

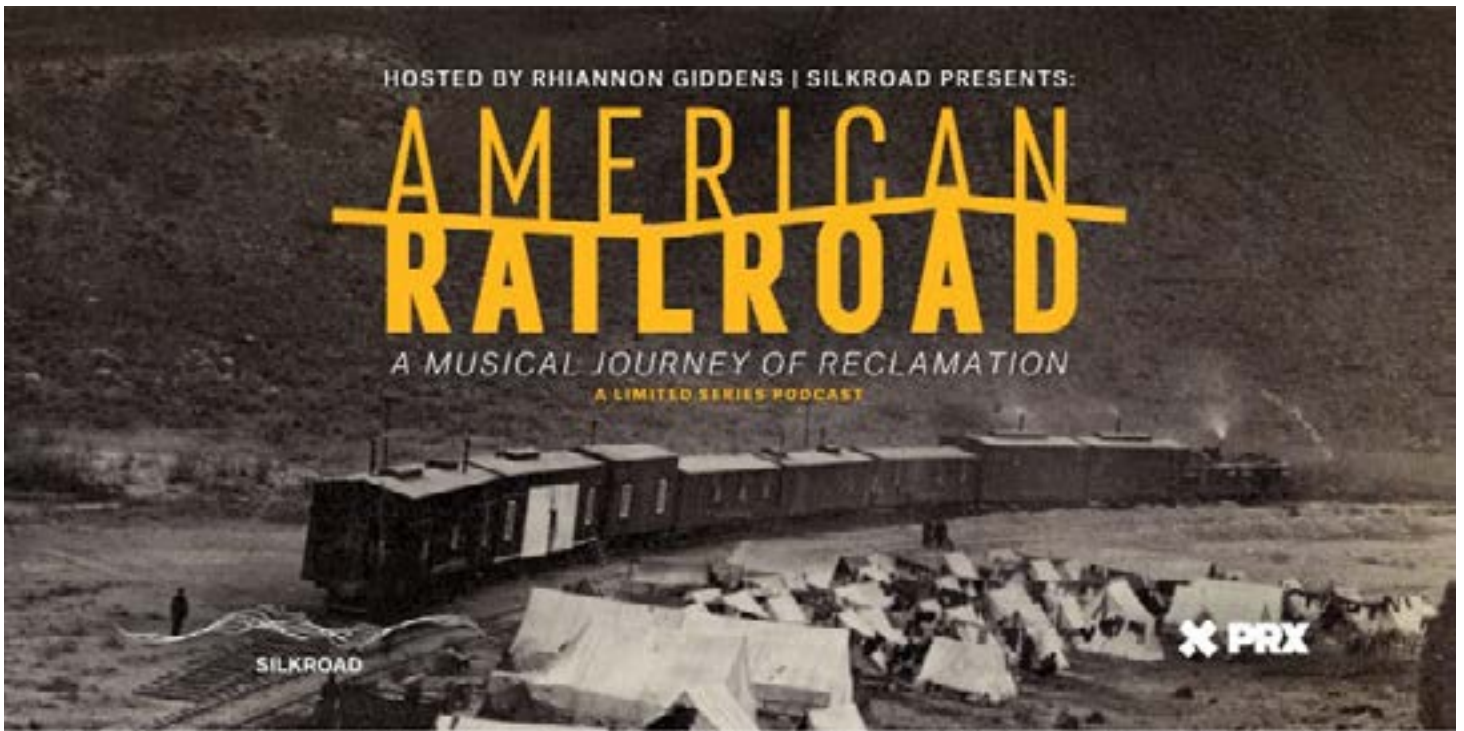
AMERICAN RAILROAD

A Musical Journey of Reclamation



SILKROAD





1800's

6th - 8th Grade Student Guide

Name _____

Instructor _____

Period/Class _____



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WORK MEDLEY



ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

[Songs of the Rail Road - 3. Work Medley.wmv](#)

Quick Talk

Directions: Take a few minutes to look at the map below. The lines represent railroad tracks. Turn to your partner and share with them all you know about how the American Railroads began. Think about why and where the railroads were built, who might have worked on the railroads, what the work conditions were like, etc. While your partner shares, take a few brief notes in the box. If you don't know anything, write down 2 or 3 questions or wonderings. After 30 seconds, switch.



Notes/Questions



Share Out

Directions: When called upon, share with the class what you know or wonder about American Railroads. Listen and learn from your peers.

Daily Learning Target

By the end of the lesson, I will analyze the song “Work Medley” by annotating it to identify the three separate tasks that **gandy dancers** (railroad workers) had to perform during the early days of building American Railroads. “Gandy dancer” is a nickname used for early railroad workers in the United State.

Gandy: Gandy Manufacturing Company, maker of track-laying tools.

Dancers: Description of railroad workers’ dance-like movement while laying track.

Reading Process

First Read (Comprehension): Silently read the song and underline any unfamiliar words or phrases. Next, with your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand.

Second Read (Clarifying): Annotate the text with the guidance of the teacher.

Third Reading (Purpose): Take turns rereading aloud a stanza at a time in preparation for Listening. Listening: Listen to the recording for greater understanding and then answer the Closure questions.

“Work Medley” Lyrics



Gandy dancer's Task #1: “Unloading the steel”

(definition:)

Look here, men - we've got a carload of steel to unload. This is a 90 lb steel rail, and it's 30 foot long - it's a good way to get a leg broke, or get somebody killed. Every man lifting that rail, gotta lift together. Any man lift before I say lift, we're gonna run away from here. Now, git round here boys. Grab that rail like a cat grabbing a hot hoe-cake.

Alright, boys, everybody get ready!

Come on down here, come on boys.

Bow down **(Alright!)**

Up high **(Alright!)**

Load away! **(Huh!)**

Bow down easy, boys!

Head high, boys!

Load away! **(Huh!)**



Gandy dancer's Task #2: "Lining up the beams"

(definition:

)

Look here, fellas - this rail's as crooked as a split-rail fence! Now, why don't you get this track lined up right! So, get your crowbars on your shoulder, and run down about the fourth joint ahead, and touch it just a little bit north.

Oh boys, is ye right? (Huh!)

We done got it right? (Huh!)

All I want are my navy beans, a big fat woman, and a wheeler team.

Chorus

Oh boys, can't you line 'em (x3)

See Eloise go lining track

Oh boys, is ye right? (Huh!)

We done got it right? (Huh!)

If I'd known my captain was blind, I wouldn't have gone to work till the clock struck nine!

Chorus

Oh boys, can't you line 'em (x3)

See Eloise go lining track



Gandy dancer's Task #3: "Tamping the ties"

(definition:

)

Give us some gravel here, men! Let's get tamping those old loose ties down!
Alright boys, gather round, get them tampers ready. Don't be afraid to bend your back!
Remember, we're railroad men!

Ten months solid **(Huh!)** - all the livelong day. **(Huh!)**
Tamp 'em up solid **(Huh!)**, then they'll hold them, midnight there

The captain don't like me **(Huh!)** - won't allow no show **(Huh!)**
Well the work don't hurt me **(Huh!)**, don't care wherever I go

The work don't hurt me **(Huh!)**, let the early rise **(Huh!)**
Well the work don't hurt me **(Huh!)**, but that's the thing that hurts my pride. **(Huh!)**
(No acknowledgement of the hard work.)

Drive the men solid **(Huh!)** - all the livelong day **(Huh!)**
Drive them in solid, then they'll hold till midnight there

The captain don't like me **(Huh!)** - won't allow no show **(Huh!)**
Well the work don't hurt me, don't care wherever I go

The work don't hurt me **(Huh!)**, let the early rise **(Huh!)**



Reading Process

Listening: Listen to the recording again two or three times for greater understanding and then answer the following questions. Pay attention to the use of “call and response” and where the choruses are. The “responses” are the bolded lines that the group sings, and the “call” is what the leader sings to cue the group to respond. The “chorus” is the repeated phrase.

