

HOPEWELL DEPOT RESTORATION

Field Trip Proposals - Paul Stich



TEACHER'S RESOURCE PACKET

4th Grade Social Studies

To the Teacher

A visit to Hopewell Depot Restoration (HDR) is an opportunity to step back in time. The Depot, adjacent Switch Tower, and grounds provide a different view of the effect of industrialization on a rural area and the changes it brought, shaping a new community and the pattern of life for more than a century.

Our staff has examined the New York State Education Department's *K-8 Social Studies Framework* (see <http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf>). We isolated the syllabus items, concepts, and skills that are apropos for 4th Grade groups. We have summarized them in the next segment of this information packet(pp.2-4). The overview focuses on goals, content correlation, skill development, and ELA Common Core objectives. We have tried to integrate our narratives, displays, and presentations to these educational guidelines.

In this packet, you will find an overview of the visit activities, but there are also suggestions for pre- and post-visit exercises (see pp. 4-5 below), as well an appendix with relevant student handouts (pages 6-18) that you are welcome to duplicate. Our staff appreciates having groups that have been adequately briefed as to what they will be seeing during their visit.

We thank you for considering HDR in your educational planning, and hope to be working with you to expand your students' horizons.

Pedagogical Interconnections & Applications

Objective

HDR offers programs to assist educators teaching the 2015 revision of NYS SED *K-8 Social Studies Framework's* Key Ideas germane to Content Item 4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: *"New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology."* (Framework, pp. 55-56) (See <http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf>)

Goals

To offer teachers the use of the facilities available at the Hopewell Depot Restoration to illustrate Common Core Learning Standards (ELA), and Key Ideas on Development, Movement, and Interaction of Cultures (MOV); Time, Continuity, and Change (TCC); Geography, Humans, and the Environment (GEO); Creation, Expansion, and Interaction of Economic Systems (ECO); Science, Technology, and Innovation (TECH) (Framework, pp. 49-52), as well as the life lesson of viewing museums as learning experiences.

Correlation (Framework, pp. 55-56)

Content Item 4.6c – *"Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world."*

- *"Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities" and*

- *“Students will trace developments in transportation and communication technology from the 1800s to the present, noting the effects that these changes had on their communities, the State, and the world”*

Content Item 4.6e – *“Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.”*

- *“Students will research several people who made important contributions to business, technology, and New York State communities.”*

Content Item 4.6f – *“Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.”*

- *“Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today.”*
- *“Students will examine how the economic activities in their local community have changed over the last 150 years.”*

Opportunities for Skill Enhancement (Framework, pp. 50-51)

HDR’s educational resources offer a chance to improve student skills and practices cited in the NYS Social Studies Framework such as:

- Chronological Reasoning and Causation: *“Explain how events are related chronologically to one another,” “Identify the relationship between multiple causes and multiple effects, using examples from his/her life and from a current event or history,” and “Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.”*
- Geographic Reasoning: *“Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities,” “Identify how environments affect human activities and how human activities affect physical environments,” and “Describe how human activities alter places and regions.”*
- Economics and Economic Systems: *“Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services,” and “Explain why individuals and businesses specialize and trade.”*

Relevant Common Core English Language Arts and Literacy applied to Grade 4 Social Studies Instruction (Framework, pp. 44-46)

Pre- and Post-Visit activities can reflect ELA standards via exercises and activities that include:

- Key Ideas and Details: *“Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text” and “Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.”*
- Craft and Structure: *“Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.” information in the text.”*
- Key Ideas and Details: *“Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text,” and “Explain events, procedures, ideas, or*

concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text."

- Text Types and Purposes: "Write opinion pieces on topics or texts, supporting a point of view with reasons and information: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. Provide reasons that are supported by facts and details; c. Link opinion and reasons, using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented." and "Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences."
- Presentation of Knowledge: "Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace."

