first locomotive of the Central Pacific Railroad.

## 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 Ormando 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

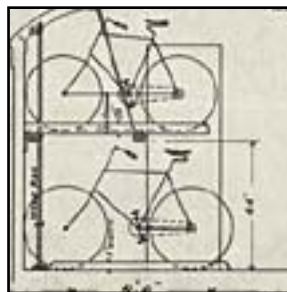


### 10. Inundation of the State Capitol, City of Sacramento

[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>)

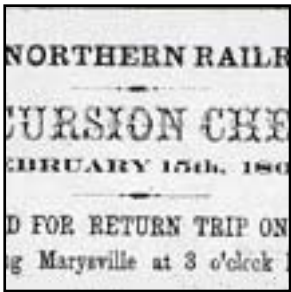
**The Daguerreian Society: A History of the Daguerreotype**  
(<http://www.daguerre.org/resource/history/history.html>)

**A Brief History of Daguerreotypy**  
([http://nmaa-ryder.si.edu/collections/exhibits/secrets/secrets\\_history.html](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](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.

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**activity sheet 1 Transportation**  
**INTRODUCING THE SACRAMENTO HISTORY ONLINE COLLECTION**

**Find the Document Type**

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

**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.	

## 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:

- \_\_\_\_\_ **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

#### 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. <i>answers will vary</i>	<i>answer will vary but may relate to a date, cost, subject, format, location</i>
2.	
3.	



# lesson 2 Transportation USING THE SACRAMENTO HISTORY ONLINE DATABASE

## OVERVIEW

This lesson introduces students to the actual **Sacramento History Online** collection (SHO) at <http://www.sacramentohistory.org> and provides activities for practicing database searches. You can view or print most images directly as a JPEG file. However, some documents in the database are in Adobe Acrobat PDF format and must be viewed or printed through an Acrobat viewer. *In Lesson 2, students will use the database materials online.*

## STUDENT OBJECTIVES

1. Find a specific database record, using a *Keyword* search.
2. Find a specific database record, using a *Restricted* search.
3. Use the SHO database to find specific historical information.

## CALIFORNIA HISTORY STANDARDS

This lesson emphasizes database search strategies and how to use the SHO collection, rather than specific history content.

## BACKGROUND ARTICLE 2

Using the Sacramento History Online Database (page 2-4)

## STUDENT ACTIVITY SHEET 2 AND KEY

Using the Sacramento History Online Database (pages 2-5 and 2-6)

## DOCUMENTS TO DISCUSS

The images below provide screen print examples of keyword searches, a restricted search, search results, and an individual entry.



Screen 1.  
Main Menu

Screen 2. Keyword Search (*boat*)



Screen 3. Search Results

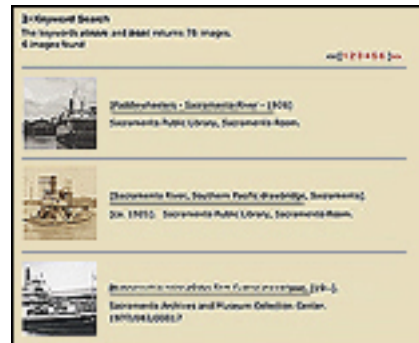


## Screen 4. 2-Keyword Search



## Screen 5. Search Results

(*steam and boat*)



## Screen 6. 2-Keyword Search



## Screen 7. Search Results

(*steam and boat, restricted to decade 1850-1859*)



## Screen 8. Database Record



## INSTRUCTIONS

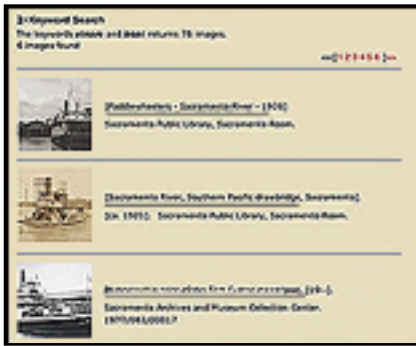
1. Print any of the images shown above that you will use in your discussion, as well as **Student Activity Sheet 2 and Key 2**.
2. Read **Background Article 2**. You may wish to read it to your students or print it and have them read it by themselves. Discuss any questions that they may have.
3. Introduce students to the SHO database by using printouts from Lesson 1 and from the images above. Ask students what kinds of images they think might be included in a database about transportation.

4. Using **Screen 1** above or the online database, lead students through the process of using the database. Start with the main menu at <http://www.sacramentohistory.org>.
5. Show them the broad **Transportation Browse** search button above the keyword entry on the Home page. The Browse search is also available on the Browse page.
6. Show students how to use the button at the top of the screen to go to the **Search** page. With **Screen 2** above or the online database, show them the **Keyword** search entry area.
7. Enter a sample keyword. (**Screen 2**)(*boat*) How many items are returned? (**Screen 3**)
8. Discuss how you can narrow the search by adding more keywords, such as *steam*. (**Screen 4**) (*steam boat*) How many items are returned? (**Screen 5**) What terms for boats powered by steam might be used as keywords? (*paddlewheel, steamboat, riverboat*)
9. To further narrow the search, show students how to restrict the results to a decade (*1850-1859*). (**Screen 6**) How many items are returned? (**Screen 7**) How many items do students think would be returned by leaving the decade as 1850-1859 but changing the keyword to automobile? (*none*) Why? Which decades do students think might include automobiles? (*The earliest autos in the SHO database are from 1900-1909.*)
10. Show students a sample database record. (**Screen 8**) Ask them to find the summary and date fields.
11. Give students **Activity Sheet 2: Using the Sacramento History Online Database** (page 2-5). Work through the first question together, asking students how they would begin to search for the answer using the SHO database. After they have finished the activity, discuss their answers as a group.

## **FOLLOW-UP**

1. **Use the online database** to find materials for a report on transportation. Try your own keyword and advanced searches. Discover what types of keywords are most useful in finding materials for this report.
2. **Search the database** for one photograph that you particularly like. Print the photograph. Pretend that you are the photographer. Write a story about the day that the photograph was taken, what the photo shows, and why you took it.
3. **Search the database** for one piece of ephemera that you particularly like. Pretend that you are the person who saved the item. Write a story about the day that you got the item and why you saved it instead of throwing it away.

## background 2 THE SACRAMENTO HISTORY ONLINE DATABASE



The **Sacramento History Online** collection lets you search for materials in several ways. Once a search is completed, the database displays a set of records that matches the search criteria. To look at individual records, **CLICK** on an item's title.

### Individual Database Records

Most database records include the following fields: Title, Date, Description, Subject(s), Summary, Owning Institution, Copyright, Call Number, and Filing Location (within the institution). Some records list the date of the copy rather than the original, so you may also want to look for pictures for a certain time period by adding a decade limiter on the Search page.

### Browse Search

The Transportation images have been divided into seven broad topics available from the Home page, the Browse page, and other pages with the browse tabs labeled *Transportation* and *Agriculture*:

**Animals** (animals and animal-powered transportation)

**Automotive** (buses, cars, and trucks)

**Aviation** (airplanes)

**Maritime** (boats, ferries, and water-related transportation)

**Railroads** (railroads, streetcars, and anything railroad-related)

**Structures** (buildings, depots, businesses)

**Other** (bicycles, miscellaneous)

### Keyword Search

A simple keyword search is available on the main Search page. To go to the Search page, use the button at the top of the screen. You can enter one or more keywords in the search area. The database will look for the keyword(s) in the title, date, subject, or summary fields.

### Restricted Search

You can narrow a search by combining keywords with pre-determined categories: Decade, Topic (agriculture or transportation), Document Type, and Institution.

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**activity sheet 2 Transportation**

<http://www.sacramentohistory.org>

**USING THE SACRAMENTO HISTORY ONLINE DATABASE**

**Find the Category**

- |                      |                    |                      |                 |
|----------------------|--------------------|----------------------|-----------------|
| <b>1. Animals</b>    | <b>3. Aviation</b> | <b>5. Railroads</b>  | <b>7. Other</b> |
| <b>2. Automotive</b> | <b>4. Maritime</b> | <b>6. Structures</b> |                 |

**Place the correct number by each item to indicate the category where you might find the most photos of the following subjects. You may list more than one.**

- |                                  |                                |
|----------------------------------|--------------------------------|
| _____ a. pilot Charles Lindbergh | _____ e. garage or gas station |
| _____ b. dairy wagon             | _____ f. Central Pacific       |
| _____ c. bicycle                 | _____ g. railroad depot        |
| _____ d. bridge                  | _____ h. riverboat             |

**Fill in the Answer**

**Use the Keywords search to find the answer in the database.**

1. What is the title of one of the entries found by using the keyword *airplane*?

\_\_\_\_\_

2. What is the *C.P. Huntington*?

\_\_\_\_\_

3. What kind of transportation did the *Albright* company make?

\_\_\_\_\_

4. When did *Amanda Preuss* make a cross-country trip? \_\_\_\_\_

5. What did *T.G. Clark & Co.* keep in its warehouse in Sacramento in 1857?

\_\_\_\_\_

**activity sheet 2 Transportation**  
**USING THE SACRAMENTO HISTORY ONLINE DATABASE**



**Find the Category**

- 1. Animals      3. Aviation      5. Railroads      7. Other
- 2. Automotive    4. Maritime      6. Structures

Place the correct number by each item to indicate the category where you might find the most photos of the following subjects. You may list more than one.

- 3 a. pilot Charles Lindbergh      2, 6 e. garage or gas station
- 1 b. dairy wagon      5 f. Central Pacific
- 7 c. bicycle      5, 6 g. railroad depot
- 6,5,4,2 d. bridge      4 h. riverboat

**Fill in the Answer**

Use the Keywords search to find the answer in the database.

1. What is the title of one of the entries found by using the keyword *airplane*?

answers will vary

2. What is the *C.P. Huntington*?

a locomotive, a train engine

3. What kind of transportation did the *Albright* company make?

automotive, automobiles, cars, trucks, buses

4. When did *Amanda Preuss* make a cross-country trip?      1916

5. What did *T.G. Clark & Co.* keep in its warehouse in Sacramento in 1857?

furniture

## **lesson 3 Transportation**

### **TRANSPORTATION IN SACRAMENTO COUNTY**

#### **OVERVIEW**

This lesson introduces students to the general history of transportation in Sacramento County, provides an overview of the types of transportation that were important to Sacramento, and highlights Sacramento's role as a transportation hub. 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. *In Lesson 3, students use the Sacramento History Online database at <http://www.sacramentohistory.org>.*

#### **STUDENT OBJECTIVES**

1. Locate Sacramento, Sacramento County, and the Sacramento River on a map.
2. Name five important types of transportation from the 1840s through the 1920s, and place them in the order of their arrival in Sacramento.
3. Analyze several photos to determine how transportation changed over time.
4. Use the SHO database to find specific historical information.

