

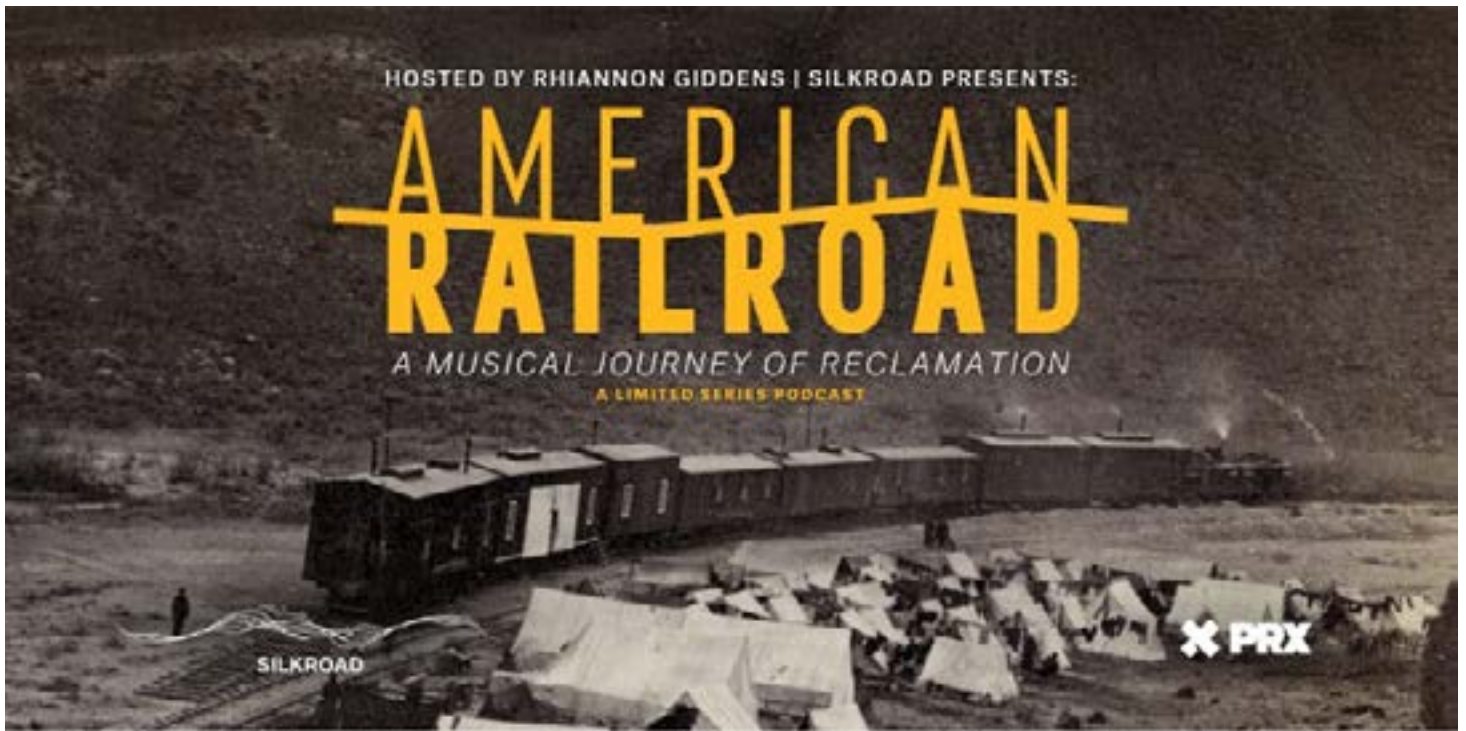
AMERICAN RAILROAD

A Musical Journey of Reclamation



SILKROAD





1800's

6th - 8th Grade Instructional Guide



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TO THE INSTRUCTOR

Dear Educator,

Welcome to the SilkRoad *American Railroad* Unit. We are excited to share this Social Science and ELA-based instructional opportunity with you and your students in order to bring accurate historical information regarding the development of the Transcontinental Railroad during western expansion in the United States.

This Instructional Guide presents 11 lessons addressing the impact of the railroad's progress on individuals and groups vital to the success of this national endeavor. The lessons also present realistic experiences, many of which have been overlooked and misrepresented.