Learning Opportunities (see Appendices, pp. 7-18)

Pre-Visit Opportunities (see Appendices, pp. 7-10)

To prepare students for a visit to the Hopewell Depot Restoration, a brief reading exercise, a coloring page, Hopewell Express mini quiz on railroads; **Answers** Hopewell Depot An Introduction reading answers: 1-D; 2-B; 3-B; 4-A; 5-C; "Hopewell Express" Railroad Vocabulary answers: 1-N; 2-M; 3-G; 4-E; 5-H; 6-J; 7-A; 8-C; 9-D; 10-I; 11-F; 12-B; 13-L; 14-O; 15-K; Coloring page: Depot is presently a light yellow with dark brown trim, the colors of the Central New England Railway, which served Hopewell in its railroad heyday from 1905-1927 (Later, the New Haven changed it to barn red.)

Activities on HDR Visit (see Appendices, pp. 11-12)

Depending on size, classes will usually be broken into smaller groups, and "platooned" to participate in an outside program and an inside program.

The Outside Walkabout

Weather permitting, one group will begin with map exercise as to where the trains went; the gradual transformation of the yard and its services; interlocking tower; the rise of a new community; the Borden site; ice harvesting display,

The Inside Sequence

- Main Waiting Room: 3-minute video; (an overview of the structure and community volunteer restoration effort.
- Inner offices and their functions
- Museum (South Waiting Room – the story of Hopewell Junction)

[NB: weather permitting, students could have lunch or a snack at the picnic tables, or walk eastward to the end of the Rail Trail down to Daddy-O's (originally Turner's Hotel - a boarding house and tavern for yard workers).]

Post-Visit Opportunities (see Appendices pp. 13-18 & Lesson Objectives p.5)

To follow-up on a visit to the Depot, students could do the *The Secret Depot* reading exercise and/or share short statements as to what they learned from their Depot visit. Answers -"The Secret Depot" 1-B; 2-C; 3-C; 4-A; 5-C;

Basic Lesson Plan for the Visit (What HDR's staff will present.)

Overarching Question: How did the needs of New England's factories transform a rural area during the Industrial Revolution?

Lesson Objective: To help students understand the broad impact of industrialization.

Contributing Questions:

Questions for outside activities:

1. Where was the original Hopewell hamlet (settlement), and why did it move here?
2. Where did the trains go? North? East? South? West?
3. Why were there so many different names for the railroads that came through Hopewell?
4. Why did the railroads need so many workers?
5. How did the Borden's Creamery keep all the milk from spoiling?
6. What was the purpose of the Tower (*NYNH&H Signal Station 196*)?

Questions for inside activities:

7. What did the Stationmaster (or Station Agent) do?
8. For what was the telegraph used?
9. What kinds of products did the railroads bring to the people of Hopewell?
10. What kinds of products were shipped on the railroad from here?
11. Why did it take so long to get the trains going east from Hopewell?
12. Why was the line to Poughkeepsie the last one to link up to Hopewell?
13. Why was the 1920's considered the 'heyday' of railroading around here?
14. Why did the railroads decline and how long did it take?

Summation: To help students understand the broad impact of industrialization: How did the trains change life in this rural area?



APPENDICES:

Pre-Visit Reading Exercise

Pre-Visit Vocabulary Exercise

Pre-Visit Coloring Exercise

Guide Questions During Visit

Post-Visit Reading Exercise

Post-Visit DBQ Exercise

Note: HDR grants express permission to duplicate these materials.



The key thing to know about this railroad station is that it shows the power of the Industrial Revolution. Before Hopewell had a depot, there were no "sweat shop" factories, no big waves of immigrant workers, no tenement houses. Yet, the industrialization touched even remote regions – and this was a truly rural place. When it did, it reshaped everything.

When you looked around here, there was nothing remarkable: wetlands, gravelly soil, forests, and a few small cattle farms.