Discussion Questions

1. Summarize the three tasks of building a railroad.
2. What was the purpose of “call and response” in this song? What was it used to do? (Refer to the bolded lines.) Can you think of any other musical examples where “call and response” is used?
3. In the first two chorus lines, you heard a violin come in. What did the violin add to the song? How did it sound?
4. On the third chorus line, the volume changed. How did it change? Why?

Closure: Reflective Question

5. Place yourself in a gandy dancer’s shoes. How would you feel? What would you be thinking? Be prepared to share your answer.

"I'VE BEEN WORKING ON THE RAILROAD"



ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

[I've Been Working on the Railroad](#)

20 Words or Less

Directions: Think about the song "Work Medley" we studied yesterday. Write down as many words you can think of in 15 seconds that best describe the song. Share with your partner. Add to your list different words your partner shared. After listening to "I've Been Working on the Railroad," write down as many words you can think of in 15 seconds that best describe that song. Share with your partner. Add your partner's words to your list. Next, summarize these two songs in 20 words or less. (*Each title equals one word.*) Be prepared to share out.

*I've been working on the railroad,
All the live long day.
I've been working on the railroad,
Just to pass the time away.
Can't you hear the whistle blowing?
Rise up early in the morn.
Can't you hear the captain shouting?
"Dinah, blow your horn!"
Dinah, won't you blow, (x2)
Dinah, won't you blow your horn?
Dinah, won't you blow, (x2)
Dinah, won't you blow your horn?
Singing...fee, fie, fiddle-e-i-o,
Fee, fie, fiddle-e-i-o-o-o-o,
Fee, fie, fiddle-e-i-o,
Strumming on the old banjo!
Fee, fie, fiddle-e-i-o,
Fee, fie, fiddle-e-i-o-o-o-o-o,
Fee, fie, fiddle-e-i-o.
Strumming on the old banjo!*

"Work Medley"	"I've Been Working on the Railroad"
20 words or less Summary (<i>Titles count as one word</i>)	



Daily Learning Target

By the end of the lesson, I will understand how historical accounts misrepresent truths by simplifying them as I read and annotate excerpts and interpretations of the song “I’ve Been Working on the Railroad.”

Reading Process

First Read (Comprehension): Silently read the abridgments and underline any unfamiliar words or phrases. Next, with your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand.

Second Read (Clarifying): Annotate the text with the guidance of the teacher.

Third Reading (Purpose): Take turns rereading aloud a paragraph at a time to form an opinion: How should schools and society engage with a musical tradition that inaccurately represented the experience of African Americans?

Abridgement 1

The Folk Story of “I’ve Been Working on the Railroad” (abridged)

Liveabout.com by Kim Ruehl (2018)

“I’ve Been Working on the Railroad” may just be one of the best-known folk songs about the U.S. railway system. The song is pervasive and the words are a favorite among recordings aimed at children.

Nation’s railroads were built largely by African Americans and immigrants. It was grueling work and it was no doubt made more tolerable by the presence of music. It helped lift the workers’ spirits in a similar fashion to the field calls and African-American folk songs developed out of the slave tradition.

The song “I’ve Been Working on the Railroad” we know today was actually created for a musical production, or minstrel*.



**Minstrel shows were a popular form of entertainment in the United States during the 19th and early 20th Centuries. In most cases, white actors painted their faces black and displayed stereotypical and prejudicial attitudes about African Americans in their performances.*

Abridgement 2

Dinah, Put Down Your Horn: Blackface Minstrel Songs Don’t Belong in Music Class.

The removal of racist songs from school music programs is long overdue.

Dr. Katya Ermolaeva, October 30, 2019 Internet (abridged)

The history of the children’s classic “I’ve Been Working on the Railroad” serves as a case study illustrating how minstrel songs were whitewashed into wholesome American “folk songs” for children.

“I’ve Been Working on the Railroad” is based on the minstrel tune “Levee Song,” first published by Princeton University students in 1894, caricaturing the African American laborers who built the levee and railroad systems in the 19th and early 20th centuries.

“Levee Song” was a hit which continued into the 1940s, with lyrics that reflected the physically abusive and highly exploitative conditions for laborers in railroad and levee camps.



Reflective Question

Directions: After reading the two abridgments, what do you think? How should schools and society engage with a musical tradition that inaccurately represented the experience of African Americans?

Closure

Directions: Read the words while listening to the folk song [“I’ve Been Working on the Railroad”](#). If you were a railroad worker during the 1800’s in America, *which line* in the children’s folk song “I’ve Been Working on the Railroad” *would offend or disturb you the most? Or, which line most misrepresents the reality of railroad work?* Explain your thinking in the box below.



*I’ve been working on the railroad,
All the live long day.
I’ve been working on the railroad,
Just to pass the time away.
Can’t you hear the whistle blowing?
Rise up early in the morn.
Can’t you hear the captain shouting?
“Dinah, blow your horn!”
Dinah, won’t you blow, (x2)
Dinah, won’t you blow your horn?
Dinah, won’t you blow, (x2)
Dinah, won’t you blow your horn?
Singing...fee, fie, fiddle-e-i-o,
Fee, fie, fiddle-e-i-o-o-o-o,
Fee, fie, fiddle-e-i-o,
Strumming on the old banjo!*

My Reflection



Student A Name _____	Student B Name _____
Student C Name _____	Student D Name _____

Daily Learning Target

By the end of the lesson, I will analyze the role Pullman Porters played in the development of the American railroads by watching a short video and answering questions.

Reading process

First Read (Comprehension): Fill in the missing words and annotate the text with the guidance of the teacher.

Second Read (Purpose): Take turns rereading aloud a paragraph at a time to complete the post-reading task: Identify one learning and one wondering (question).

Background Information

George Pullman, an American _____, developed a railroad sleeper car. The Pullman sleeper or “palace car” was finished in 1864.

After President Abraham Lincoln was _____, Pullman arranged to have Lincoln’s body carried from Washington, D.C., to Springfield, Illinois in one of the sleeper cars, for which Mr. Pullman _____ national _____.

Orders for his new sleeper car began to pour into his company. The sleeping cars proved _____ although each cost more than five times the price of a regular railway car. They were marketed as “luxury for the middle class”.

In 1867, Pullman introduced his first “hotel on wheels,” a sleeper with an _____ kitchen and dining car. The food rivaled the best restaurants of the day and the _____ was impeccable.



I Didn't Know That...

Directions: After reviewing the short video “Pullman Porters”, answer the following questions. But before you watch the video, let’s review the questions so you’ll know what to listen for. Be prepared to share your answers.

1. Who were Pullman Porters?
2. Why did George Pullman hire formerly enslaved people?
3. How did Pullman Porters change the American landscape?
4. How did passengers show their power over the porters?
5. Pullman Porters worked 7 days/week with little time off. If a porter worked 400 hours a month, how many hours a day would he work? (Use 30 days/month for your math.)
6. How did Pullman Porters use their employment to better their position in society?



Closure: Reflective Question

How did the Pullman Porters impact the Civil Rights movement?

Extended Thinking: Notable Pullman Porters

Directions: Circle ONE name below and do a little research. Answer the questions below.

[Big Bill Broonzy](#)

[Nat Love](#)

[Malcolm X](#)

[Thurgood Marshall](#)

[Oscar Micheaux](#)

[E.D. Nixon](#)

[Gordon Parks](#)

1. What's the name of the person you researched?
2. How is the person you chose connected to Pullman Porters?
3. What impact did the experience with Pullman Porters have on this person's life?

JOHN HENRY



ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

Talking Points

Directions: Take a few seconds to look at the pictures below. Contrast (look at differences between) Pullman Porters and Track Workers.