The *American Railroad* Unit is standard-based, with an emphasis on ELA and Social Science for middle school students. The Enduring Understanding – *Students understand that progress has varying impacts on the people and cultures it touches* – is the foundation that unifies each lesson. Each lesson, then, is designed to be integral to the unit outcome and relies upon the previous lesson(s), ensuring clarity of the day's learning and the instructional journey.

Each lesson relies on key reading, critical thinking, processing, collaboration, communication, creativity, and reflection. Relevant text is incorporated to develop language and content knowledge, while infusing language and concept development within each lesson. The lesson structure progresses in a logical order, putting strategies in their most relevant and intentional instructional place. This design clarifies the learning expectation in order to support transparency and student success.

Literacy is based on a student's ability to read independently, comprehend, and respond to grade level materials. Therefore, students engage in reading daily both independently and with partners, and the reading approach is consistent throughout the unit in order to develop competence, confidence, and endurance.

Our goal is to expose students to primary sources and accounts of these life-altering events in human history. We appreciate your commitment to bringing these historically significant events to your students.

Sincerely,
Silkroad



TEACHER TIPS



Teacher Key

Each lesson contains a student handout and a teacher key. The key contains red italic type, which offers the teacher suggestions for clarifying key ideas and vocabulary. Some classes may require more or less scaffolding than others. You know your students, and we invite you to incorporate your successful practices to meet their learning needs.

Lesson Opener

Each lesson opener builds on a review from the previous lesson, incorporating meaningful skill practices to ensure retention of requisite learning.

Reading Process

Improving literacy skills requires that students engage meaningfully and frequently with text. This means that students do the work: reading silently, reading as a partner, monitoring their comprehension and responding with purpose.

Silent Reading: Teacher sets a timer and circulates the classroom to ensure students are on task and supporting as needed (Praise, Prompt, and Leave).

Partner Reading: Teacher assigns Partner A and Partner B (add up to Partner C) for alternating oral reading. Teacher sets a visual timer and circulates the classroom listening for fluency, answering questions (briefly), and praises for on task behavior.

All the lessons in this unit require reading. The process outlined in the handouts/packet follow this general procedure:

- **First Read (Comprehension):** Read silently 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 with the guidance of the teacher.
- **Third Read (Purpose):** Reread aloud, taking turns with your partner(s), and respond to the text in various ways. Speak in a volume that is audible only to your table partner(s).

Annotate

Each lesson will require the teacher to have the student annotate the text. Annotating is a tool that helps students uncover patterns, notice important words, and identify main points. It is an active learning strategy that improves comprehension and retention of information.

TAPPLE

- (T)each first. Teach before checking for understanding.
- (A)sk a specific question.
- (P)ause (think time) and pair-share (share with a peer).
- (P)ick a random non-volunteer.
- (L)isten to the response.
- (E)ffective feedback.

Closure

Each lesson engages students in thinking about what they have learned and how that learning connects to the daily and long-term outcome(s).



THE FOUNDATION

Common Core Standards

Priority Standards: Reading

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.

Priority Standards: Writing

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Priority Standards: Speaking and Listening

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

National Council for Social Studies:

What are the guiding principles?

The C3 (college, career, civic life) is driven by the following shared principles about high quality social studies education: 1) Inquiry, 2) interdisciplinary and integration of the arts, 3) deep and enduring understandings, and 4) direct and explicit connections to the Common Core State Standards for English Language Art.

Capacities/Practices:

- Capacity 4: comprehends as well as critiques
- Capacity 5: values evidence
- Capacity 7: understands other perspectives and cultures

UNIT OUTCOME



ENDURING UNDERSTANDING

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

Long Term Target (Writing Prompt):

By the end of the unit, I will create an original piece depicting the impact of the progress of the American railroad on the people and cultures it touched.

Outcome Exemplar

Outcome will vary depending on the student's choice of end product.