The first railroad, the *Dutchess & Columbia Railroad*, came through in 1869. All the owners wanted was to roar through Dutchess County. There were to be no stops and no passengers. They just wanted a shorter route to get coal from Pennsylvania's mines to Connecticut's factories.

By 1873, the railroad owners realized they could move goods and people in and out of the communities along its route. That seemed like a small thing, but it changed everyone's life. New connections were made every day. Local farm goods went to other towns and cities. Manufactured goods, processed foods, books, and furniture came here and to other local farm communities.

In Hopewell, there was almost no community to start. By the 1880s, the railroad was forming a new community, and this station was its center. Boarding houses, general stores, taverns, and then a school, a lumber yard, a fire house, and churches. They all appeared as the settlement grew.

By 1900, a dozen or more trains a day rolled through the yard in four directions. Telegraphs and telephones were used to organize the trains. Soon they were bringing news from all over the world. Everyone's life changed in many ways. It all began here, in this simple building.

There is much to learn here. Enjoy your visit.

Related Questions: *Hopewell Depot: An Introduction*

1. What was the purpose of the first railroad to come through Hopewell?
 - A. To build a new community
 - B. To get passengers to other places
 - C. To help immigrants find jobs
 - D. To bring coal to Connecticut
 2. The railroad owners built the Depot in Hopewell to provide
 - A. a recreation center
 - B. local freight and passenger service
 - C. school transportation
 - D. housing for workers
 3. What is the main idea of this passage?
 - A. The Hopewell area already had factories.
 - B. The railroads changed everyday lives.
 - C. Telegraphs altered life here.
 - D. Hopewell was a rural place.
 4. As it is used in this passage, the word *depot* means
 - A. A railroad station
 - B. A town's central building
 - C. A workers' meeting hall.
 - D. A boarding house.
 5. About when was the change brought by the railroad noticeable?
 - A. As soon as the first trains came through
 - B. When a dozen trains came through everyday
 - C. About a dozen years after the trains started running
 - D. Once they installed telephones
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HOPEWELL EXPRESS

HOPEWELL DEPOT RESTORATION CORPORATION, HOPEWELL JUNCTION, NY 12533



Railroad Vocabulary

Match the vocabulary words from the word bank to the definitions below.

1. ____ The goods carried by trains (food, lumber, computers, grain, autos, trucks, etc.).
2. ____ A railroad engine that uses fuel to heat water and produce the steam power needed to move a train.
3. ____ A person who pays a fare to ride on a train.
4. ____ Dutchess and Columbia Railroad Co. established the original north and southwest service through Hopewell.
5. ____ A manually powered vehicle used by track workers to inspect the track.
6. ____ A peddler, usually a child, who earned money by selling newspapers, snacks, sandwiches, cigars, etc. to train passengers.
7. ____ A person, originally a newly freed slave, who worked in Pullman cars handling baggage, and making up sleeping quarters.
8. ____ A type of coal ("soft" coal), providing heat with more smoke when burned; easier to mine.
9. ____ A moving platform with a railroad track, used to move steam locomotives in and out of a roundhouse.
10. ____ The person who worked to shovel coal into the firebox and to get water into the boiler of a steam locomotive.
11. ____ The person in charge of the train and its movements.
12. ____ The person who operates, or drives, a locomotive.
13. ____ By 1900, the Central New England Railway hauled iron, coal, and passengers east and west through Hopewell.
14. ____ A type of coal ("hard" coal), providing much heat and little smoke when burned; difficult to mine.
15. ____ By the 1920s, the New York, New Haven and Hartford eventually operated most of the service in and out of Hopewell.