#### **CALIFORNIA HISTORY STANDARDS**

**4.1.3 - 4.1.5 Physical and human geographic features that define places and regions in California**

**4.4.1 - 4.4.4 California's rise as an agricultural and industrial power**

#### **BACKGROUND ARTICLE 3**

**Sacramento Transportation History Overview** (*pages 3-5 and 3-6*)

#### **STUDENT ACTIVITY SHEET 3 AND KEY**

**Sacramento Transportation** (*pages 3-7 and 3-8*)

#### **DOCUMENTS TO DISCUSS**

The documents shown below provide examples of how Sacramento has changed over time. In this set, all are photos or prints, except for #4a, which is a PDF file. **CLICK** on an image to view or print the document.



**1. Californie. Vue de la Ville de Sacramento**

[ca. 1850]

View of Sacramento from the Sacramento River looking east.



**2. Sacramento wharf area with the steamboat, Yosemite**

[ca. 1874]

At the dock of the California Steam Navigation Company.



### 3. Inundation of the State Capitol, City of Sacramento

[1850]  
Depiction of the 1850 flood, one of many over the years. Eventually the downtown streets and many buildings were raised as much as 10 feet.

## Changes over Time (downtown streets, changes over a day, over years)



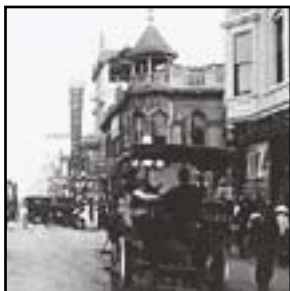
### 4a. Street and river scenes -Sacramento

[1878]  
The top image is a street scene downtown, possibly 12th and I Streets, while the middle picture shows Front and K Streets in what is now Old Sacramento. The bottom view is the Sacramento River waterfront and the first railroad bridge.



### 4b. K Street near Seventh [ca. 1910]

View looking east down K Street; post office at left; horse-drawn wagons and carriages, automobiles, bicycles, and people fill the streets and sidewalks.



### 4c. Automobiles, horse-drawn vehicles, trolley, downtown Sacramento

[ca. 1910]  
This image is taken at the same place as 4b, probably on the same day by the same photographer.



### 4d. Street cars on J Street [ca. 1924]

This image shows cars and streetcars in downtown Sacramento about 14 years after #4b and #4c. Most wagons have been replaced by cars.

## Changes over Time (same downtown street ca. 1909 and ca. 1924)



### 5a. Horse-drawn vehicles, pedestrians Sixth & K Streets, downtown Sacramento

[ca. 1909]  
This is the same location as in #5b.



### 5b. Automobile, pedestrian traffic - downtown Sacramento, Sixth & K Streets

[ca. 1924]  
Same location as #5a, 15 years later.



## INSTRUCTIONS

1. Print any of the documents shown above that you will use in your discussion, as well as **Student Activity Sheet and Key 3**. (Label the documents above by their number to identify them in the instructions).
2. Read **Background Article 3**. You may wish to read it to your students or print it and have them read it by themselves. Discuss any questions that they may have.
3. Find Sacramento and Sacramento County on a California map. Find the Sacramento River. Ask if any students have been to Sacramento. What did they see on their trip?
4. Show and discuss **Document 1, Californie. Vue de la Ville de Sacramento**. Tell students that the picture shows the city of Sacramento. Ask students what kind of document it is. (*print*) How old do they think the image is? (*1850*) Why do they think so? What kinds of transportation do they see?
5. **Document 2, Photographic print of the Sacramento wharf area**. How many kinds of transportation can they find? (*steamboat, electric train, wagons*) What kind of document is this image? (*photograph*) Do they think **Document 2** is older or more recent than **Document 1**? Why?
6. **Document 3, Inundation of the State Capitol**. Students may remember a similar image from Lesson 1, which shows a flood in 1862. Ask students what they think the word *inundation* means. Ask them why they believe that the city often flooded. (*rivers*) What are the benefits of living by a river? What are the problems?
7. **Documents 4a, 4b, 4c, 4d**. These **views of downtown Sacramento** (I, J, and K streets) show changes in transportation over time. **Documents 4b and 4c** look almost identical but were taken at two different times, probably on the same day. Show students all four images and ask them to help you with some detective work. Have them identify the document type. (*a is a print; the rest are photos*) Ask them to put the images in order by date. (*a, b or c, d*) How can they tell which image is older than another? Students should be able to see that automobiles gradually replaced wagons. How can students tell that b and c are not identical? Why do they think that these images were found in two different archives?
8. Show and discuss **Documents 5a and 5b, Sixth & K Streets Downtown Sacramento**. These images show the same intersection, almost 15 years apart. Ask students to identify which image was taken in 1909 and which in 1924. What changes do students notice? (*lack of overhead wires, no carriages in later image*)
9. Give students **Activity Sheet 3: Sacramento Transportation History Overview** (*page 3-7*). After they have completed the activity, discuss their answers as a group.

## **FOLLOW-UP**

1. **Find an image** in the database that shows two different decades. Compare the types of transportation shown in each picture.
2. By looking at the materials in the database that come from different time periods, which decade do you think you would have liked best? Why? Pretend that you live in that decade. **Write a letter** to a friend, telling about how you traveled to see a relative in another location.
3. If you do not live in the Sacramento area, **find out about the transportation history of your own community**. Can you find any websites that will help you in learning more? Where else can you find such information?

## **REFERENCES AND RESOURCES**

- Edinger, M. *Seeking history, teaching with primary sources in grades 4-6*. Portsmouth, NH: Heinemann, 2000. (includes a CD-ROM).
- Holden, W. *Sacramento: Excursions into its history and natural world*. Fair Oaks, CA: 2 Rivers Publishing Co., 1988.
- Hunt, R.D. and Arent, W.S. *Oxcart to airplane*. Los Angeles, CA: Powell Publishing Co., 1929.
- Kalman, B. and Calder, C. *Travel in the early days*. New York: Crabtree Publishing Company, 2001. (juvenile)
- Neasham, V.A. and Henley, J.E. *The city of the plain: Sacramento in the nineteenth century*. Sacramento: The Sacramento Pioneer Foundation, 1969. (Includes many old photos)
- Wilkinson, P. and Pollard, M. *Ideas that changed the world: Transportation*. New York: Chelsea House Publishers, 1994. (juvenile)

## **RELATED LINKS**

**Bridges over the Sacramento River (Tower Bridge, I & M Street Bridge)**  
([http://www.highwayman-routes.com/tower\\_bridge\\_history.htm](http://www.highwayman-routes.com/tower_bridge_history.htm))

**California: Sacramento and the Delta**  
(<http://www.fostertravel.com/CASACR.html>)

**Historic Drawbridges of the Delta**  
(<http://www.californiadelta.org/bridges.htm>)

## **Our Century**

Series of articles on how Sacramento has changed since the turn of the 19th century.  
([http://www.sacbee.com/static/archive/news/projects/people\\_of\\_century/](http://www.sacbee.com/static/archive/news/projects/people_of_century/))

### background 3 SACRAMENTO TRANSPORTATION HISTORY OVERVIEW



Sacramento was a hub or center for transportation systems that provided the foundation for the rapid growth of California's economy and population. The city is built at the point where the American River joins the Sacramento River and was the location of Sutter's Fort, one of the first inland European settlements in Northern California. Once word spread of the gold discovery at Sutter's Mill in Coloma, the population of California grew dramatically, as fortune-seekers from all over the world swarmed to the foothills of the Sierra Nevada Mountains. Sutter supplied food and equipment for miners headed for the gold fields. In 1854, Sacramento became the capital of California.

Many new arrivals to California landed in San Francisco, traveled up the Sacramento River, and then continued on to the foothills to try their luck at mining. The journey was not easy. Even as late as the early 20th century, few roads were available to cross the marshy Delta region between San Francisco and Sacramento. However, regular steamship and stagecoach travel began in the 1850s, and the railroads were not far behind. By the time the Gold Rush faded and agriculture's importance rose, the steamships and railroads were used to transport crops as well as people. Steamship travel eventually ended around the time of World War II.

The rivers offered a powerful means of transportation, but their size and force also presented challenges. In many years, floods inundated the city of Sacramento. Bridges were built to connect the land on either side of the river. One of the first such bridges was the Sacramento-Yolo Bridge, a wagon and pedestrian bridge constructed in 1858. This bridge and the ones that later replaced it were *swing* bridges, which could be opened by swinging them to the side to make room for river traffic. In 1870, this bridge was rebuilt to allow railroad traffic alongside wagons. It was washed out and replaced again in 1894. In 1911, the double-deck I Street Bridge was completed, to make room for automobiles on the top level and trains on the lower. The I Street Bridge still stands today in Sacramento. It is sometimes called the Southern Pacific Railroad bridge or Central Pacific Railroad bridge. A railroad and automobile bridge at M Street, built at the same time, was replaced by the current Tower Bridge.

Sacramento also played a key role in the development of the major railroads in California. As agriculture replaced gold mining as the major industry, first boats and then the railroads became critical in moving produce among cities in the Sacramento Valley. The Sacramento Valley Rail Road, which traveled 22 miles from Folsom, was the first train to arrive in Sacramento and the first in California. Eventually, the Central Pacific Railroad was founded and joined the Union Pacific at Promontory Point, Utah, to complete the first transcontinental railroad in 1869. More railroads followed, including the Southern Pacific and Western Pacific, which also carried passengers and freight to and from Sacramento.

As the role of automobiles grew, Sacramento became home to several early manufacturers, including S. S. Albright. The city also became a part of the Lincoln Highway, designed to link New York and San Francisco with a paved road.

Construction of the Yolo Causeway, connecting Sacramento and Yolo counties with a highway elevated above marshy wetlands areas, made it possible to drive more easily between Sacramento and San Francisco. Farmers began to use trucks to haul their produce to docks, railroad yards, and markets.

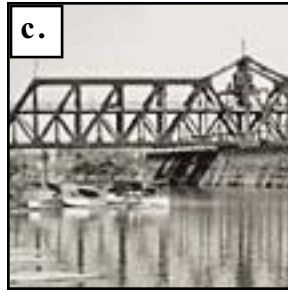
Sacramento also had its own early aviation pioneers and dedicated its airport in 1930. Charles Lindbergh visited the city in 1927 with his plane, *The Spirit of St. Louis*, following his non-stop Atlantic flight earlier that year.

\*\*\*\*\*

activity sheet 3  
SACRAMENTO TRANSPORTATION

I. Image Match

Match the image by putting the correct letter next to the description.