Examples of an original piece:

- a short story
- painting
- a song
- a dance
- PowerPoint presentation
- a diary
- children's book
- a film
- a newspaper article
- a game
- a podcast/blog
- animation/cartoon strip
- an interview
- a skit



INSTRUCTIONAL DAYS OVERVIEW

Days	Content/ Concept	Daily Learning Target	Hess & DOK Level
1	Work Medley <i>American Railroads</i>	Songs of the Rail Road - 3. Work Medley.wmv 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 States.	Analyze 1-3
2	“I’ve Been Working on the Railroad” <i>American Railroads</i>	I’ve Been Working on the Railroad 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.”	Understand 1-2
3	Pullman Porters Primary Sources <i>African-American RR Workers</i>	Pullman Porters 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.	Analyze 1-2
4	The Legend of John Henry <i>African-American RR Workers</i>	By the end of the lesson, I will analyze a folk song about “John Henry,” an African American railroad worker by annotating it to understand how his story immortalized (lasting forever) the conditions of labor workers.	Analyze 2-3
5	Native Americans and the Railroad <i>African-American RR Workers</i>	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.	Evaluate 2-3
6	Chinese Immigrants: The Search for Gold Mountain <i>Chinese Immigrants</i>	Video 1: Video on the Chinese experience Video 2: Detained in Angel Island 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.	Create 2-3



Days	Content/ Concept	Daily Learning Target	Hess & DOK Level
7	Traqueros <i>Mexican Immigrants</i>	By the end of the lesson, I will understand the impact the railroad had on Mexican culture by analyzing two corridos (Mexican folk songs) in preparation for creating my own corrido.	Create 3
8	Boxcar Communities <i>Traqueros</i>	Boxcar Communities 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.	Create 2-3
9	Rock Springs <i>Chinese Immigrants</i>	Dr. Byrd 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.	Understand 3
10	Paddy and the Pullmans <i>Irish Immigrants</i>	Paddy Works on the Railway Song Pullman Porter Blues 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.	Evaluates 3
11	Culminating Activity <i>Original Piece</i>	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.	Create 4

DAY 1 LESSON PLANS FOR INSTRUCTIONAL DAYS



JOURNEYS IN FILM™
educating for global understanding

DAILY LEARNING TARGET

Hess's Matrix DOK - Analyze 1-3

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 States.

Reading: Lyrics to the song “Medley Song” Songs of the Rail Road - 3. Work Medley.wmv			Notes:
Review: Enduring Understanding: Students understand that progress has varying impacts on the people and cultures it touches.			
Preview: Quick Talk: Have students take a few minutes to look at the given map. Have students turn to their partner and share with them all they know about the <i>beginning of the American Railroads</i> . While their partner shares, they are taking a few brief notes. If they don’t know anything, they write down 2 or 3 questions. After 30 seconds, switch.			
Guide Teacher <ol style="list-style-type: none">While students are entering the classroom, have the song “Medley Song” playing. Hand out the “American Railroads Unit” packets to students.Review with students the standards, capacities, the Enduring Understanding and Unit Outcome. Field questions.Refer to ‘Quick Talk’ in the packet. Have students take a few minutes to look at the map and reflect. Switch. Call on at least three students to share their answers.Review Daily Learning Target to focus students’ learning.Have students silently read the song and underline any unfamiliar words or phrases.Next, with their Reading Partner(s), have students clarify those unfamiliar words or phrases.Guide students during annotation.Afterwards, have students take turns rereading a stanza at a time aloud.Have students listen to the recording again two or three times.Have students complete the Closure. Student <ol style="list-style-type: none">Place name on “American Railroads Unit” packets.Listens while the teacher goes over the standards, capacities, the Enduring Understanding and Unit Outcome.Answers “Quick Start” prompt. Responds if called upon.Review Daily Learning Target to focus daily learning.Silently reads the song and underlines any unfamiliar words or phrases.Clarifies unfamiliar words or phrases with peers.Follows teachers annotations.Takes turns rereading a stanza at a time aloud.Listen to the recording again.Completes the Closure	Process 		

WORK MEDLEY



Lesson 1 Teacher Key

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

- *There were a lot of railroads in the east.*
- *Only one railroad went east to west from Omaha, Nebraska to Sacramento, California.*
- *That railroad, The Transcontinental Railroad, connected states in the US.*
- *It was Lincoln's plan to unite the country during the Civil War.*
- *Immigrants worked on the RR.*



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: *remove steel beams from supply train*)

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 *(has to)* lift together. Any man lift before I say lift, we're gonna *(going to)* run away from here. Now, git *(come)* round here boys. **Grab that rail like a cat grabbing a hot hoe-cake.** *(simile for grabbing the rail fast. Hoe-cake is a southern dish of fried flat cornbread, like a pancake.)*

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: *lay beams in a straight line*)

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

Oh boys, is ye (*you*) right? (Huh!)

We done got it right? (Huh!)

All I want are my navy beans (*play on words: beams vs. beans or food*), a big fat woman, and a wheeler team (*animals pulling a wagon*).