WORD BANK

- A. PORTER
- B. ENGINEER
- C. BITUMINOUS
- D. TURNTABLE
- E. D&C RR
- F. CONDUCTOR
- G. PASSENGER
- H. HANDCAR
- I. FIREMAN
- J. NEWS BUTCHER
- K. NYNH&H RR
- L. CNE
- M. STEAM LOCOMOTIVE
- N. FREIGHT
- O. ANTHRACITE



P. Stich – 2016 (Gr4)



Notes: Questions For Your Visit

Questions for outside activities:

1. Where was the original Hopewell hamlet (settlement)?

2. Where did the trains go? North? East? South? West?

3. Why were there so many different names for the railroads that came through Hopewell?

4. Why did the railroads need so many workers?

5. How did the Borden's Creamery keep all the milk from spoiling?

6. What was the purpose of the Tower (*NYNH&H Signal Station 196*)?

Questions for inside activities:

1. What did the Stationmaster (Agent) do?
2. For what was the telegraph used?
3. What kinds of products did the railroads bring to the people of Hopewell?
4. What kinds of products were shipped on the railroad from here?
5. Why did it take so long to get the trains going east from Hopewell?
6. Why was the line to Poughkeepsie the last one to link up to Hopewell?
7. Why did the railroads need so many workers?
8. Why was the 1920's considered the 'heyday' of railroading around here?
9. Why did the railroads decline and how long did it take?

Summation: To help students understand the broad impact of industrialization: How did the trains change life in this area?

The Secret Depot

Story by Paul Stich

After two years in the Union Army, Charles Underwood returned home to Fishkill, New York, and went back to work on his family's farm. The Civil War changed him. He'd seen many new places and things, but he still loved Elise Spooner.

After the harvest on his family's farm that year, Charles got work as a laborer laying the track for the new Dutchess & Columbia Railroad. It went northeast from the ferries on Hudson River all the way to Connecticut. Soon, take Pennsylvania coal transported to Newburgh, ferry it across the Hudson River, and form trains heading to New England's factories.

By 1869, Charles was operating a telegraph at the Dutchess Junction rail yard on the east side of the Hudson. By then, he'd convinced the Spooners to let him marry Elise, and they had started a family.

The Dutchess & Columbia Railroad grew very steadily, first only transporting coal and then passengers and bringing goods to the farmers along its route

As the 1870s rolled along, the national economy revived and expanded – and the D&C Railroad reorganized under a new name – the Newburgh, Dutchess, and Connecticut Railroad.

In the Spring of 1877, Charles and Elise moved their family to a small house on Bridge Street in Hopewell Junction across from the Episcopal Church. Charles had just been named Agent for the ND&C in Hopewell Junction. There was talk of a new line coming west from Danbury.

The Underhill children, Jenny and Garret, were very excited about their new home. One day, they were walking home from the school house on Beekman Road. They had just started down Turner Street when Jenny said, "Poppa's birthday is in December. Wouldn't it be nice if we could do something special to celebrate his new job?"

Just then, they passed Mr. Drury's cabinetmaker's shop. Garret loved to watch Mr. Drury work with wood. Garret said to Jenny, "I've got a great idea, but you have to swear not to tell anyone about, even Ma."

Garret told Mr. Drury he would like to make a small model of the Hopewell Depot for his father's birthday in December. Mr. Drury agreed to help. He said they could use his tools, but they would have to buy the wood and hardware.

On the way home, Jenny said the train passengers often got off and walked around the village while the train was taking on coal and water in the Hopewell yard. Maybe Mother would ask Mr. Stevens if he would let them sell lemonade outside his general store once school is out.

All summer, the children were busy. In the mornings, Mr. Drury helped them make the walls, roof, and platform of the model station from thin strips of wood. Jenny painted the walls the official ND&C railroad colors – brown and yellow. In the afternoons, they sold lemonade to thirsty train passengers waiting to continue their journey as the trains took on water, coal, and freight. Yard and Depot workers came across Railroad Avenue and bought a cup from them almost every day. Their father was proud that the children were learning business, but he never guessed their secret.

When school started after the harvest in September, the children's secret depot was half finished. They had made enough money to pay Mr. Drury for the wood and metal pieces. They were very proud, but also found it harder and harder to keep their secret.