- \_\_\_\_\_ 1. The *I Street Bridge*      \_\_\_\_\_ 3. A market in 1857  
\_\_\_\_\_ 2. The *M Street Bridge*      \_\_\_\_\_ 4. A market in about 1895

II. Transportation Scramble

Number the transportation methods from 1 to 5 by when they came to Sacramento.

\_\_\_\_\_airplane    \_\_\_\_\_steamboat    \_\_\_\_\_wagon    \_\_\_\_\_automobile    \_\_\_\_\_railroad

III. Photo Database Detective

Find two photos that show how *Breuners Store* delivered furniture. (hint: try *Breuner*). Draw a picture of each photo. Put the earliest picture in the box on the left. Fill in the date for each picture.



Date: \_\_\_\_\_



Date: \_\_\_\_\_

How many years apart were these pictures taken? \_\_\_\_\_

How are the two pictures different?

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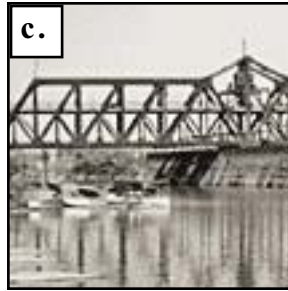
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## activity sheet 3

### SACRAMENTO TRANSPORTATION

#### I. Image Match

Match the image by putting the correct letter next to the description.



  c   1. The *I Street Bridge*

  b   3. A market in 1857

  d   2. The *M Street Bridge*

  a   4. A market in about 1895

#### II. Transportation Scramble

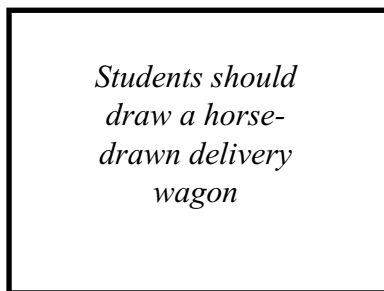
Number the transportation methods from 1 to 5 by when they came to Sacramento.

  5   airplane     2   steamboat     1   wagon     4   automobile     3   railroad

#### III. Photo Database Detective

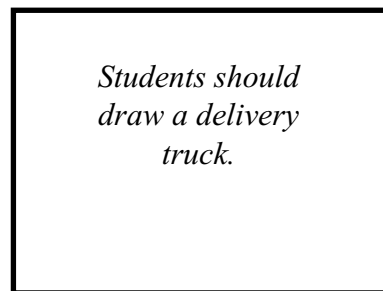
Find two photos that show how *Breuners Store* delivered furniture. (hint: try *Breuner*). Draw a picture of each photo. Put the earliest picture in the box on the left. Fill in the date for each picture.

1.



Date:   ca. 1882  

2.



Date:   ca. 1920  

How many years apart were these pictures taken?   about 38  

How are the two pictures different?

  (answers will vary but should mention that trucks replaced  
horses and wagons as delivery vehicles. Clothes are also different)

## lesson 4 Transportation

### HORSE-DRAWN VEHICLES

#### OVERVIEW

This lesson introduces students to the different types of horse-drawn vehicles that were used in California during the period from 1840-192. *In Lesson 4, students use the Sacramento History Online database at <http://www.sacramentohistory.org>.*

#### STUDENT OBJECTIVES

1. Name several types of horse-drawn vehicles that were used in the 1800s.
2. Use the SHO database to find specific historical information.
3. Determine the services that you would need to maintain a horse-drawn vehicle.

#### CALIFORNIA HISTORY STANDARDS

- 4.1.3 - 4.1.5 Physical and human geographic features that define places and regions in California
- 4.4.1 - 4.4.4 California's rise as an agricultural and industrial power

#### BACKGROUND ARTICLE 4

Horse-Drawn Vehicles (page 4-4)

#### STUDENT ACTIVITY SHEET 4 AND KEY

Horse-Drawn Vehicles (pages 4-5 and 4-6)

#### DOCUMENTS TO DISCUSS

The documents below provide examples of different types of horse-drawn vehicles.



#### 1. Western Hotel

[1880]  
Hand-colored view of the three-story Western Hotel with balconies on the second and third floors; horse-drawn streetcar, stagecoach, and wagon in the street.



#### 2. Union Hotel, Orleans Hotel, and Birch building

[1857]  
Shows a stagecoach in front of the Orleans Hotel, home of the California Stage Company.



#### 3. Hardware, farm implements and vehicles; The Thomson-Diggs Co.

[1900-1909]  
Catalog illustration of a rural mail wagon.



#### 4. City of Sacramento Waste Paper wagon

[1922]  
Eight men posed in front of horse-drawn, City of Sacramento waste paper wagon piled with sacks of paper.



**5. Photographic print of a horse-drawn wagon being loaded with pumpkins by two men** [ca. 1880]



**6. Wagon with children** [ca. 1900]  
Horse-drawn wagon with children and adults seated on benches.

## INSTRUCTIONS

1. Print any of the images shown above that you will use in your discussion, as well as **Student Activity Sheet and Key 4**. (Label the images by their number to identify them in the instructions).
2. Read **Background Article 4**. You may wish to read it to your students or print it and have them read it by themselves. Discuss any questions that they may have.
3. Show and discuss **Document 1, Western Hotel**. Tell students that the picture shows the city of Sacramento. Ask them what kind of document it is. (*print*) How many kinds of transportation can they find? (*horse-drawn streetcar, stagecoach, wagon*) What is the same about these kinds of transportation? (*all are horse-drawn*) How old do they think the picture is? (*1880*) Why do they think so?
4. Show and discuss **Document 2, Union Hotel, Orleans Hotel, and Birch building**. The Orleans Hotel is the building where James Birch and other stage owners set up headquarters for the California Stage Company in 1853. Why do students think business owners would join forces, instead of competing against each other?
5. Tell students that many types of horse-drawn vehicles were needed to carry people and freight before automobiles and trucks were introduced. Ask the students for examples of the types of vehicles that would be needed. The SHO database includes a wide variety of wagons and carriages. Some documents are advertisements for vehicles or related services, and many show different types of delivery vehicles. Show and discuss **Documents 3 - 5, the Thomson-Diggs Co. rural mail wagon, the City of Sacramento Waste Paper wagon, and the wagon with pumpkins**.
5. Show and discuss **Document 6, Wagon with children**. Discuss how children might have traveled to school in 1900. Ask where the students think the children shown in the photograph might be going. Do they think this is a school bus? The description does not provide any more information.
6. Give students **Activity Sheet 4: Horse-drawn Vehicles** (*page 4-5*). After they have completed the activity, discuss their answers as a group.



## **FOLLOW-UP**

1. **Search Sacramento History Online** together, using the keyword and advanced searches. What types of horse-drawn vehicles can you discover?
2. **Decide what type of job** you would have liked to have in the decades from 1850-1909. Can you find a picture of a vehicle that would have helped you in this job? Draw a picture of the vehicle, and describe how you would use it in your work.
3. **Write a journal** entry describing a trip that you took on a stagecoach in the 1850s. How did it feel to ride in such a vehicle? Where did you stay? Whom did you meet, and where were they going?

## **REFERENCES AND RESOURCES**

Dunlop, R. *Wheels West, 1590-1900*. Chicago: Rand McNally and Company, 1977.  
Winther, O.O. *Via western express and stagecoach*. Stanford, CA: Stanford University Press, 1945.

## **RELATED LINKS**

### **Transportation in the 19th Century**

(<http://www.literary-liaisons.com/article033.html>)

Lists different types of horse-drawn vehicles.

### **Wells Fargo's History Pages**

(<http://www.wellsfargohistory.com/home/index.html>)

## background 4 HORSE-DRAWN VEHICLES



In the early years of Sacramento's growth, horses and horse-drawn vehicles were the most common means of personal transportation. Many early settlers made the trip West in covered wagons, including Conestoga wagons and prairie schooners, named because of their resemblance to a boat with a sail. Covered wagons had large wheels that helped them clear obstacles such as rocks. Once in California, most people used horses and wagons to travel to and from their homes and towns, help with farm work, or move supplies.

Beginning almost as soon as the Gold Rush itself, stagecoach owners began to offer passenger services for people to travel among California towns. James Birch started the first stagecoach line from Sacramento in 1849. It carried passengers to stops along the American River, including Sutter's Mill. The fare was \$32, payable in cash or gold dust. Other lines began to offer stage services from Sacramento to such growing towns as Placerville, Marysville, and Shasta City. In 1853, Birch and several other stage owners joined together to form the California Stage Company, which had its headquarters at the Orleans Hotel.

In some ways, stagecoaches were similar to modern-day buses, stopping along the way for passengers to eat or stay overnight in a hotel. However, the roads were dusty and rough, and the hotels were not always the cleanest. Passengers were crowded together for long hours in a cramped space. Because stagecoaches often carried gold or other valuables, bandits sometimes held up the stage, taking cargo from the stagecoach driver or robbing the passengers.

About the same time, some businessmen started express companies to carry mail and other important items. Adams and Company began to make shipments from San Francisco to New York, across the Isthmus of Panama. In 1852, Wells Fargo and Company began its express service. Eventually, Wells Fargo had express lines covering much of California.

Although it lasted less than two years, the Pony Express used a relay system of many horseback riders to carry telegrams and mail back and forth from California to St. Joseph, Missouri. When a transcontinental telegraph line was completed in 1861, the Pony Express runs ended.

In 1870, the first streetcars in Sacramento began carrying passengers. The city had eight such horse-drawn vehicles, which were eventually replaced by electric-powered streetcars. One popular early destination was Oak Park, where the Joyland amusement park offered such diversions as a miniature scenic railway, a skating rink, a swimming pool, and performances by a diving horse.

Just as modern cars and trucks come in different shapes, styles, and sizes, there were many types of early horse-drawn vehicles, including buggies, surreys, carriages, carts, and wagons. To make and maintain such vehicles, it took people with special skills. A wainwright built or repaired horse-drawn vehicles. A blacksmith made horseshoes, which required heating iron in a forge until it could be shaped. The blacksmith might also make repairs on metal carriage parts. A farrier put shoes on (shod) the horses. A wheelwright built and repaired wagon wheels. Horses also needed to be fed, so most towns had feed stores, especially for city dwellers who could not grow their own feed. If you did not have a place to keep your horses, you could board them in a livery stable.