Chorus

Oh boys, can't you line 'em (*them*) (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! (*The captain was indifferent and didn't care about men coming in late.*)

Chorus

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

See Eloise go lining track



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

(definition: *to secure something firmly*)

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!)** (*working for 10 months non-stop*) - 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!)**
(*The captain won't let the men take a day off*)
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!)** (*enduring pain and hardship*) - all the livelong day **(Huh!)**
Drive them (*the ties*) 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.

Answers should include the three tasks.

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?

Building a railroad in the 1800's was laborious work. To keep men motivated, call and response was used. The lead singer would ask a question or state something and the rest of the workers would respond in unison and to build unison in the team (as in the military). Other “call and response” songs: “Down By the Bay” “Green Green Grass” “Who stole the cookie from the cookie jar?”

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?

The strings gave you the feeling of moving forward, like the train on the tracks.

4. On the third chorus line, the volume changed. How did it change? Why?

The volume is lowered; the sound diminishes like the sound of a train moving past you, indicating possibly the workers are moving forward.

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.

Answers will vary.



DAILY LEARNING TARGET

Hess's Matrix DOK - Understand 1-2

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: Abridgements and the children’s folk song “I’ve Been Working on the Railroad.”			Notes:
Review: “20 Words or Less:” Comparing “Work Medley” and “I’ve Been Working on the Railroad.” Make sure students understand the “Work Medley” is a more realistic account of railwork. “I’ve Been Working on the Railroad” is a zippy version of the work.			
Preview: Reading two different accounts of the folk song “I’ve Been Working on the Railroad.”			
Guide Teacher <div><div>1. Have Students take out their Railroad packet. Review Enduring Understanding.</div><div>2. Refer to 20 ‘Words or Less’ in the packet. Give students 15 seconds to write description words to both songs. Call on at least 3 students to share their answers.</div><div>3. Review Daily Learning Target to focus students’ learning.</div><div>4. Have students silently read the abridgments and underline any unfamiliar words or phrases.</div><div>5. Next, with their tablemates, have students clarify those unfamiliar words or phrases.</div><div>6. Have students raise their hand if they need more clarification.</div><div>7. Guide students during annotation.</div><div>8. Afterwards, have students take turns rereading a stanza at a time aloud for the purpose of answering the question: How should schools and society engage with a musical tradition that inaccurately represented the experience of African Americans?</div><div>9. Have students complete the Closure.</div></div> Teacher <div><div>1. Place name on “American Railroads Unit” packets.</div><div>2. Answers “20 Words or less” prompt. Responds if called upon.</div><div>3. Review Daily Learning Target to focus daily learning.</div><div>4. Silently reads the abridgments and underlines any unfamiliar words or phrases.</div><div>5. Clarifies unfamiliar words or phrases with peers.</div><div>6. Asks clarifying questions.</div><div>7. Follows teachers annotations.</div><div>8. Takes turns rereading a paragraph at a time aloud.</div><div>9. Completes the Closure.</div></div>	Process 		



"I'VE BEEN WORKING ON THE RAILROAD"

Lesson 2 Teacher Key

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,
Fee, fie, fiddle-e-i-o.
Strumming on the old banjo!*

"Work Medley"	"I've Been Working on the Railroad"
<i>Demanding, harsh, unrelenting, Railroad work, team, painful, hard work.</i>	<i>Easy, free-flowing, kid-like, fun, railroad work, painless, easy work</i>
20 words or less Summary (<i>Titles count as one word</i>) <i>Each song represents railroad work; "Work Medley" depicts a realistic account of railroad work in early America while "I've Been Working on the Railroad" seems lighthearted and unrealistic.</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 (*everywhere*) 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 whose standards?*) by the presence of music. It **helped lift the workers’ spirits** (*how?*) 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*. (*theater*)



*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** (*all in a group are viewed the same*) and **prejudicial** (*unfavorably judged*) 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** (*covered up*) into **wholesome** (*clean*) 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** (*turning into a cartoon*) 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** (*words*) 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

The line most offensive to me is “just to pass the time away.” This phrase gives the impression that railroad work was easy and anybody could do it. It also gives the impression that railroad workers had nothing better to do so why not help out here and there?