Pullman Porters were...	<i>In terms of...</i>	Track Workers were...
	<p>← Clothing →</p> <p>← Work Conditions →</p> <p>← Wages →</p> <p>← Connections →</p> <p>← Treatment →</p>	

Share Out

Directions:

When called upon, share your thoughts with the class. Listen and learn from your peers.

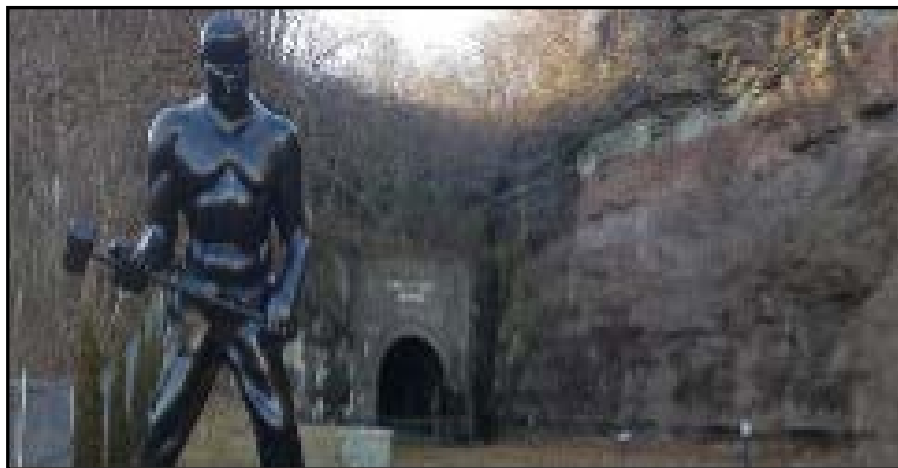
Daily Learning Target

By the end of the lesson, I will analyze a folk song about John Henry, an African American track worker, by annotating it to understand how his story immortalized (kept alive forever) the conditions of labor workers.



Background Information on John Henry

Readers Theatre



Directions:

Have 5 to 6 students who would like to come up in front of the class and read the story of John Henry. Each student will read a paragraph using clear speech, intonation, and inflections. Teacher will read the italicized introduction first. ***Listen for a message in the story.***

TEACHER

The story of John Henry is a traditional American story called a “tall tale.” A tall tale is a story about a person who is larger than life. The descriptions in the story are exaggerated – much greater than in real life. Long ago, the people who settled in undeveloped areas of America first told tall tales. After a hard day’s work, people gathered to tell each other stories.

Each group of workers had its own tall tale hero. An African American man named John Henry was the hero of former slaves and the people who built the railroads. He was known for his strength. John Henry was perhaps the most famous worker. He was born a slave in the southern United States. He became a free man as a result of America’s Civil War. Then, he worked for the railroads.

Confirming details of John Henry’s life is not possible. That is because no one knows for sure if he really lived. This is one of the things that makes his story interesting. However, John Henry is based, in part, on real events. Many people say he represents the spirit of growth in America during this period.

The Story of John Henry

- (1) People still talk about the night John Henry was born. It was dark and cloudy. Then, lightning lit up the night sky. John Henry's birth was a big event. His parents showed him to everyone they met. John Henry was the most powerful looking baby people had ever seen. He had thick arms, wide shoulders and strong muscles. John Henry started growing when he was one day old. He continued growing until he was the strongest man who ever lived.
- (2) John Henry grew up in a world that did not let children stay children for long. One day, he was sitting on his father's knee. The boy picked up a small piece of steel and a workman's tool, a hammer. He looked at the two objects and then said, "A hammer will be the death of me." (*foreshadowing*)
- (3) Before John Henry was six years old, he was carrying stones for workers building a nearby railroad. By the age of ten, he worked from early in the morning until night. Often, he would stop and listen to the sound of a train far away. He told his family, "I am going to be a steel-driver some day."
- (4) Steel-drivers helped create pathways for the railroad lines. These laborers had the job of cutting holes in rock. They did this by hitting thick steel drills, or spikes.
- (5) By the time John Henry was a young man, he was one of the best steel-drivers in the country. He could work for hours without missing a beat. People said he worked so fast that his hammer moved like lightning.
- (6) John Henry was almost 7 feet tall. He weighed more than 200 pounds. He had a beautiful deep voice and played an instrument called a banjo. John Henry married another steel-driver, a woman named Polly Ann. They had a son.
- (7) John Henry went to work as a steel-driver for the Chesapeake and Ohio Railroad, or C-and-O. The company asked him to lead workers on a project to extend the railroad into the Allegheny Mountains. The workers made good progress on the project until they started working near Big Bend Mountain in West Virginia.
- (8) The company's owners said the mountain was too big to build a railroad around it. So the workers were told they had to force their drills through it. This meant creating a tunnel a mile long.



- (9) The project required about one thousand laborers and lasted three years. Pay was low and the work was difficult. The workers had to breathe thick black smoke and dust. Hundreds of men became sick. Many died.
- (10) John Henry was the strongest and fastest man involved in the project. He used a hammer that weighed more than 15 pounds. Some people say he was able to cut a path of 10 to 20 feet a day.
- (11) That July was the hottest month ever in West Virginia. Many workers became tired and weak in the heat. John Henry was concerned his friends might lose their jobs. So, he picked up their hammers and began doing their work.
- (12) One week, he did his own work and that of several other steel-drivers. He worked day and night, rarely stopping to eat. The men thanked John Henry for his help. He just smiled and said, "A man ain't nothing but a man. He has just got to do his best."
- (13) The extreme heat continued for weeks. One day, a salesman came to the work area with a new drilling machine powered by steam. He said it could drill holes faster than twelve men working together. The railroad company planned to buy the machine if it worked as well as the salesman said.
- (14) The supervisor of the workers dismissed the salesman's claims. He said, "I have the best steel-driver in the country. His name is John Henry, and he can beat more than 20 men working together." The salesman disputed the statements. He said the company could have the machine without cost if John Henry was faster.
- (15) The supervisor called to John Henry. He said, "This man does not believe that you can drill faster. How about a race?"
- (16) John Henry looked at the machine and saw images of the future. He saw machines taking the place of America's best laborers. He saw himself and his friends unemployed and standing by a road, asking for food. He saw men losing their families and their rights as human beings.
- (17) John Henry told the supervisor he would never let the machine take his job. His friends all cheered. However, John Henry's wife Polly Ann was not happy. "Competing against the machine will be the death of you," she said. "You have a wife and a child. If anything happens to you, we will not ever smile again."

- (18) John Henry lifted his son into the air. He told his wife, “A man ain’t nothing but a man. But, a man always has to do his best. Tomorrow, I will take my hammer and drive that steel faster than any machine.”
- (19) On the day of the big event, many people came to Big Bend Mountain to watch. John Henry and the salesman stood side by side. Even early in the day, the sun was burning hot.
- (20) The competition began. John Henry kissed his hammer and started working. At first, the steam-powered drill worked two times faster than he did. Then, he started working with a hammer in each hand. He worked faster and faster. In the mountain, the heat and dust were so thick that most men would have had trouble breathing. The crowd shouted as clouds of dust came from inside the mountain.
- (21) The salesman was afraid when he heard what sounded like the mountain breaking. However, it was only the sound of John Henry at work.
- (22) Polly Ann and her son cheered when the machine was pulled from the tunnel. It had broken down. Polly Ann urged John Henry to come out. But he kept working, faster and faster. He dug deep into the darkness, hitting the steel so hard that his body began to fail him. He became weak, and his heart burst.
- (23) John Henry fell to the ground. There was a terrible silence. Polly Ann did not move because she knew what happened. John Henry’s blood spilled over the ground. But he still held one of the hammers.
- (24) “I beat them,” he said. His wife cried out, “Don’t go, John Henry.” “Bring me a cool drink of water,” he said. Then he took his last breath.
- (25) Friends carried his body from the mountain. They buried him near the house where he was born. Crowds went there after they heard about John Henry’s death.
- (26) Soon, the steam drill and other machines replaced the steel-drivers. Many laborers left their families, looking for work. They took the only jobs they could find. As they worked, some sang about John Henry.