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**activity sheet 4**  
**HORSE-DRAWN VEHICLES**

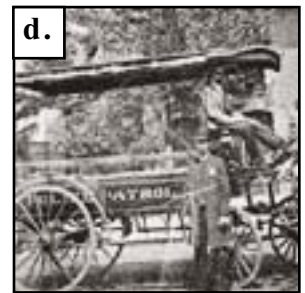
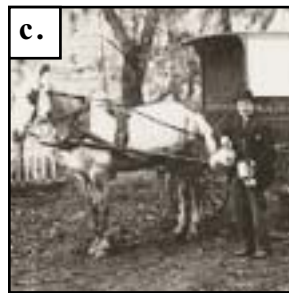
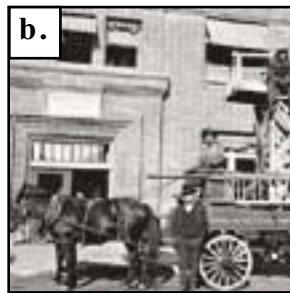
**I. FIND WHAT YOU NEED**

**Find the image using the keyword search. Write down what the person or business sold or did. Put an X by each business that you might use if you had a horse-drawn vehicle.**

- \_\_\_\_\_ 1. Visu \_\_\_\_\_
- \_\_\_\_\_ 2. Thomsen \_\_\_\_\_
- \_\_\_\_\_ 3. Simoni & Sons \_\_\_\_\_
- \_\_\_\_\_ 4. Osborn & Folger \_\_\_\_\_
- \_\_\_\_\_ 5. Paul Graf \_\_\_\_\_
- \_\_\_\_\_ 6. G. Hickingbotham \_\_\_\_\_
- \_\_\_\_\_ 7. Favero and Striff \_\_\_\_\_
- \_\_\_\_\_ 8. E. Kirtlan \_\_\_\_\_
- \_\_\_\_\_ 9. A. Wilson \_\_\_\_\_
- \_\_\_\_\_ 10. Neubourg & Lages \_\_\_\_\_

**II. Photo Match**

**Match the photo by putting the correct letter next to the description.**



- \_\_\_\_\_ 1. Golden Eagle Dairy wagon
- \_\_\_\_\_ 2. Horse-drawn fire engine
- \_\_\_\_\_ 3. Pacific Gas and Electric Company wagon
- \_\_\_\_\_ 4. Police wagon

## activity sheet 4

### HORSE-DRAWN VEHICLES

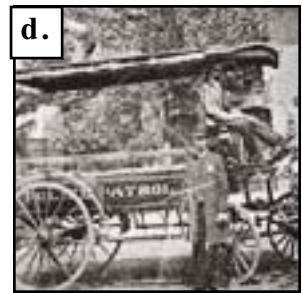
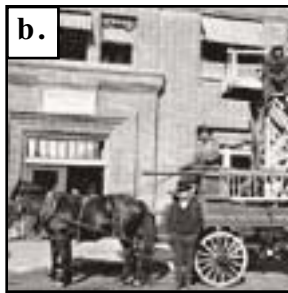
#### I. FIND WHAT YOU NEED

Find the image using the keyword search. Write down what the person or business sold or did. Put an X by each business that you might use if you had a horse-drawn vehicle.

1. Visu stable
2. Thomsen automobile repair
3. Simoni & Sons store and gas station
4. Osborn & Folger ice, coal, hay, grain
5. Paul Graf harness maker
6. G. Hickingbotham automobile tires
7. Favero and Striff blacksmith and carriage repair
8. E. Kirtlan automobile service station
9. A. Wilson livery stable and carriages
10. Neubourg & Lages mills & malt house, hops, corks, produce, feed

#### II. Photo Match

Match the photo by putting the correct letter next to the description.



- c** 1. Golden Eagle Dairy wagon
- a** 2. Horse-drawn fire engine
- b** 3. Pacific Gas and Electric Company wagon
- d** 4. Police wagon

## lesson 5 Transportation

### STEAMBOATS ON THE SACRAMENTO RIVER

#### OVERVIEW

This lesson introduces students to the history of steamboat travel and shipping on the Sacramento River. 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. *In Lesson 5, students use the Sacramento History Online database at <http://www.sacramentohistory.org>.*

#### STUDENT OBJECTIVES

1. Explain why steam travel on the river grew rapidly and later declined.
2. Identify three challenges or dangers of steamboat travel.
3. Use the SHO database to find specific historical information.

#### CALIFORNIA HISTORY STANDARDS

**4.1.3 - 4.1.5 Physical and human geographic features that define places and regions in California**

**4.4.1 - 4.4.4 California's rise as an agricultural and industrial power**

#### BACKGROUND ARTICLE 5

**Steamboats on the Sacramento River** (pages 5-5 and 5-6)

#### STUDENT ACTIVITY SHEET 5 AND KEY

**Steamboats on the Sacramento River** (pages 5-7 and 5-8)

#### DOCUMENTS TO DISCUSS

The documents below relate to steam travel on the Sacramento River.



**1. View of Sacramento City, from the River**

[ca. 1850]  
Engraved illustration of Sacramento ca. early 1850's shows buildings in place of earlier tents.



**2. Riverboat - (Central) Pacific Railroad depot**

[1868]  
At the dock of the California Steam Navigation Company in Sacramento, with the steamer *Chrysoopolis*. Also shows the Central Pacific Railroad depot.



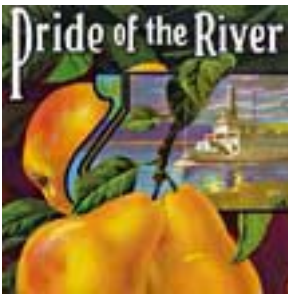
**3. John Laggas and crew of the steamer *Varuna* [1876]**

View of John Laggas and crew members of the *Varuna* sternwheeler in front of warehouse at Sacramento waterfront, near M Street.



**4. Travel by Water through the Heart of California**

[ca. 1915]  
Brochure of the California Transportation Company, with descriptions and timetables.



**5. Riverboat - Fruit label - Sacramento River - Locke**

[192-?]  
Colorful fruit crate label advertising pears grown in the Sacramento Valley and shipped via steamer on the Sacramento River.



**6. Barges and steamboats on the Sacramento River**

[191-]  
View of the barge *Alabama* loaded with steel and iron for the Thomson-Diggs Co., at the dock.

**INSTRUCTIONS**

1. Print the images and PDF files shown above that you will use in your discussion, as well as **Student Activity Sheet and Key 5**. (Label the documents by their number to identify them in the instructions).

2. Read **Background Article 5**. Read it to your students or print it and have them read it themselves. Discuss any questions that they may have.

3. Show and discuss **Document 1, View of Sacramento City, from the River**. Tell them that the picture shows Sacramento. Ask them what kind of document it is. (*print*) How old do they think the picture is? (*1850*) Why? What transportation is shown?

4. **Document 2, Riverboat - (Central) Pacific Railroad depot** (with the *Chrysopolis* at the dock). Ask students how the *Chrysopolis* is powered. (*steam*) Tell them that the *Chrysopolis* was called a sidewheeler. Later boats with paddles at the stern were called sternwheelers. Do they know any other terms for steamboats? (*riverboats, paddlewheelers*)

5. **Document 3, John Laggas and crew of the steamer *Varuna***. The *Varuna* and the *Chin du Wan* were opposition steamers. Ask the students if they know the meaning of the word *opposition*. Why do they think a boat would be in opposition to something? Explain that competition was fierce in the early years. Some steamboat owners joined together to form a company to control the steamboat industry. However, other owners continued to operate independently, running what were called opposition boats.

6. **Document 4, Travel by Water through the Heart of California.** Tell students that this document is an advertisement and timetable for the California Transportation Company, which introduced two new steamers, the *Capital City* and *Fort Sutter*. Read the description of the boats. How does this advertisement compare to a modern cruise ship ad? Show students how to read a timetable. Discuss the fare price and the prices of accommodations and meals. How do these prices compare to those for modern ships?

7. **Document 5, Riverboat - Fruit label - Sacramento River - Locke River.** This image also depicts the steamer *Pride of the River*. Ask students why they think someone would advertise fruit using an image of a steamboat. Notice the description of the *Pride of the River* in **Document 4**, which indicates that this boat stopped to pick up and leave freight, while the others only left or picked up passengers at river stops. Where did the steamboats stop? Discuss what types of freight might be shipped in this manner. (*fruits and vegetables*)

8. **Document 6, Barges and steamboats on the Sacramento River.** Several of the images in the SHO collection show barges being pulled by steamboats. What kind of freight might be shipped on barges? Have students seen modern barges? If so, where?

9. Give students **Activity Sheet 5: Steamboats on the Sacramento** (*page 5-7*). After they have completed the activity, discuss their answers as a group.

## FOLLOW-UP

1. **Find out more about the individual steamboats** mentioned in this lesson. Make a report about your favorite steamer.

2. **Make a broadside** that a dock agent might have used to convince potential passengers in San Francisco to travel on your favorite steamboat.

3. **Write a journal entry** describing a trip that you took on a steamboat in 1850 from San Francisco to Sacramento. How did it feel to travel on the river? Where did you stop? Whom did you meet and where were they going?

4. **Solve a historical mystery**



**Opposition to Sacramento Landing at Benicia** [1860]  
Broadside advertising the departure of the *Chrysopolis*

Although all sources consulted for preparation of this lesson indicate that the *Chrysopolis* was operated by the California Steamship Navigation Company, this broadside presents it as an opposition steamer. Could the CSNC have been trying to fool passengers? At deadline time, no one had solved this mystery. Perhaps you can help by conducting further research.

## **REFERENCES AND RESOURCES**

- Cook, F. S. *Steamboats in the valley*. Volcano, CA: California Traveler, Inc. 1971. (includes information about all boats listed in this lesson)
- Dana, J. *The Sacramento: River of gold*. New York: Farrar & Rinehart, 1939.
- Holden, W. *Sacramento: Excursions into its history and natural world*. Fair Oaks, CA: 2 Rivers Publishing Co., 1988.
- Hunt, R. D. and Arent, W.S. *Oxcart to airplane*. Los Angeles, CA: Powell Publishing Co., 1929
- MacMullen, J. *Paddle-wheel days in California*. Stanford, CA: Stanford University Press, 1944.
- Wilkinson, P. and Pollard, M. *Ideas that changed the world: Transportation*. New York: Chelsea House Publishers, 1994. (juvenile)

## **RELATED LINKS**

### **Steamboats.com**

features many photos of the *Delta King*  
(<http://www.steamboats.com/>)

### **Towns and Cities of the California Delta**

(<http://www.californiadelta.org/cities.htm>)

### **When Paddlewheeler Steamboats Pushed through Delta Waterways**

(<http://www.californiadelta.org/steambts.htm>)



## background 5

## STEAMBOATS ON THE SACRAMENTO RIVER



The first known steamboat to make the journey from San Francisco up the Sacramento River was the *Sitka*. In 1847, this 37-foot long vessel was brought to the Bay from Fort Ross on a larger Russian boat. It reached Sacramento (known then as New Helvetia) in November 1847, after a six-day and seven-hour journey. In September 1849, the steamer *Sacramento* made its first run from Sacramento to San Francisco, soon followed by the *Senator* and the *New World*, to begin passenger and freight service connecting Sacramento and San Francisco.