One night October, the family gathered for dinner. Charles said, "Family, word came over the telegraph today that President Hayes has proclaimed Thursday, November 29 a national day of thanksgiving and prayer. I think all of us have cause to be thankful that the railroad is back on solid footing, and I have a new job. Mother, let's have a special dinner that day."

On the back porch after dinner, Jenny whispered to Garret, "I think we should give the model depot to Father at the thanksgiving dinner, instead of his birthday. It would be very special."

"I don't know if it can be finished in time," said Garret. "We still have all the sanding and painting."

"We can do it, I know we can," said Jenny. "We'll see if Mr. Drury will let us work on Sundays after church. We'll tell Father the school kids are playing ball in the afternoon."

Finally, Jenny and Garret told their secret to their mother. Mother assured Father that Jenny and Garret would not get their good clothes soiled, and the games would not be rough. Charles finally agreed as long as the children were home in time for Sunday dinner.

Mr. Drury's shop was closed on Sundays, but he left the back door of his barn open for the children, and they were able to finish the model.

On November 29, Charles Underwood took a few hours off from the busy depot between trains. The family gathered around the dining room table. Grandma and Grandpa Spooner were on hand, too.

Mr. Underwood said, "Let's join hands, and take turns saying why we are thankful. I'll start by saying I'm thankful for my job at the Depot because it gives my family food and shelter."

Mrs. Underwood said, "I'm grateful that we can all be together on such a wonderful day."

Grandma Spooner said, "I'm grateful the railroad lets us come up here from Fishkill to be with our children and grandchildren."

Grandpa Spooner said, "I agree, and it will get us home in time to milk the cows tonight!"

Jenny said, "I'm glad to have a new home and attend a good school," and then she winked at Garret who said, "I'm happy to have Mr. Drury as my friend."

Everyone at the table looked at Garret, and Mr. Underwood finally said, "Why are you so happy about Mr. Drury, Garret?"

"Because he helped us make a special gift for you, Father."

With that, the children ran into the living room and brought in their secret present. "We know how much you love your job at the depot, Father. So we got Mr. Drury to help us make this surprise for you."