Directions:

Answer the following question OR write down a question you have. What do you think the message of this story is? Be ready to share your response or a question you have.



Interpretation

First Read (Comprehension): Silently read the lyrics to Johnny Cash's song "The Legend of John Henry's Hammer." Underline any unfamiliar words or phrases. With your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand.

Second Read (Clarifying): Annotate the text with the guidance of the teacher.

Third Reading (Purpose): Listen to the song and follow along in the text with this purpose: How did the progress of the railroad impact John Henry's life?

The Legend of John Henry's Hammer

By Johnny and Rosanne Cash

*John Henry's Papy woke him up one midnight
He said before the sheriff comes I wanna tell you,
learn to hoist a jack, and learn to lay a track, learn to pick and shovel too
And, take my hammer, it'll do anything you tell it to.*

*John Henry, he hammered in the mountains;
he'd give a grunt and he'd give a groan with every swing.
The women folks for miles around, they heard him and come down, said watch him
make the cold steel ring.
Lord, what a swing. They watched him make the cold steel ring.*

*John Henry said to his Shaker
"Hey Shaker why don't you sing?"
I'm swingin' 29 pounds from the hips on down.
I loved to hear the cold steel sing. Lord, lord, I love to hear the cold steel sing.*

*Then a bad boss come up laughing at John Henry, he said you full of vinegar now, but
You 'bout through, we're gonna get a steam drill to do your share of drivin'."
Then what's all them muscles gonna do?
Huh John Henry, gonna take a little bit of vinegar out of you*

*John Henry said to his captain, said a man ain't nothin but a man, but before I ever let a
Steam drill beat me, know down round, I'll die with my hammer in my hand
But I'll be laughing, cuz you can't replace a steel drivin' man*

*John Henry said I feed four little brothers, and my baby sister's crawling on her
knees, now did the lord say that machines outta take the place of living?
Then what's a substitute for bread and beans, I ain't seen it.
Do engines get rewarded for their steam?*

*John Henry said to the steam drill, steam drill I'm talking to you.
Can you hoist a jack, can you lay a track, can you pick and shovel too?
Listen, this hammer swinger's talkin' to you*

And then the race began.

*10,000 people hollered go John Henry, then somebody hollered the mountain's caving in.
John Henry told the captain, tell the people just don't worry, that ain't nothin' but my hammer
suckin' wind, keeps me breathing,
a steel drivers muscle I intend.*

*John Henry had a pretty woman, I believe the lady's name was Polly Ann, yeah
That was his good woman,
John Henry threw his hammer over his shoulder and started
home about half way and met Polly Ann and fell,
and as he fell he dropped his hammer and he said come here Polly Ann I gotta tell you something
before I go, kneel down here, that machine is going to take my place
though I did beat it!
But other machines are comin' to take other men's places.*

*But you go to that section foreman and you tell him something for me,
you tell him, I could hoist a jack and I can lay a track, I can pick and I can shovel too,
ain't' no machine can,
that's been proved to you!!*

*Yes, they took John Henry to the graveyard,
laid him six feet under the sand,
every time that steam moved coming running
chasers by says yonder lies a steel drivin' man
lord, lord I said yonder lies a steel drivin', steel drivin', a steel drivin' man,
Yonder lies a steel drivin' man.*



Answer the following question in 2 to 3 complete sentences:

Which line from Johnny Cash's song best illustrates the impact of railroad progress on John Henry's life? Quote the line and justify your selection.

Closure

Directions: Create a cartoon strip of four important events in John Henry's life. Illustrate in the top box and write a caption about your illustration in the smaller box beneath each picture.

Caption:	Caption:
Caption:	Caption:

NATIVE AMERICANS, THE BUFFALO, AND THE TRANSCONTINENTAL RAILROAD



ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

Native American Lands: Then & Now

Do Now

Study the two maps below that show where Native Americans resided in the 1800's and today. What do *you notice* about what has changed and/or remained the same?

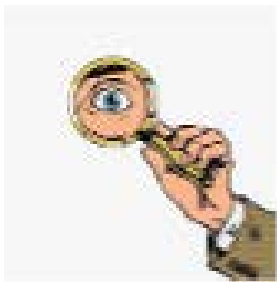
1800's



Today



What I Notice



Share Out

Directions: When called upon, share your thoughts with the class. Listen and learn from your peers.



CLOZE Activity: Who are the Native Americans?

First Read (Comprehension): Fill in the missing words and annotate the text with the guidance of the teacher.

Second Read (Purpose): Take turns rereading aloud a paragraph at a time to complete the post-reading task: Identify one learning and one wondering (question).

Native American Tribes

Reservations: The _____ and _____ of native Americans on reservations served _____ purposes for the United States. First, it _____ land of Native Americans for western expansion. Second, it permitted the United States to _____ a program of Americanizing Tribes into communities of small _____. Neither of these _____ was ever truly met.

1. Great Plains Tribes: consists of native nations living in the Great Plains (the area between the _____ River and the _____ Mountains) to include the Lakota, the Cheyenne, the Pawnee, and the Comanche. These tribes were among the _____ and most _____ within the Great Plains. (Small reservations are scattered throughout the U.S.)
2. Cherokee Nation: consists of _____ major native nations: the Cherokee, Choctaw, Chickasaw, Creek, and Seminole (Reservations are in the state of _____.)
3. Navajo Nation: The earliest known _____ of the Navajos was in the area between the Jemez and Lukachukai mountains, in what today is Northwestern New _____, The reservation is predominantly in Arizona.
4. Extinct Native American Tribes in the U.S.: ~_____ Tribes are gone forever.

One learning: *I learned*

One wondering question: *I wonder*

Daily Learning Target

By the end of the lesson, I will evaluate and reflect on images and readings representing Native Americans and the impact the railroad had on the Great Plain Tribes.




Background Knowledge: What I Notice & What I Think

Directions: Read the task/prompt for each *Quick Think* activity and respond in the box.

Military Strategy for Removing Native Americans



Quick Think 1: Read the quote and study the image. What do you think about this military strategy? How might killing buffalo help eliminate Native Americans?

<p><i>“Kill every buffalo you can. Every buffalo dead is an Indian gone.”</i></p> <p><i>Colonel Richard I. Dodge</i></p>	
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<p>What I Think</p> 	
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Native Americans Food Source: The Buffalo Military Strategy for Removing Native Americans

Quick Think 2: Study the map titled “Dwindling Buffalo Herds, 19th Century”. What do you notice about the buffalo numbers and their range?

	<p>What I Notice</p> 
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Reading

First Read (Comprehension): Silently read the passage “The Impact of the Transcontinental Railroad on Great Plains Tribes.” Underline any unfamiliar words or phrases. With your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand.

Second Read (Clarifying): Annotate the text with the guidance of the teacher.

Third Read (Purpose): Take turns rereading aloud with your partner(s) in order to understand the relationship between different tribes and the U.S. government.

The Impact of the Transcontinental Railroad on the Great Plains Tribes

By Sam Vong, June 3, 2019 (abridged)

The Transcontinental Railroad was completed 150 years ago, in 1869. The railroad pushed into territories inhabited by Native Americans. Many viewed the railroad expansion as a symbol of national progress. Others, however, believed the Transcontinental Railroad undermined the independence of Native nations and threatened to destroy native communities and their cultures.

Scholar Dr. Karuka explains that traditional histories of the Transcontinental Railroad present Native Americans as minor characters in the background of railroad construction. Rarely, if ever, do we get an understanding of the interests that drove native peoples’ actions in relation to the development of the railroad. The Transcontinental Railroad facilitated the colonization of western territories by encouraging new settlements on native lands.