Steamboats burned wood or coal to fuel their boilers, which heated water to create steam. Some are called paddlewheelers because of the paddle that propels them. The early boats were usually sidewheelers, with paddles on the side of the boat. Later boats were sternwheelers, with paddles at the rear. Some steamers were used to tow barges, as many as five at once.

At the peak of the Gold Rush, steamers left San Francisco for Sacramento and other ports north, carrying fortune-seekers, supplies, and equipment headed towards the Gold Country of the Sierra Nevada foothills. In 1850, within a year after the *Sacramento* made its first run, many steamboats began to crowd the waters of the Sacramento River.

Early days on the river were rough and dangerous. The inland waterway of the Sacramento River and Delta is a maze of marshes and islands, and no charts for ships were made until the 1860s. In some places it is hard to find the main river channel. In the winter, fog makes navigation difficult. Echo boards were set up along the river so that captains could use their ship's whistle to find their way.

Unlike today, there were few regulations on river traffic. In San Francisco, arguments often erupted over space at the wharf. On the wharves, dock agents begged passengers to travel on their particular boat, promising good food and a quick trip. Ship captains were often the ship's owner, to whom more speed could mean more money. As competition grew, many steamer captains began to race.

The desire for speed meant that too much fuel was added to heat the ship boilers, sometimes causing catastrophic explosions, of which there were many in the 1850s. Fire was another danger for the wooden ships. The Sacramento River was full of dead trees or snags. It also became shallower and harder to navigate as hydraulic mining upstream began to fill the river downstream with silt, until such mining was outlawed. To avoid the debris, many owners made the shift to sternwheelers, which could travel in shallower water.

As competition increased rapidly, passenger fares fell from as high as \$30 to as low as 10 cents. In 1854, some owner-captains organized to form the California Steam Navigation Company (CSNC), setting the San Francisco to Sacramento fare at \$8. Their most famous boats were the *Chrysopolis* and the *Yosemite*. Sometimes, the CSNC bought out opposition groups to keep prices high. However, eventually opposition steamers such as the *Chin du Wan*, caused the fares to drop again. In 1869, the California Steam Navigation Company became part of the Central Pacific Railroad, which lowered prices so much that even the opposition boats could not compete.

To indicate waiting freight or passengers, lanterns were used at night and flags during the day, with the lantern or flag color signaling which steamer should stop. Sometimes, instead of mooring lines, only the captain's skill was used to make brush landings, where freight was thrown on board, or planks were set down across the brush for passengers to reach the bank. The *Isleton* once made a record number of stops, with 46 stops up to Sacramento and 76 back to San Francisco. Many farmers depended on steamers for moving their crops to market. However, when some companies started charging a minimum price per pickup, it became easier to use trucks to haul produce.

Although hydraulic mining was outlawed and a tax was imposed to pay for river dredging, the increase in agriculture and irrigation also began to drain the river and interfere with steamboat travel. As passengers turned to the railroad and the automobile, and freight was transported by train and truck, the old steamers were eventually doomed. The Sacramento Transportation Company and the Southern Pacific operated steamers in the early part of the 20th century. The last great Sacramento riverboats, the *Delta Queen* and *Delta King*, were built in 1926, primarily for tourist travel, which lasted until World War II. Although the channel was later dredged to allow deep-hulled, ocean-going ships to travel up the river from San Francisco, by the 1950s, steam paddlewheelers on the Sacramento were only a memory.

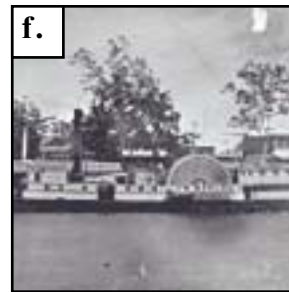
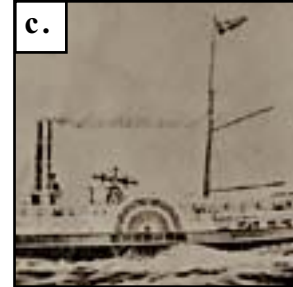
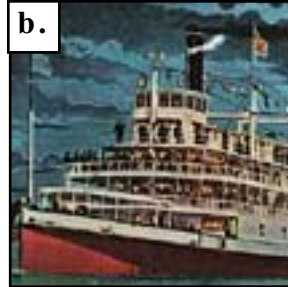
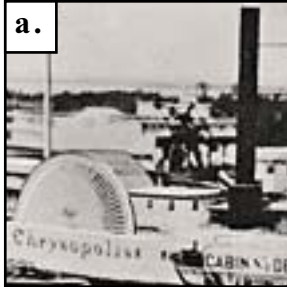
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**activity sheet 5**  
**STEAMBOATS ON THE SACRAMENTO RIVER**

<http://www.sacramentohistory.org>

**I. Photo Match: Find the Steamer**

**Find the image of each steam ship in the database, using the keyword search. Match the correct picture to the steamer name and description.**



\_\_\_\_\_ 1. **Senator**

This ocean-going steamer left New York in March 1849 and arrived in October that year to begin regular San Francisco/Sacramento runs, carrying supplies and people headed for the mines.

\_\_\_\_\_ 2. **New World**

Built in 1850, this sidewheeler set a record for the fastest time between Sacramento and San Francisco, 5 hours and 35 minutes. It was wrecked in 1879.

\_\_\_\_\_ 3. **Chrysoopolis**

Built in 1860 for the California Steam Navigation Company, she could carry 1,000 passengers and 700 tons of freight. She beat the *New World's* speed record by 16 minutes, a record that was never broken. Her sister ship was the *Yosemite*.

\_\_\_\_\_ 4. **Apache**

Built in 1880, this sternwheeler was one of several passenger and freight boats run by Southern Pacific on its Netherlands route. Its sister ships were the *Modoc* and the *Navajo*.

\_\_\_\_\_ 5. **Seizer**

This ship was built by the government to clear the river of snags that might endanger ships. Called a snag boat, it was built in 1881. Its captain sometimes hired Hawaiian divers to help bring up debris.

\_\_\_\_\_ 6. **Capital City**

This ship was one of two built by the California Transportation Company that were the first to have private bathrooms. It was built in 1910. Its sister ship was the *Fort Sutter*, built in 1912.

\_\_\_\_\_ 7. **Delta King**

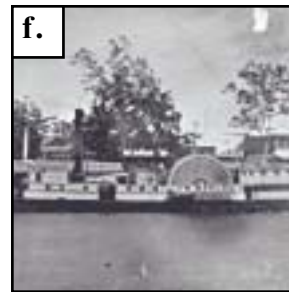
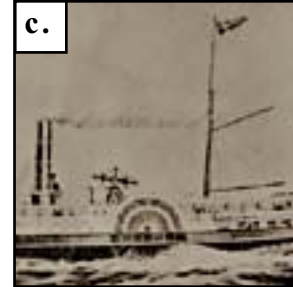
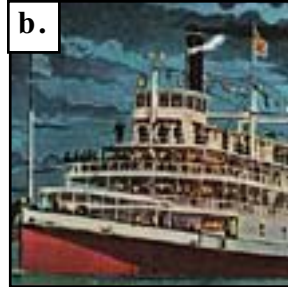
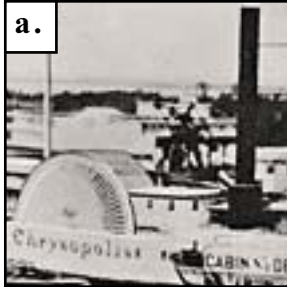
Sister ship to the *Delta Queen*, both boats were part of the River Line and built in 1926. They were sold to the government in the 1940s. Although they stopped running on the Sacramento, the *Delta Queen* became a Mississippi tour boat, and the *Delta King* is a restaurant in Sacramento.

## activity sheet 5

### STEAMBOATS ON THE SACRAMENTO RIVER

#### I. Photo Match: Find the Steamer

Find the image of each steam ship in the database, using the keyword search. Match the correct picture to the steamer name and description.



#### c   1. Senator

This ocean-going steamer left New York in March 1849 and arrived in October that year to begin regular San Francisco/Sacramento runs, carrying supplies and people headed for the mines.

#### f   2. New World

Built in 1850, this sidewheeler set a record for the fastest time between Sacramento and San Francisco, 5 hours and 35 minutes. It was wrecked in 1879.

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# lesson 6 Transportation

## THE RAILROAD COMES TO SACRAMENTO

### OVERVIEW

This lesson introduces students to the development of the railroads in California and the Sacramento region. *In Lesson 6, students use the Sacramento History Online database at <http://www.sacramentohistory.org>.*

### STUDENT OBJECTIVES

1. Explain the role of the railroad in connecting California to the rest of the U.S.
2. Recognize the names of early pioneers in railroad history.
3. Use the SHO database to find specific historical information.

### CALIFORNIA HISTORY STANDARDS

- 4.1.3 Physical and human geographic features that define places and regions in California
- 4.4.1 - 4.4.4 California's rise as an agricultural and industrial power

### BACKGROUND ARTICLE 6

The Railroad Comes to Sacramento (pages 6-5 and 6-6)

### STUDENT ACTIVITY SHEET 6 AND KEY

The Railroad Comes to Sacramento (pages 6-7 and 6-8)

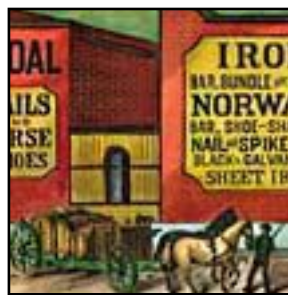
### DOCUMENTS TO DISCUSS

The documents below relate to railroad travel in the Sacramento area.



#### 1. Theodore Judah

[1848]  
Seated portrait.  
Daguerreotype



#### 2. Store and warehouse of Huntington, Hopkins & Co.

[1880]  
Store and warehouse of Huntington, Hopkins & Co.



#### 3. Central Pacific Railroad steam locomotive No. 4

[188-? ]  
Central Pacific Railroad No. 4, *T. D. Judah*, placed into service April 9, 1864.



#### 4. Railroad Shops

[191-?]  
Southern Pacific Railroad Sacramento Shops complex: interior view of Machine Shop.



**5. C.P. Huntington and 1919 engine**

[ca. 1923]

View of the *C.P. Huntington*, built for the Central Pacific Railroad in 1863, next to Southern Pacific locomotive #3631, built in 1919.



**6. Streetcar near Western Pacific Railroad Depot**

[ca. 1915]

Streetcar stopped at Western Pacific Depot at 19th and K Streets, Sacramento.