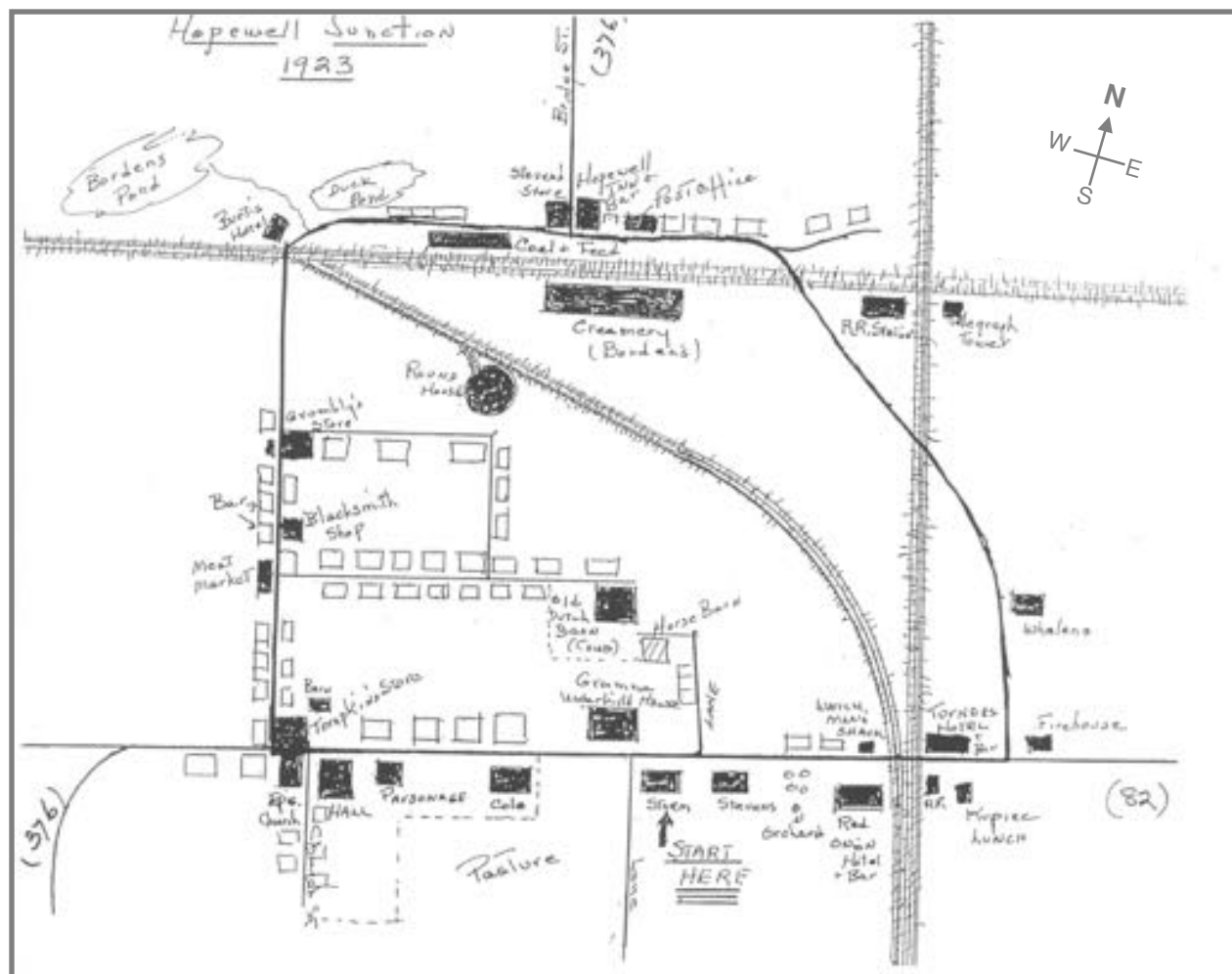
Charles Underwood looked at the model depot with a tear in his eye and said, "I'm thankful for having two very wonderful children."

Related Questions: *The Secret Depot*

1. Pennsylvania's coal was mainly
 - A. used in Newburgh
 - B. needed by Connecticut factories
 - C. controlled by Mr. Drury
 - D. obtained from Hopewell's Depot
2. How did Garret and Jenny raise money for their surprise?
 - A. playing ball
 - B. helping Mr. Drury find wood
 - C. selling lemonade
 - D. setting up a thanksgiving dinner
3. What is the main idea of this passage?
 - A. Hopewell remained a very rural place.
 - B. The children knew about economics.
 - C. The railroad strongly influenced this family's life.
 - D. Secrets are hard to keep in a small community.
4. How did the children's mother help with the surprise?
 - A. Assuring their father they would not soil their clothes playing ball.
 - B. Sending the children to work at their grandparents house.
 - C. Buying a cabinet from Mr. Drury.
 - D. Inventing a new name for the railroad.
5. At the time of the story, Mr. Underhill was a
 - A. farm laborer
 - B. telegrapher
 - C. railroad station agent
 - D. cabinetmaker

(To share in class or discussion groups after your visit to Hopewell Depot:)

What most impressed me about our visit to Hopewell Depot was:

Document 1: Charlotte Dodge's map of Hopewell in the 1920s**Question for document 1:**

Why did streets, businesses, and homes cluster around the railroad in the 1920's?

Document 2: Hopewell Junction looking northeast on Railroad Avenue around 1900



Hopewell Inn, stores, and Post Office on left, Hopewell Depot and Borden's Creamery on right.

Question for Document 2: How does this picture show that the Industrial Revolution brought big changes to this rural area?