It is important to distinguish between different Native American nations and their relationships to the railroad. The railroad did not impact Native peoples in a similar manner.

Great Plains Tribes

Lakotas, for example, had developed a way of life that depended on the abundance of plant and animal life in the vast region they inhabited. As the Lakota writer and political leader Luther Standing Bear described it, Lakota people moved through their land, following buffalo herds. When the Union Pacific Railroad was being built, the Lakota way of living challenged the United States’ westward expansion.

The Transcontinental Railroad dramatically altered ecosystems. For instance, it brought thousands of hunters who killed the bison Native people relied on.

Unlike other Plains Tribes, the **Cheyenne** devised ways to benefit from the railroad. The railroad disrupted the Cheyenne's ability to trade with other Plains tribes, significantly affecting their economic way of life. As such, the Cheyenne tribes negotiated with the U.S. Federal government to receive financial support for not resisting the railroad's expansion into their territory.

Other native peoples found themselves drawn into a closer relationship with railroad construction. For instance, some **Pawnee** men worked as scouts, or lookouts, for the U.S. Army, defending railroad construction. This created an opportunity to earn wages for their work.

After the construction of the Transcontinental Railroad, native populations continued to have different relationships to the railroads. Some nations resisted, while others worked with the railroad.

In this photograph, a group of Native American people are attending a last spike ceremony to celebrate the completion of the Northern Pacific Railroad.



Because Railroad investors (the people who were providing the money for the railroad project) were worried about the possibility of native resistance and losing money and profit, the U.S. government enlisted the U.S. Army to ensure that resistance could be contained. The Army occupied native communities, deliberately targeted villages and food sources, massacred entire villages, assassinated tribal diplomatic leaders, attempted to remove children from their families, and destroyed buffalo herds. The goal was to destroy the ability of native nations to defend the invasion and occupation of their lands.

Native peoples resisted and resistance continued well after the completion of the Transcontinental Railroad. Despite the violence to tribal members and the environmental destruction of tribal lands, the native nations endured.



In a Word

Directions: Complete the dialogue bubbles **after your third read**. Use what you learned in your reading to create conversations that reflect each tribe's experience.

1. What might the U.S. government and this **Lakota** tribe member say to each other?



2. What might the U.S. government and this **Cheyenne** tribe member say to each other?



2. What might the U.S. government and this **Pawnee** tribe member say to each other?



Closure

Directions: Use each word once to complete the summary paragraph below.

WORD BANK

attacked buffalo construction cooperatively destroy Great Plains struggles

The _____ of the Transcontinental Railroad had significant consequences for the native tribes of the _____, forever altering the landscape and causing the disappearance of the buffalo.

The railroad was probably the single biggest contributor to the loss of the _____, which was particularly traumatic to the Plains tribes who depended on it for everything from meat for food, skins and fur for clothing, and more.

In response, some Native Americans sabotaged the railroad and _____ white settlements supported by the railroad line, to reclaim the way of life that was being taken from them, while other Native Americans sought to work more _____ to maintain their communities. Their individual _____ serve as a poignant example of how the Transcontinental Railroad could simultaneously _____ one way of life as it ushered in another.

From <https://dp.la/exhibitions/transcontinental-railroad/human-impact/native-americans>



CHINESE IMMIGRANTS - THE SEARCH FOR GOLD MOUNTAIN

ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

What do you think?

“They told me that anyone who comes to Gam Saan [*Gam Saan = Gold Mountain, the Chinese term for the United States*] will make money fast and go home a rich man.”

1. Who might have said this?
2. How old do you think the person was?
3. What might you learn about this person by hearing this quote?

Share Out

Directions: When called upon, share your thoughts with the class. Listen and learn from your peers.

Daily Learning Target

Directions: By the end of the lesson, I will understand the contribution and the impact the transcontinental railroad had on Chinese Immigrants by watching a video and reading/analyzing an Angel Island Poem.

Reading

Directions: Watch the [video](#) as an opportunity to develop some background information.

First Read (Comprehension): Next, silently read the short essay below. Underline any unfamiliar words or phrases. With your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand.

Second Read (Clarifying): Annotate the text with the guidance of the teacher.

Third Read (Purpose): Take turns rereading aloud to identify 3 power words that you'll use to develop your sentences. A **power word** is a word that is significant to a key concept or a meaningful term in the reading.





Three Words and A Sentence

The Transcontinental Railroad was built by immigrants and formerly enslaved African Americans. When the Gold Rush ended, Chinese Immigrants were considered cheap labor. They easily found employment as farmhands, gardeners, domestics, laundry workers, and most famously, railroad workers. Between 1865-1869, 10,000 -13,000 Chinese were involved in the building of the western leg (part) of the Central Pacific Railroad (from Sacramento, California to Promontory, Utah).



The work was backbreaking (very hard) and highly dangerous. The Chinese laborers worked in extremely dangerous conditions without proper protection. It took the Chinese laborers 15 months to drill and blast through 1,659 feet of rock to complete the Summit Tunnel at Donner Pass in the Sierra Nevada Mountains.



Approximately 1,200 died while building the Transcontinental Railroad. Over 1,000 Chinese workers had their bones shipped back to China to be buried.

Moreover, the Chinese laborers were treated unfairly while working high-intensity jobs in a deadly working environment. Caucasian (white people of European origin) workers were paid \$35 per month with food and accommodation (housing), but Chinese laborers initially received only \$26 without food and accommodation. Furthermore, white supervisors could whip Chinese laborers without any reason.

While many Americans looked down on all immigrants, the Chinese were considered racially and culturally inferior. Most Americans believed that the Chinese were too different to ever assimilate (blend in) successfully into American culture. As a result, the United States enacted the Chinese Exclusion Act in 1882 to stop the immigration of Chinese laborers. It allowed diplomats, teachers, students, merchants and travelers, but excluded laborers and resulted in a decline of the U.S. Chinese population from 105,000 in 1880 to 61,000 in 1920. The Chinese Exclusion Act was removed in 1943.



~The Asian American Education Project (*abridged*)

My Power Words:

My Sentence:



Closure: Did You Know?

Most immigrants came into the U.S. via Ellis Island, New York; however, most Chinese immigrants came across the Pacific Ocean to Angel Island in San Francisco, a quicker path to the United States from Asia. When they arrived, they were held in barracks and didn't know when they would be released. During that time, the Chinese immigrants would write poetry on the walls about their experience.

Directions: Watch [the video detailing the experiences of being detained on Angel Island](#) as an opportunity to provide background information before analyzing an Angel Island Chinese poem. Then, read the poem in preparation for creating an image and answering the question at the end of the poem.

	Create an image that represents the feeling in the poem. Label/Identify the feeling.
<p>Poem #43</p> <p><i>Imprisoned in the wooden building day after day, My freedom withheld; how can I bear to talk about it? I look to see who is happy, but they only sit quietly. I am anxious and depressed and cannot fall asleep. The days are long and the bottle constantly empty; my sad mood, even so, is not dispelled. (disappeared) Nights are long and the pillow cold; who can pity my loneliness? (feel bad for me) After experiencing such loneliness and sorrow, Why not just return home and learn to plow the fields?</i></p>	<p>The United States offered a promise of opportunity and wealth. Answer the bold question at the end of the poem. Would you stay in the U.S. or go home? Explain.</p>

TRAQUEROS



ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.



Photographer: Nadel, Leonard

Let's See

Study the photograph to the left. What do you notice?
Write your thoughts in the space below.

My Thoughts

Share Out

Directions:

When called upon, share your thoughts with the class. Listen and learn from your peers.

Daily Learning Target

By the end of the lesson, I will understand the impact the rail-road had on Mexican culture by analyzing two corridos (Mexican folk songs) in preparation for creating my own corrido.