## INSTRUCTIONS

1. Print any of the images shown above that you will use in your discussion, as well as **Student Activity Sheet and Key 6**. (Label the images by their number to identify them in the instructions).
2. Read **Background Article 6**. You may wish to read it to your students or have them read it by themselves. Discuss any questions that they may have.
3. Show and discuss **Document 1, Theodore Judah**. Tell them that this image shows one of the people who helped promote the building of the Transcontinental Railroad. Can anyone identify the person in the photograph? How old do they think the photograph is? (1848) Can anyone identify the type of photograph it is? (*daguerreotype*)
4. **Document 2, Store and warehouse of Huntington, Hopkins and Co**. Tell students that this is the building where the *Big Four* met with Judah. This building was moved to a different block but still stands in Old Sacramento. Ask if any students have visited Old Sacramento.
5. **Document 3, Central Pacific Railroad steam locomotive No. 4**. This image depicts one of the early Central Pacific locomotives. Ask students if they can find the photographer's shadow in this image.
6. **Document 4, Railroad Shops**. There are many images of the railroad shops in the SHO database. Ask students what type of work would be needed to build and maintain trains.
7. **Document 5, C.P. Huntington and 1919 engine**. Ask students to compare and contrast the two locomotives. Which is older? What similarities and differences do they notice about the two? Tell the students that the *C.P. Huntington* (Central Pacific #1) is a famous locomotive that is still on display in Sacramento at the **California State Railroad Museum**. Ask if any students have seen this locomotive.
8. **Document 6, Streetcar near Western Pacific Railroad Depot**. Ask students to identify the type of vehicle. (*streetcar*) Have any students been to a city where streetcars are still used? How were streetcars powered? (*horses and then electricity*) How was this streetcar powered? How can they tell? (*power line*)

9. Give students **Activity Sheet 6: The Railroad Comes to Sacramento** (page 6-7). After they have completed the activity, discuss their answers as a group.

## **FOLLOW-UP**

1. **Search Sacramento History Online** together, using the keyword and advanced searches. Which keywords help you find documents about the railroads?
2. Find three different types of **ephemera** in the database that relate to the railroads.
3. **Write a journal entry** describing a trip that you took on a railroad in the 1870s. How did it feel to ride in a passenger train? Where did you sleep? What did you eat? Whom did you meet, and where were they going? Map the trip as you would have taken it then and today. Calculate the cost of the trip and compare it to the cost of the same trip today.
4. **Find out more** about the life of Chinese laborers who helped build the Transcontinental Railroad. **Write a letter** from a Chinese laborer working on the railroad to someone in China, describing his life in America.
5. **Set up a railroad business** in your classroom. Map the routes that you will establish to move goods and passengers. Describe what resources you will need to build your railroad. Convince investors why your route makes sense. Name your railroad. In the database, find examples of documents that you will need for your railroad business and make your own (example: *advertisements, program from opening celebration*). Role-play a trip, with passengers buying tickets, deciding what to pack, and describing what they see on and from the train.
6. If you live close enough, visit the **California State Railroad Museum** and the other related historical sites in Old Sacramento.

## **REFERENCES AND RESOURCES**

- Blumberg, R. *Full steam ahead: The race to build a transcontinental railroad*. Washington, DC: National Geographic Society, 1996. (juvenile)
- California State Railroad Museum (museum guide)*, 1999.
- Holden, W. *Sacramento: Excursions into its history and natural world*. Fair Oaks, CA: 2 Rivers Publishing Co., 1988.
- Hunt, R.D. and Arent, W.S. *Oxcart to airplane*. Los Angeles, CA: Powell Publishing Co., 1929
- Steinheimer, R. *California State Railroad Museum: Railroading in California and the West*, Santa Barbara, CA: Albion Publishing Group for the California Department of Parks and Recreation and the California State Railroad Museum, 1991.

## **RELATED LINKS**

### **Brief History of the Sacramento Northern**

(<http://www.people.virginia.edu/~ggg9y/history.html>)

### **Sacramento Valley Railroad**

(<http://www.xphomestation.com/svrr.html>)

### **California State Railroad Museum**

(<http://www.californiastaterailroadmuseum.org>)

### **Central Pacific Railroad Photographic History Museum**

(<http://cprh.org/>)

### **Union Pacific Railroad History**

Includes information on Southern Pacific and Western Pacific Railroads.

(<http://www.uprr.com/aboutup/history/>)



## background 6 THE RAILROAD COMES TO SACRAMENTO



Completed in 1856, the Sacramento Valley Rail Road was the first passenger railroad in California. It traveled 22 miles from Sacramento to what is now the town of Folsom. To build this railroad, promoter Charles Wilson hired Theodore Judah, an engineer who had helped build a railroad in New York

Once gold was discovered in California, the West coast became more important to the rest of the continent, but it was not easy to get there. At the time of the Gold Rush, it could take five weeks to travel on a wagon train across the country or to take a ship to Central America, walk across the Isthmus of Panama, and catch another ship to San Francisco.

Many people had proposed building a transcontinental railroad that would connect the west and east coasts of the United States. But figuring out how such a railroad would cross the Sierra Nevada Mountains was a big challenge. Theodore Judah was determined to find a place for such a crossing. He explored and surveyed the Sierras and finally discovered a route for the railroad in 1860. Building in this location would require bridges, tunnels, and crossing a mountain summit of 7,000 feet. Judah lobbied the Federal Government in Washington to help build the railroad, with no success. States argued over the route a railroad should take because of questions about slavery and a possible Civil War. When Judah failed to enlist the government's help, he went to a group of merchants and convinced them to sponsor his route. The group included Leland Stanford, Mark Hopkins, Collis Huntington, and Charles Crocker. These four men are now known as the *Big Four*, for their role in building the transcontinental railroad. Stanford also became a governor of California. The Big Four first met with Judah to talk about the railroad at the hardware store Huntington and Hopkins owned in Sacramento. In 1861, the group incorporated the Central Pacific Railroad (CPRR).

Once Judah had lined up investors for his ideas, the government changed its mind. In 1862, President Lincoln signed the Pacific Railroad Act to officially support the building of the transcontinental railroad. In 1863, the first rail was laid in Sacramento for the construction of the Central Pacific. Also that year, the *Gov. Stanford* locomotive, known as Central Pacific No. 1 (and later Southern Pacific No. 3), was placed into service.

The Big Four were often criticized for their business dealings. Because they were paid thousands of dollars more per mile for railroad track that went over the mountains, they had geologists make false reports stating that the Sierra Nevada mountains began much closer to Sacramento than they actually did. Judah disagreed with his partners about such tactics and hoped to buy them out. Unfortunately, he did not even live long enough to see the railroad completed, dying from malaria that he caught in Panama.

To build railroad tracks across the mountains, the CPRR hired thousands of Chinese laborers, some who had worked in mines and others that were brought in from China. The transcontinental railroad was finally completed in 1869, with the joining of track from the Central Pacific from the west and the Union Pacific from the east. A ceremony was held at Promontory Point Utah on May 13, 1869. Two days later, regular service began between Sacramento and Omaha, Nebraska.

Other railroads soon began to develop in California, including the Western Pacific Railroad, which began service to Stockton and San Jose in 1869. In 1870, the Big Four began building another transcontinental railroad to New Orleans, through Southern California. This line was called the Southern Pacific Railroad. The Big Four eventually bought the Western Pacific Railroad, the Yuba Railroad, the California and Oregon Railroad, the California Central Railroad, and many others. They created the Southern Pacific Company in 1884. In 1885, the Southern Pacific Railroad and Central Pacific Railroad leased their holdings to the Southern Pacific Company. Passenger service to Salt Lake City began in 1910, with the Western Pacific Railway.

Early locomotives were powered by steam, created by burning wood or coal. Later trains ran on diesel fuel. Diesel engines began to be used in the 1930s and to replace steam in the 1940s. For a brief time, in the early part of the 20th century, electric railways also were an important means of transportation in California. Some of the electric railways carried passengers within cities, while others traveled between cities such as Marysville and Chico.

Building and taking care of railroad engines, cars, and tracks was a big job. Many people worked in the Sacramento railroad shops, built in 1868 to support the Central Pacific and later the Southern Pacific. During its heyday, the railroads employed as many as one third of all workers in Sacramento.

The Central Pacific station was built on the Sacramento waterfront. From 1879 through the early 1920s, passengers of both the Central and Southern Pacific Railroad used this station. In 1926, a new passenger station was built for the Southern Pacific.

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THE RAILROAD COMES TO SACRAMENTO

I. Railroad Puzzle: Which Is Which?

Find each pair of images in the database, using the keyword and advanced searches. Write an *a* or *b* in the blank to identify which picture is which.

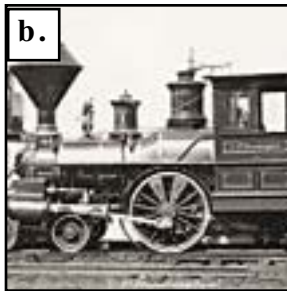
1.



Which shows Crockers Store?  
\_\_\_\_\_

Which is the Stanford Warehouse?  
\_\_\_\_\_

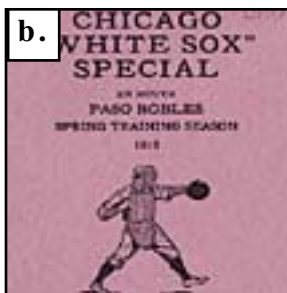
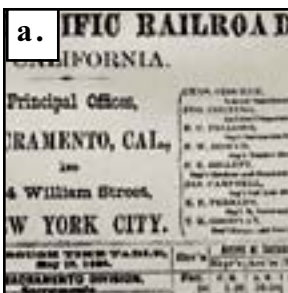
2.



Which is the *C.P. Huntington*?  
\_\_\_\_\_

Which is the *Gov. Stanford*?  
\_\_\_\_\_

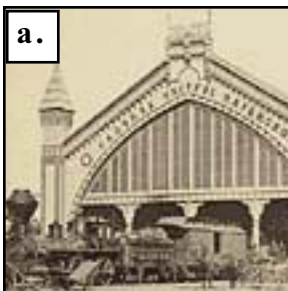
3.



Which shows a Western Pacific menu?  
\_\_\_\_\_

Which is a Central Pacific timetable?  
\_\_\_\_\_

4.



Which is the Central Pacific railroad station built in 1879?  
\_\_\_\_\_

Which is Fair Oaks Bridge Depot?  
\_\_\_\_\_

## activity sheet 6

## THE RAILROAD COMES TO SACRAMENTO

## I. Railroad Puzzle: Which Is Which?

Find each pair of images in the database, using the keyword and advanced searches. Write an *a* or *b* in the blank to identify which picture is which.

1.



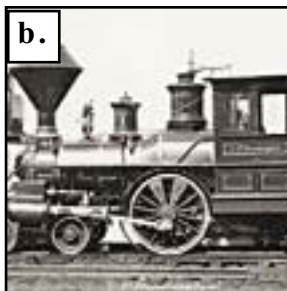
Which shows Crockers Store?

\_\_\_\_\_ **a** \_\_\_\_\_

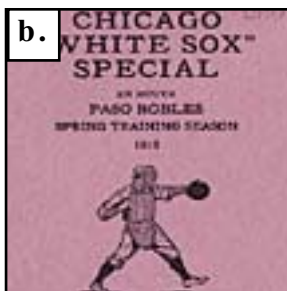
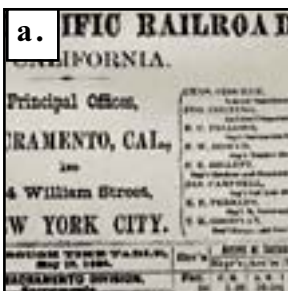
Which is the Stanford Warehouse?

\_\_\_\_\_ **b** \_\_\_\_\_

2.

Which is the *C.P. Huntington*?\_\_\_\_\_ **b** \_\_\_\_\_Which is the *Gov. Stanford*?\_\_\_\_\_ **a** \_\_\_\_\_

3.



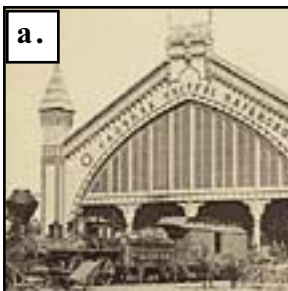
Which shows a Western Pacific menu?

\_\_\_\_\_ **b** \_\_\_\_\_

Which is a Central Pacific timetable?

\_\_\_\_\_ **a** \_\_\_\_\_

4.



Which is the Central Pacific railroad station built in 1879?

\_\_\_\_\_ **a** \_\_\_\_\_

Which is Fair Oaks Bridge Depot?

\_\_\_\_\_ **b** \_\_\_\_\_

## lesson 7 Transportation

### AUTOMOBILES IN THE SACRAMENTO VALLEY

#### OVERVIEW

This lesson provides an overview of the development of roads and the introduction of automobiles, from the late nineteenth century through 1929. 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.

*In Lesson 7, students use the Sacramento History Online database at <http://www.sacramentohistory.org>.*

#### STUDENT OBJECTIVES

1. Compare and contrast driving conditions (roads and automobiles) in the early 20th century.
2. Use the SHO database to find specific historical information.

#### CALIFORNIA HISTORY STANDARDS

4.4.4, 4.4.6 California's rise as an agricultural and industrial power

#### BACKGROUND ARTICLE 7

*Automobiles in the Sacramento Valley (page 7-5)*

#### STUDENT ACTIVITY SHEET 7 AND KEY

*Automobiles (pages 7-7 and 7-8)*

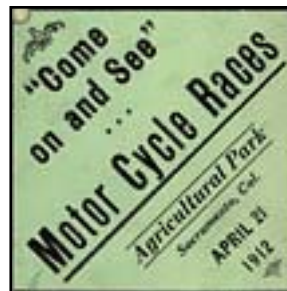
#### DOCUMENTS TO DISCUSS

The documents below provide examples related to automobiles.



#### 1. Photographic print of two cars on a muddy dirt road

[ca. 1910]  
View of two cars traveling down a rutted and muddy dirt road in the country.



#### 2. Scrapbook on Sacramento bicycling and motorcycling

[1911-1924]  
Includes photographs, ephemera, and related published material documenting the activities of the Capitol City Wheelmen and other organizations. Also contains material on bicycle and motorcycle racing in Sacramento. *For more images from the scrapbook, use the SHO database.*



### 3. Cross-Country Road Trip

[1916]

Amanda Preuss removes a bolt from the rim of her Oldsmobile tire. Part of a cross-country road trip along the Lincoln Highway.



### 4. Automobile ads *Your Protection* magazine [1919]

Articles and advertisements, including several about the S.S. Albright automobile company.



### 5. Willows Union School Bus

[ca. 1923]

Side view of school bus parked in front of palm trees, state capitol building in distance; designed and built by S.S. Albright Co.



### 6. Causeway over Yolo Basin between Sacramento and Davis, California

[ca. 1920]

View of the Yolo Causeway with two cars and wagon.

## 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 and Key 7**. (Label the images above by their number to identify them in the instructions).
2. Read **Background Article 7**. Read it to your students or print it and have them read it themselves. Discuss any questions that they may have.
3. Show and discuss **Document 1, Photographic print of two cars on a muddy dirt road**. Ask students to describe the photo. How old do they think the image is? (*ca. 1910*) Ask the students to compare the road in the picture to modern roads. Why do they think roads were so bad at that time?
4. The role of the Wheelmen is described in **Background Article 7**. There are many items in the database related to **Document 2, Scrapbook on Sacramento bicycling and motorcycling**. These items include a variety of ephemera such as posters and tickets for automobile and motorcycle races sponsored by the Wheelmen and similar groups. Choose several documents to show and discuss.
5. In the early days of automobile travel, there was much interest in racing and in setting cross-country driving records. In 1909, Alice Ramsey became the first woman to complete a coast-to-coast driving trip. **Document 3, Cross-Country Road Trip** shows Amanda Preuss, a Sacramento woman who traveled cross-country on the Lincoln Highway from San Francisco to New York. An article in the *Sacramento Bee* (Aug 3, 1916) notes, *This young woman will have as her companions two inanimate friends, a .38 caliber revolver and a .22 caliber rifle. She is an expert shot and an expert driver, and is out for a record, which will stand for some time in a cross-continent trip.* Successful in her goal, she made the trip in 11 days and 5 hours, beating the previous women's record by 18 hours.

To train for the task, Preuss drove from 50 to 100 miles a day, *so as to be in physical trim*. Upon her return, the *Bee* reported *This was her vacation. She did it for the fun of the thing and to demonstrate that a girl could go it alone across the United States in perfect safety, make good time with ease and certainty.* (Aug 21, 1916) Discuss how making such a trip in 1916 would be different from doing so today.

**6. Document 4, Automobile ads. *Your Protection* magazine.** This magazine has a variety of articles and images related to the automobile business of S.S. Albright, including a description of his company's factory and manufacturing process. It also notes that a customer could help design customized features for his or her car, which used a Ford body as a base. Download the PDF file and duplicate pages as desired. You may want to have small groups each report on what they learn from an individual page. Also see the collection of Albright images in the SHO database by using the keyword *Albright*. Why do students think that this company did not last?

**7. Document 5, Willows Union School Bus.** One of the Albright vehicles featured is this school bus. Ask students to compare and contrast it to buses that they see today and to the wagon carrying children, included in Lesson 4.

**8. Document 6, Causeway over Yolo Basin between Sacramento and Davis, California.** Ask if any students have crossed over this causeway near Sacramento. Ask why the causeway needed to be elevated. To see the engineering feat involved, look in the SHO database for additional images of the Yolo Causeway construction, using the keywords *Yolo Causeway*.

9. Search the *Sacramento History Online* database (<http://www.sacramentohistory.org>) together using the keyword and advanced searches, or let students explore the database independently. What different types of cars and trucks can they discover? How many of the companies represented still exist today? (*Ford, Dodge, Oldsmobile, possibly others*)

10. Give students **Activity Sheet 7: Automobiles** (page 7-7). After they have completed the activity, discuss their answers as a group.

## **FOLLOW-UP**

1. **Learn more about Amanda Preuss or Alice Ramsey** and write a report about her trip. Read a book or account from someone who traveled the route. See the **References and Resources** and **Related Links** below.

2. **Find a map that shows the route of the Lincoln Highway.** Did it pass through or near your hometown? Read more about how it started.

3. **Find the Yolo Causeway on a map.** What issues have to be considered today in building a new highway?

## REFERENCES AND RESOURCES

- Anderson, M.E. *Link across America: A story of the Historic Lincoln Highway*. 1997. (juvenile)
- Brown, D. *Alice Ramsey's grand adventure*. Houghton Mifflin, 1997. (juvenile)
- Amanda Preuss* [begins cross-country trip]. *Sacramento Bee*. Aug 3, 1916. p. 13.
- Amanda Preuss* [completes cross-country trip]. *Sacramento Bee*. Aug 21, 1916. p. 3.
- Rusch Hyatt, P. *Coast to coast with Alice*. Carolrhoda Books, 1997. (juvenile)
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## RELATED LINKS

### Henry Ford Museum

([www.hfmgv.org/collections/Collections/transportation.asp](http://www.hfmgv.org/collections/Collections/transportation.asp))

### The Lincoln Highway Association

(<http://www.lincolnhighwayassoc.org/>)

### Lincoln Highway Adventures: Links

(<http://about.lincolnhwy.net>)

### Transitpeople

(<http://www.transitpeople.org/lesson/trancovr.shtml>)



## background 7      AUTOMOBILES IN THE SACRAMENTO VALLEY



For the first 50 years that California was a state, most people traveled by foot, horse, wagon, boat, or train. Around the turn of the 20th century, the automobile became increasingly important. In 1904, there were 27 automobiles registered in Sacramento. The use of the automobile spread quickly, causing rapid changes in the state's economy and landscape.

Automobile travel was not easy in its early years. An automobile ride was often noisy, rough, and dirty. It was very common to have a flat tire or to get stuck in the mud. The few roads that existed were poorly maintained. Most had been designed for wagon use and were often too narrow and steep for cars. Even in the cities, traffic moved slowly. Streets and intersections had not been planned for automobiles, and horses and wagons did not always mix well with car traffic. Traffic regulations developed slowly, and accidents were frequent.

In the late 1800s, the American road system was locally managed, and little public, federal, or state aid was provided to support highways. For many years, statute labor was used, which meant that taxpayers (usually men) had to work two days a year building roads. Many people also believed that building roads did not require any special training or skill. Because many citizens were not happy with the condition of roads at the end of the 1800s, a reform movement grew, made up of various groups such as carriage makers.

The first bicycles, developed in the 1870s, had very high front wheels. After the introduction of the *safety* bicycle, bicycling became a popular pastime. The League of American Wheelmen was a group of bicycle riders, established in 1880 on the east coast. They were interested in the rights of cyclists and also began to hold bicycle races and tours.

It was the Wheelmen that may have had the biggest impact on road improvement between 1885 and 1905. Members of the League established a National Committee for the Improvement of Highways, promoting the need for good roads through articles, meetings, and conventions. Their work was the start of what was known as the *Good Roads* movement. Through such efforts, the government began to pay attention to road construction. Eventually, states used taxes instead of statute labor to support highway construction, and, in 1916, Congress enacted the Federal Highway Act to provide more money for roads.

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Like the horse-drawn vehicles before them, the first automobiles were hand-built. The process was improved when auto makers began to use interchangeable parts and the moving assembly line, where workers did the same task, and the automobiles were moved to their work location.