Reading

First Read (Comprehension): Silently read the short passage below as an opportunity to develop some background information. Underline any unfamiliar words or phrases. With your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand.

Second Read (Clarifying): Annotate the text with the guidance of the teacher.

Third Read (Purpose): Take turns rereading aloud the passage to understand the essential elements of a corrido.



Because of the U.S. Chinese Exclusion Act of 1882 (13 years after the completion of the Transcontinental Railroad), the recruitment and training of Mexican rail workers in Mexico was part of the construction of railroads in the United States, financed largely by U.S. railroad companies. The peak of traquero employment programs took place between 1880 and 1915.

Many traqueros lived in shanty towns of old boxcars which could be seen throughout the U.S. Southwest and Midwest, as far north as Chicago, Illinois. Some of these could still be seen during the middle of the 20th century.

Mexican workers also used songs to tell their stories. These songs were called “corridos”, which is a traditional Mexican song, a style that has evolved over the past 200 years in northern Mexico and the southwestern United States. Corridos are all about storytelling. They tell of battle victories and losses, individuals taking on the establishment, the lives of great or notorious people, and epic journeys.

In Mexico and the United States, la frontera has long been associated with independence, mystery, discovery, conflict, and vast open spaces. The corrido may have begun as recited poems or verse, an oral history to be memorized and told along trails and around campfires. Music soon followed with the singer’s melody joined by a guitar and/or other stringed instruments, creating the familiar folk ballad style we know today.



[NPS.gov/articles/corridos-stories-told-through-song](https://www.nps.gov/articles/corridos-stories-told-through-song) (abridged)

Directions: Use as many of the words in the box to write a sentence summarizing what you learned about corridos.

corrido storytelling people song Mexican experiences feelings

My sentence:

Two Points of View

First Read (Comprehension): Silently read the two famous corridos below about the railroad. Underline any unfamiliar words or phrases. With your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand. (Songs have been translated.)

Second Read (Purpose): Take turns rereading aloud to identify the message in each song.

Thinking Together: With your reading partner(s), write each song's message in one word.

El Ferrocarril (The Railroad)

Corrido #1	Corrido #2
<p><i>The railroad is coming this way— Let us go look at it near. Ah, what a joy it will be. And when the tourist shall throng, “Good morning!” I’ll repeat; “Come in! Come in!” I’ll entreat, “Come ye and listen to my song! Up from the town on the line Come running the Americanos, Earning us everyone money— Money for all us paisanos. Were you at the camp Where they’re giving work, And the laborers bringing— That’s just the way I live singing. Only to earn me a living. Neither sun, neither wind shall nor could Make me turn back till I’ve done; Mile after mile I will run That I may win us some good. The engine is going to start Lively! Be all of you ready! Come, pull your money out—steady, For now we are going to start!</i></p>	<p><i>The fleeting engine Can’t do anything good Because at dusk it is at home And at dawn in a strange country. Oh! What sadness! The Mexicans will have to see The railroad train That the Americans bring. The very littlest engine Is the one that has been life here, And they expect it to go As far as San Luis Potosi. Listen, Listen, The train puffing; The rain which carries men away And never brings them back again.</i></p>
ONE WORD:	ONE WORD:

Closure: My Corrido

Directions: With all of your understanding about Railroad work, write a two stanza corrido about Railroad work in the 1800's. What story would you tell? Be prepared to share your corrido with your reading partner(s).

(your song's title)

Stanza One

(line one)

(line two)

(line three)

(line four)

Stanza Two

(line one)

(line two)

(line three)

(line four)

BOXCAR COMMUNITIES



ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

Do You Remember?

In yesterday's reading, "Shanty Town" and "old boxcar" were mentioned. Do you remember what boxcars were used for and why? Write your answer in the box below. If you don't remember, refer to yesterday's lesson.

Share Out

Directions:

When called upon, share your thoughts with the class. Listen and learn from your peers.

Daily Learning Target

By the end of the lesson, I will understand the living conditions of the Traqueros (Mexican Railroad Workers) while working in the United States by viewing a video, reading an historical account, and creating advice for a family living in a boxcar.

Background Information

Before reading about the living conditions of the Traqueros, watch [Boxcar Communities](#). What do you notice?

Share Out

Directions:

When called upon, share your thoughts with the class. Listen and learn from your peers.



Reading

First Read (Comprehension): Silently read the article below as an opportunity to further develop your understanding of Boxcar living. Underline any unfamiliar words or phrases. With your reading partner(s), clarify those unfamiliar words or phrases. If your reading partner(s) are unclear as well, raise your hand.

Second Read (Clarifying): Annotate the text with the guidance of the teacher.

Third Read (Purpose): Take turns rereading aloud the passage to this question: What was life like as a Traquero working on the railroad?

EXPLORE ‘HISTORY OF THE MEXICAN RAILROAD BOXCAR COMMUNITIES IN CHICAGO’

This notice appeared in the Daily Herald on April 13, 2016. (abridged)

Mexican railroad workers were recruited to the United States at the turn of the last century and into the 1950s. They laid rail tracks, maintained the rights-of-way and made repairs.

“It’s one of the missing pages of American history that involves labor and the most important industry in the entire Midwest: Railroads,” Antonio Delgado (historian) said. “It involves family, culture and immigration; all of those things are very American. People came out of it triumphantly became part of the community and overcame all kinds of obstacles.”

The number of these railroad track workers, or “traqueros,” ballooned following the Chinese Exclusion Act of 1882, the first law implemented to prevent a specific ethnic group from immigrating to the United States.

The demand for cheap, productive labor accelerated the need for housing. Boxcars filled the bill with mobile homes that could be moved by rail and put on a siding for weeks or months until it was time to relocate.

“Boxcars were never designed for human habitation,” Delgado said. Simple holes were cut for windows. Wood stoves provided heat. But as family members joined workers and foremen got to know them, Mexicans began to add porches, gardens and other more personalized touches including places of worship. None featured plumbing, hot water or much privacy.

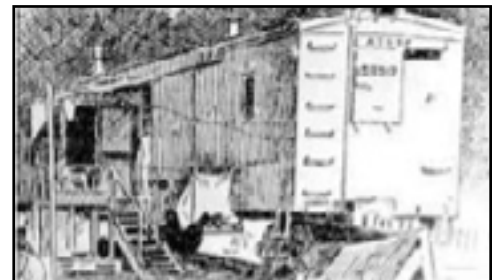


Curtains were used to cordon off (separate) rooms in the roughly 300-square-foot wooden boxcars that were 8-foot-6-inches wide and 36 feet long. It was not unusual for families of eight to ten people, often four generations, to live in two of these boxcars.



But despite the danger of being run over or struck by trains, the boxcar communities thrived (grew). Mexican workers recycled parts from railroad cars and engines. At one point, many of the Mexican inhabitants disassembled (took apart) the cars and used the lumber to build permanent homes.

“The Traqueros possessed a number of characteristics which tend to make him a good track man. He is peaceful and quiet and causes little complaint from neighboring residents. The Traqueros were very loyal to the foreman. Although unaccustomed (not used to) to cold and snow, Traqueros labored more faithfully, frequently remaining on duty more than 24 consecutive hours in extremely severe weather.”



While Mexican women were rarely employed by the railroad to do track work, Mexican women with the help of their children did make use of what resources they had to supplement the family income. They took in laundry, sewed, and prepared and sold Mexican food at train depots and downtown. Some sold small Mexican curios door-to-door, and hired themselves out for domestic work in white middle-class homes.





Reflective Question

What was life like as a Traquero working on the railroad? Include at least three details.



Closure: My Corrido

Directions: Use what you learned from the reading to respond to this scenario/situation: A new family moves into a boxcar in your community. What information, advice, and encouragement would each family member give to the newcomers?

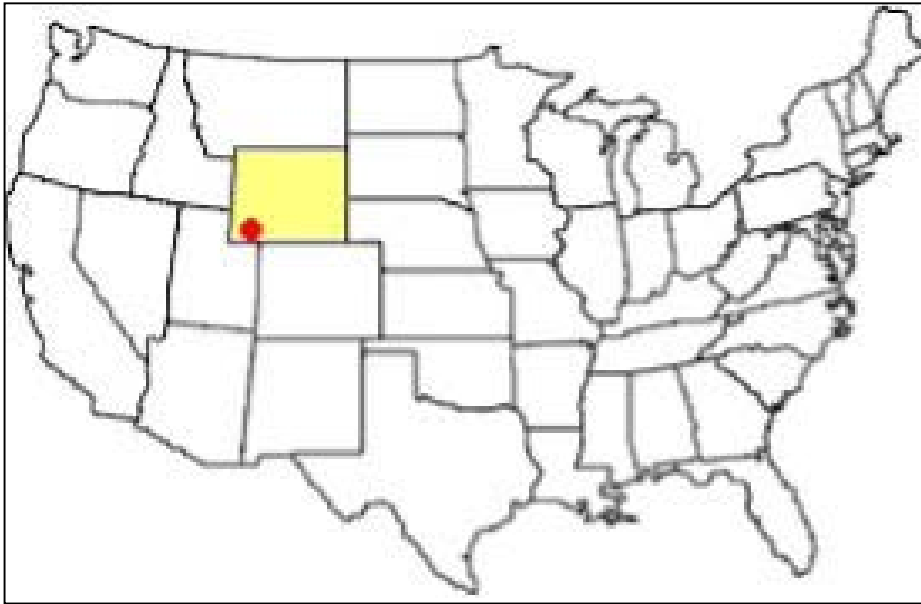
Family Member	Advice or Tips for Successful Living
<p>Father</p> 	<p>To New Father:</p> <p><i>Example: "Welcome to our community. Work is hard and the days are long, but we have an opportunity to improve our lives here in America. Some people are building homes from the boxcars! I hope to do that, too. My foreman is not always the nicest man, but it's important to be loyal and do your best. Fortunately, we can have our families with us so we can all be together."</i></p>
<p>Mother</p> 	<p>To New Mother:</p>
<p>Older Child</p> 	<p>To New Older Child:</p>
<p>Grandparent</p> 	<p>To New Grandparent:</p>

ROCK SPRINGS MASSACRE



ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.



Make an Observation and Take a Guess

Above is a map of the United States. The yellow area is the state of Wyoming. The red dot is the city of Rock Springs. Based on your learnings, what do you notice about the red dot, which is the city of Rock Springs, in relation to the railroad? What natural resource do you think was discovered that was needed to run the trains and keep people warm?

Share Out

Directions: When called upon, share your thoughts with the class. Listen and learn from your peers.

Daily Learning Target

By the end of the lesson, I will understand what can happen when cultures clash by comparing two accounts of the same incident and constructing a dialogue to represent different perspectives.

Massacre Definition: a random, careless, and brutal slaughter of people

On September 2, 1885, 150 white coal miners in Rock Springs, Wyoming, brutally attacked the Chinese workers, killing 28, wounding 15 others, and driving several hundred more out of town. Why do you think this might have happened?

Background Information

First Read (Annotation): Fill in the missing words and annotate during teacher instruction.

Second Read (Comprehension): Silently reread the passage when completed.

“The Rock Springs Massacre”

by Tom Rea, as found on the Wyoming State Historical Society website

On the morning of Sept. 2, 1885, a _____ broke out between white and Chinese miners in the No. 6 mine in Rock Springs. *[No. 6 mine was the safest mine. When the white miners left for a break; Chinese miners were told to work in No. 6 mine. When the white miners returned, they told the Chinese miners to leave; they refused.]* White miners _____ wounded a Chinese miner with blows of a pick to the _____. A second Chinese was



badly beaten. Finally, a foreman arrived and ended the violence. But instead of going back to work, the white miners went home and fetched _____, hatchets, knives and clubs.

In Chinatown [Chinese area of the city], it was a Chinese holiday. Many of the miners stayed home from work and were _____ of what was developing.

Shortly after noon, between 100 and 150 armed white men, mostly miners and railroad workers, convened at the railroad tracks near the No. 6 mine. Many _____ and even children joined them. About two in the afternoon, the mob divided. Half moved toward Chinatown across a plank bridge over Bitter Creek. Others approached by the railroad bridge, leaving some behind at both bridges to _____ any nonwhites from leaving. Still others walked up the hill toward the No. 3 mine, north and on the other side of the tracks from Chinatown. Chinatown was nearly surrounded.

In the buildings at the No. 3 mine, white men _____ Chinese workers, killing several. The mob moved into Chinatown from three directions, pulling some Chinese men from their homes and shooting others as they came into the street. Most fled, dashing through the creek, along the tracks or up the steep bluffs and out into the hills beyond. A few ran straight for the mob and met their deaths.

The mob turned back through Chinatown, _____ the shacks and houses, and then setting them on _____. More Chinese were driven out of hiding by the flames and were killed in the streets. Others _____ to death in their cellars. Still others died that night out on the hills and prairies from thirst, the cold and their wounds.



Reflection

Would you agree that this incident was a massacre? Yes No

Cite the text that supports your opinion:

Directions

1. Listen to the video by [Dr. Byrd](#) regarding the Rock Springs Massacre as an opportunity to further develop your understanding.
2. Take notes to capture ideas that improve your understanding of this event.

Video Notes

3. Complete the Closure activity.

Closure: “Having a Dialogue”

Directions: Create responses for Chinese Miners and White Miners. Use your reading and video notes to answer each question as the miners might. The first one has been done for you.

Chinese Miners at Rock Springs	White Miners at Rock Springs
1. “I worked side by side every day with you in a dangerous situation. We are like brothers. Why the hate?”	1. <i>EXAMPLE RESPONSE: “You spoke a different language. I couldn’t understand you. Besides, you look so different. I was afraid”</i>
2.	2. “You came without your family, why?” (← In the left column, answer this question as a Chinese Miner might respond.)
3. “Though I am physically small, I am reliable, strong and very tough. I was told to go to No. 6 mine. I was following the foreman’s directions. Besides, I wanted to work in the safest mine too. Is that wrong?”	3.
4.	4. ““You live with eight or nine other men in one room.”
5. “I’m not taking jobs away from you. We were asked to come and work.”	5.

Concepts taken from Tom Rea in his article “The Rock Springs Massacre” at the Wyoming State Historical Society website.



PADDY & THE PULLMANS

ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

Do You Remember?

Lesson 1: Work Medley

What were the three separate tasks that gandy dancers had to perform?

Lesson 2: "I've Been Working on the Railroad"

What happens when historical accounts are misrepresented?

Lesson 3: Pullman Porters

How did the Pullman Porters help elevate the social standing of African Americans in America?

Lesson 4: The Legend of John Henry

Why was the legend of John Henry immortalized?

Lesson 5: Native Americans and the Railroad

What impact was the greatest for Native Americans?

Lesson 6: Chinese Immigrants: The Search for Gold Mountain

What was the Chinese contribution to the railroad industry?

Lesson 7: Traqueros

How did the Traqueros view railroad work?

Lesson 8: Boxcar Communities

What were the living conditions of Traqueros?

Lesson 9: Rock Springs Massacre

How might the massacre at Rock Springs have been avoided?

Share Out

Directions: When called upon, share your thoughts with the class. Listen and learn from your peers.

Daily Learning Target

By the end of the lesson, I will read and analyze two folk songs about the Irish Immigrants and Pullman Porters in order to illustrate their shared (what they have in common) experience.