Advertisements in Sacramento in the early years list several automobile manufacturers and dealers. One such manufacturer was S.S. Albright, who began his career as a wagon maker in 1909. By 1916, he had moved to a new factory, where he produced a variety of automobiles for several years.

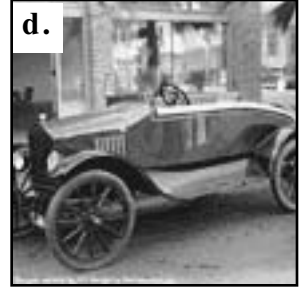
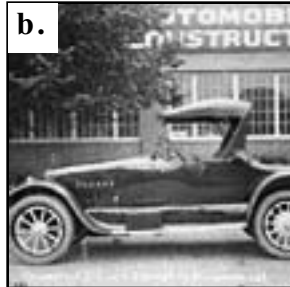
Early in the 20th century, some people dreamed of a cross-country highway for automobile travel. In 1912, Carl Fisher proposed building such a road, which would become known as the Lincoln Highway. He dreamed of completing the highway so that travelers could drive from New York to San Francisco on a paved road, to attend the Panama-Pacific International Exposition in San Francisco in 1915. Although the highway wasn't ready in time for the Exposition and was still not completely paved even after 10 years, the Lincoln Highway Association continued to collect donations to support road improvements until 1928.

In the early days of Sacramento, people traveled to San Francisco primarily by riverboat and later by train. The Sacramento River Delta region was marshy, swampy, and hard to traverse by wagon. In 1916, the Yolo Causeway was built to connect Sacramento and Davis with a good highway. It was a section of the original Lincoln Highway route. Today, this causeway is now part of Highway 80, the major automobile link between San Francisco and Sacramento.

\*\*\*\*\*

**I. Match the Automobiles**

Find the image using the keyword search. Put the correct letter by the name of each car. Write the date of the image in the space after its name.



image

automobile

date

- \_\_\_\_\_ 1. Baker Electric car
- \_\_\_\_\_ 2. First Ford in Sacramento
- \_\_\_\_\_ 3. Albright roadster
- \_\_\_\_\_ 4. Albright convertible

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**II. Choose Your Favorite Albright Auto**

Use the keyword *Albright* to look at other Albright autos online. Pretend that you are going to buy an Albright automobile. Which model do you like best? Print its type (included in the entry title) and its date below:

Auto Type \_\_\_\_\_ Date \_\_\_\_\_

Why do you like it best? \_\_\_\_\_

\_\_\_\_\_

How is it different from a modern car? \_\_\_\_\_

\_\_\_\_\_

How is it the same? \_\_\_\_\_

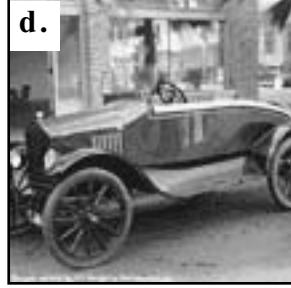
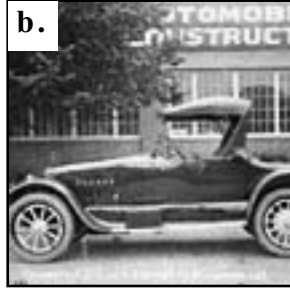
\_\_\_\_\_

**BONUS:** Make an ad for the automobile you like best on the back of this paper or on a separate sheet. Include a picture of it and why someone should buy it.

**activity sheet 7**  
**AUTOMOBILES**

**I. Match the Automobiles**

Find the image using the keyword search. Put the correct letter by the name of each car. Write the date of the image in the space after its name.



<u>image</u>	<u>automobile</u>	<u>date</u>
<u>c</u> 1.	<u>Baker Electric car</u>	<u>1914</u>
<u>a</u> 2.	<u>First Ford in Sacramento</u>	<u>ca. 1903</u>
<u>b</u> 3.	<u>Albright convertible</u>	<u>ca. 1923</u>
<u>d</u> 4.	<u>Albright roadster</u>	<u>ca. 1919</u>

**II. Choose Your Favorite Albright Auto**

Use the keyword *Albright* to look at other Albright autos online. Pretend that you are going to buy an Albright automobile. Which model do you like best? Print its type (included in the entry title) and its date below:

Auto Type answers will vary Date \_\_\_\_\_

Why do you like it best? \_\_\_\_\_

How is it different from a modern car? \_\_\_\_\_

How is it the same? \_\_\_\_\_

**BONUS:** Make an ad for the automobile you like best on the back of this paper or on a separate sheet. Include a picture of it and why someone should buy it.

## lesson 8 Transportation

### INTRODUCING THE TRANSPORTATION GAME

#### OVERVIEW

This lesson helps reinforce student learning related to the history of transportation in Sacramento. The two documents noted below are in Adobe Acrobat PDF format and must be viewed or printed with Acrobat Reader. *In Lesson 8, students play the Transportation Game (under GAMES at <http://www.sacramentohistory.org>). To play the game, you must have a current Flash Player (6.0 or higher).*

#### STUDENT OBJECTIVES

1. Apply knowledge of transportation and Sacramento's role as a transportation hub.
2. Complete the transportation unit with an entertaining final activity.

#### CALIFORNIA HISTORY STANDARDS

4.1.3 - 4.1.5 Physical and human geographic features that define places and regions in California

4.4.1 - 4.4.4 California's rise as an agricultural and industrial power

#### STUDENT ACTIVITY SHEET 8 AND KEY

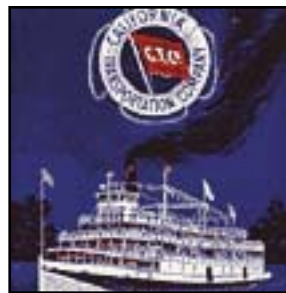
*My Transportation Journal (pages 8-3 and 8-4)*

#### DOCUMENTS TO DISCUSS



##### 1. Sacramento souvenir guide

[1911]  
Illustrated pamphlet with timetables for trains, steamboats, and stagecoaches; includes general information about Sacramento and points of interest for visitors and tourists. Contains numerous advertisements for Sacramento businesses.  
*(NOTE: Large PDF File, 8.8 MB)*



##### 2. California Transportation Company brochure

[ca. 1915]  
Advertises water travel with the steamers *Fort Sutter*, *Capital City*, *Pride of the River*, and *Isleton*, and rail connections with the Northern Electric Railway and the Sacramento and Woodland Railroad. Includes descriptions, fares, diagrams, and timetables.  
*(PDF file, 1 MB)*

The documents below provide background information related to the game.

#### INSTRUCTIONS

1. Print **Student Activity Sheet and Key 8**.

2. In this activity, students play the Transportation Game at <http://www.sacramentohistory.org>. (Choose *Transportation Game* from the *GAMES* menu at the top of the screen).

3. Before playing the game, you may want to review and print the two PDF files above. **Document 1** is a souvenir guide from 1911, which provides additional background about Sacramento at that time. (**NOTE: This is a very large file (8.8 MB) but contains interesting information**). **Document 2** is a smaller brochure with more details about several steamers that will be mentioned in the game.

4. In the game, students will take an imaginary trip from San Francisco to Sacramento in 1916. Transportation, topics, and locations include the following:

- a. Panama-Pacific International Exposition
- b. San Francisco wharf (Pack your trunk)
- c. Steamers *Pride of the River* and *Capital City*  
 Students who choose the *Capital City* read a story about the steamer *Senator*.  
 Students who choose the *Pride of the River* make a stop on the river.
- d. Sacramento docks
- e. Southern Pacific Train Depot (choose train to go east)
- f. Electric train to Joyland at Oak Park
- g. Automobile ride (Lincoln Highway, Yolo Causeway, Amanda Preuss)
- h. Locomotive crash spectacle at the State Fair

5. At eight points, students can view a postcard:

- a. *C. P. Huntington* locomotive
- b. Steamers *Pride of the River* or *Capital City*
- c. Sacramento River scene
- d. I Street Bridge
- e. Southern Pacific Depot
- f. Miniature Railway at Oak Park (Joyland)
- g. Auto ride
- h. Locomotive crash



6. Before students play the game, give each student **Activity Sheet 8: My Transportation Journal (page 8-3)** to record information at each point in their journey. At the end of the game, students fill in the blanks by dragging a small image of each postcard to the proper sentence. The sentences match those on Activity Sheet 8.

**FOLLOW-UP**

1. At the end of the game, students may print any of the eight postcards. These postcards can be folded, strengthened with cardboard, and glued. Have students choose their favorite card and write a message to a friend describing one of the things they experienced on their imaginary trip. (**NOTE: On Internet Explorer Browsers, you may need to select *Print Wide Pages* for the cards to print at their correct size of 4 x 6 inches. With some other browsers, you may need to expand the document size**).

2. Have students create a mural showing transportation in the Sacramento area at three different time periods and how it changed over time. (*1850, 1880, and 1920*)

**activity sheet 8**

choose **Transportation Game** from GAMES at <http://www.sacramentohistory.org>.

**Fill in the blanks in your journal as you play the Transportation Game.**

**Use it to help you find the correct postcards at the end of the game.**



# MY TRANSPORTATION JOURNAL

1. At the Panama-Pacific International Exposition, I was surprised to see how small the \_\_\_\_\_ was.
2. To make the trip to Sacramento, I chose the \_\_\_\_\_.
3. A postcard of the Sacramento \_\_\_\_\_ will help me to remember my Delta trip.
4. After I landed in Sacramento, I saw the new \_\_\_\_\_ when I looked north.
5. In Sacramento, I went to the \_\_\_\_\_ to decide how to continue my journey east.
6. The Giant Racer was scarier, but I still liked a postcard that showed the \_\_\_\_\_.
7. I went on a ride in a brand new \_\_\_\_\_ to see the Yolo Causeway.
8. At the State Fair, they staged an exciting \_\_\_\_\_.



**activity sheet 8**

choose **Transportation Game** from GAMES at <http://www.sacramentohistory.org>.


**Fill in the blanks in your journal as you play the Transportation Game.**

**Use it to help you find the correct postcards at the end of the game.**



# MY TRANSPORTATION JOURNAL



1. At the Panama-Pacific International Exposition, I was surprised to see how small the **C.P. Huntington, locomotive** was.
  2. To make the trip to Sacramento, I chose the **Pride of the River or Capital City, steamboat**.
  3. A postcard of the Sacramento **River** will help me to remember my Delta trip.
  4. After I landed in Sacramento, I saw the new **I Street Bridge** when I looked north.
  5. In Sacramento, I went to the **Southern Pacific Depot** **or station** to decide how to continue my journey east.
  6. The Giant Racer was scarier, but I still liked a postcard that showed the **Miniature Railway at Oak Park**.
  7. I went on a ride in a brand new **automobile** to see the Yolo Causeway.
  8. At the State Fair, they staged an exciting **locomotive crash**.
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