Time to Analyze

Directions:

1. Listen to “Paddy Works on the Railway.”
2. Then, with your reading partner(s), describe what is being said in each stanza.
3. Next, listen to the “Pullman Porter Blues” song and describe what is being said in each stanza.
4. Afterward, compare each stanza for a shared experience. That is, in what way was the experience of these two groups similar?

<u>Paddy Works on the Railway Song</u>	In your own words	<u>Pullman Porter Blues</u>	In your own words	The Shared Experience
In eighteen hundred and forty one I put me corduroy britches on I put me corduroy britches on To work upon the railway.		I feel oh, so blue I really don't know what to do I got a brand new job: a tip collector It's some job: a car protector.		
Now in eighteen hundred and forty-two I left the old world for the new Bad cess to the luck that brought me through To work upon the railway.		Since I left my home And started on railroads to roam I get nothing but abuse So tell me what's the use.		
Now in eighteen hundred and forty-three, Twas then I met sweet Biddy McGee. An elegant wife she's been to me, While working on the railway.		It's: "Pullman Porter, draft on my feet." It's: "Pullman Porter, turn on the heat." It's: "Pullman Porter, all the livelong day Pullman Porter, bring me water." That's all they say.		

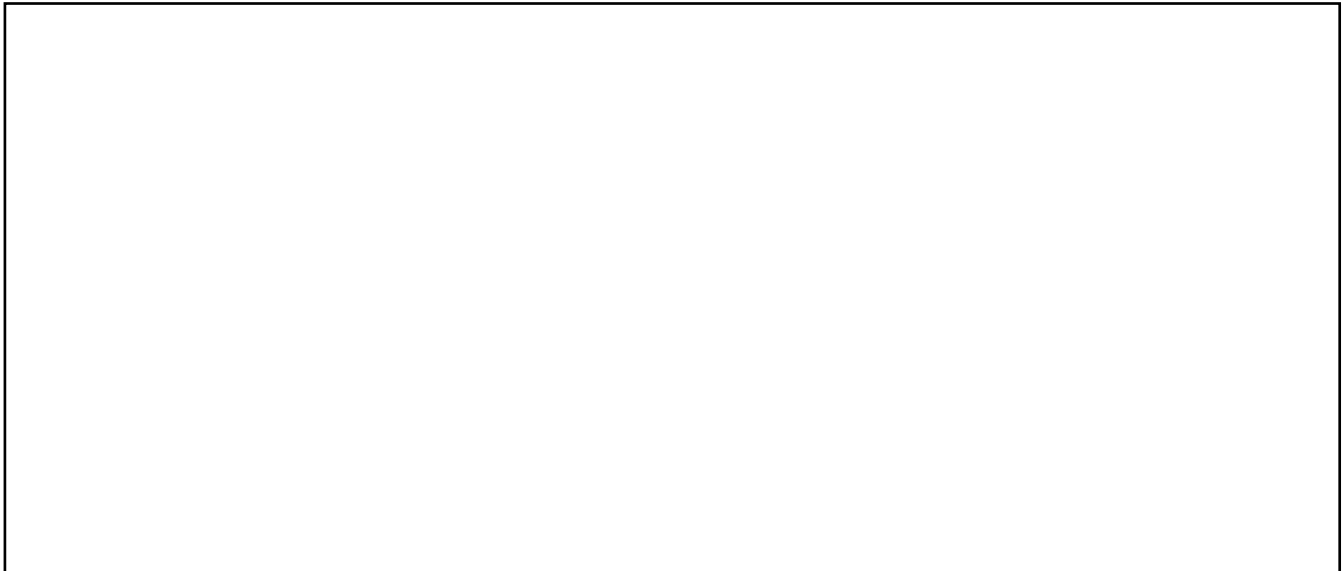


<u>Paddy Works on the Railway Song</u>	In your own words	<u>Pullman Porter Blues</u>	In your own words	The Shared Experience
In eighteen hundred and forty-five Thought myself more dead than alive I thought myself more dead than alive While working on the railway.		It's: "Pullman Porter, make up my bed." It's: "Pullman Porter, no peace on Earth Oh, Pullman Porter, won't you shine my shoes." I got the Pullman Porter blues.		
It's Pat do this and Pat do that, Without a stocking or cravat And nothing for an old straw hat While Pat works on the railway.		Every time I see an engine coming down the track, I get so doggone lonesome That I wish that I was back. Just listen to the whistle, Lordy Lordy what a thrill. I wish that I was in Dixie with Old Steam Boat Bill		
Now in eighteen hundred and forty-seven Sweet Biddie McGee she went to heaven If she left one kid she left eleven To work upon the railway.		I explain the different stations as we roll along the line. I answer 'bout a million questions- "Is the train on time?" I get their hats and coats. And, boy it seems, I don't know where I'm exactly at.		

<u>Paddy Works on the Railway Song</u>	In your own words	<u>Pullman Porter Blues</u>	In your own words	The Shared Experience
<p>In eighteen hundred and forty eight I found myself at the pearly gates I found myself at the pearly gates From working on the railway.</p>		<p>It's: "Pullman Porter, turn on the light." It's: "Pullman Porter, get me a bite." It's: "Pullman Porter," all the whole night through. It seems to me I'm always wrong, whatever I do. "It's: "Pullman Porter, what town are we at?" It's: "Pullman Porter, brush off my hat." "Now look here, Porter, someone here done stole my booze." I got the Pullman Porter blues.</p>		

Directions:

From each of the folk songs, illustrate (draw) a representation of the shared experience (what they have in common) of Irish Immigrants and Pullman Porters.





Closure:

Directions: With your reading partner(s), take turns reading aloud each fact below. Circle ONE word in each sentence that provides the important meaning.

- Many of the Irish Union Pacific workers were veterans of the American Civil War.
- Many Irish flocked to these types of jobs due to their high demand of work and the Irish's desperate need of income due to the "No Irish Need Apply" policies that plagued many cities.
- Many Irish used the railroads as a way to migrate west.
- Irish women and children often accompanied their husbands as they worked along the railroads.
- Many Irish American women became servants or domestic workers.
- Railroad construction was so dangerous that it was said, "[there was] an Irishman buried under every tie."



Now, choose **one of the words you circled from above** that surprised or interested you the most about the Irish Immigrants. What makes this so surprising/interesting? Explain your choice and be prepared to share out.

My one word:

Explanation:

You Decide

Many Irish Americans climbed occupational and social ladders through politically appointed positions such as policeman, fireman, and teacher. **Why do you think this was the case for the Irish and not so much for the African and Mexican Americans?**

Share Out

Directions: When called upon, share your thoughts with the class. Listen and learn from your peers.

From <https://www.loc.gov/classroom-materials/immigration/irish/joining-the-workforce/>
<https://irishworkhistory.omeka.net/exhibits/show/the-transcontinental-railroad/the-railroad-background>
The Irish Railroad Workers Museum



CULMINATION

ENDURING UNDERSTANDING

Students understand that progress has varying impacts on the people and cultures it touches.

Who's Missing?



Directions: Look carefully at the celebratory photo of the Transcontinental Railroad completion. If you knew nothing about the history of the Transcontinental Railroad and you were shown this photo, what might you think about the people responsible for railroad construction?

Share Out

Directions: When called upon, share your thoughts with the class. Listen and learn from your peers.



Daily Learning Target

By the end of the lesson, I will draft an original piece depicting the impact the American Railroad had on the people and cultures it touched.

What Will I do?

Directions:

Think about the following outcomes. Which one interests you the most? Circle it.

A short story	A painting	A song	A dance	A slide presentation
A diary	A children's book	A film	A newspaper article	A game
A podcast/blog	A cartoon strip	An interview	A skit	Other:

Pre-Draft

Directions: Take some time and write down your thoughts and ideas about your project. Have fun creating it!

Closure

Directions: Share with your tablemate(s), your idea and get their feedback. Be prepared to share your idea with the rest of your class.

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