DAILY LEARNING TARGET

Reading:

Review:

Preview:

Guide

Teacher

- ## Process

- ## Check

- TAPPLE**
- Rove and evaluate students' markings
- Rove and listen to reading fluency
- Annotation marks
- Evaluate answers: expand and/or clarify

Student

1. Take out "American Railroads Unit" packets.
2. Answers "20 Words or less" prompt. Shares out if called upon.
3. Review Daily Learning Target to focus daily learning.
4. Fills in missing words to CLOZE activities.
5. Completes the One Learning & One Wonder.
6. Read short paragraphs-highlights confusing words or phrases.
7. Clarifies unfamiliar words or phrases with peers.
8. Asks clarifying questions.
9. Follows teachers annotations.
10. Takes turns rereading a paragraph at a time aloud.
11. Review questions about the video. Ask questions.
12. Watch Video.
13. Completes the Closure.

Closure

Answer: How did the Pullman Porters impact the Civil Rights movement?

- Extended Thinking

Materials:

Unit Packet, pencil/
pen, highlighter

Notes:

PULLMAN PORTERS



Lesson 3 Teacher Key

ENDURING UNDERSTANDING

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

Whether you travel

ONE TIME... **ONE TIME**

It is Pullman's policy to have your porter attend to your needs at all times. This means that you can rest comfortably and sleep peacefully.

AND TIME... **AND TIME**... **AND TIME**

The porter is always at your service. He will attend to your needs at all times. This means that you can rest comfortably and sleep peacefully.

Go Pullman

A Pullman Captain and His Crew

These men are the Pullman Porters. They are the ones who make your travel comfortable and enjoyable. They are the ones who make your travel a pleasure.

How many people make a good night's sleep?

One person. The Pullman Porter. He is the one who makes your travel comfortable and enjoyable. He is the one who makes your travel a pleasure.

Go Pullman

Terms to Know

Pullman Porters were men and women who worked for George Pullman and served people on trains.

A*B*C*D Groups

Directions:

1. Get into groups of four. Choose a letter (A, B, C, or D) and write your name after the letter.
2. You have 60 seconds to review all three Pullman Porter advertisements.
3. Under your letter, you have 30 seconds to write down everything you have observed.
4. Finally, take turns sharing your observations with your group. Be ready to share your observations with the class.



Student A Name _____	Student B Name _____
	<i>White man in a private room, sleeping comfortably, people relaxing on a couch, a man being assisted by a porter, happy porters happily serving people</i>
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 engineer, developed a railroad sleeper car. The Pullman sleeper or “palace car” was finished in 1864.

After President Abraham Lincoln was assassinated, 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 gained national attention.

Orders for his new sleeper car began to pour into his company. The sleeping cars proved successful 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 attached kitchen and dining car. The food rivaled the best restaurants of the day and the service 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?

Formerly enslaved people

2. Why did George Pullman hire formerly enslaved people?

He felt they could best anticipate and cater to his customers’ needs, work long hours for cheap wages. He felt they could best anticipate and cater to his customers’ needs, work long hours for cheap wages.

3. How did Pullman Porters change the American landscape?

*Helped fuel the great migration where 100,000+ African Americans moved to northern states.
Shaped the black middle class and laid the groundwork for the Civil Rights movement.*

4. How did passengers show their power over the porters?

Passengers called the porters “boy”, a term used during enslavement, or “George,” after the founder George Pullman. By not using the porter’s given (real) name, passengers did not recognize the porters as individuals with unique identities.

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.)

A 30 day month would equal a 13.5 hour working day. That’s like going to school from 8:00 a.m. to 9:30 p.m. every day, including weekends.

6. How did Pullman Porters use their employment to better their position in society?

They were well-traveled, knowledgeable, had regular contact with politicians and wealthy clients, and had contacts with five important black newspapers keeping the black community well-informed.



Closure: Reflective Question

How did the Pullman Porters impact the Civil Rights movement?

They created a union which ensured better working conditions and pay, establishing that right for ALL labor workers.

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?

Answers will vary

2. How is the person you chose connected to Pullman Porters?

Answers will vary

3. What impact did the experience with Pullman Porters have on this person's life?

Answers will vary



Hess's Matrix DOK - Analyze 2-3

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.

[*The Legend of John Henry's Hammer*](#)

Reading: The Story of John Henry and lyrics to Johnny Cash’s song about John Henry			Notes:
Review: “Talking Points:” Contrasting Pullman Porters to Railroad Workers			
Preview: The legend of John, a reader’s theater. Listen for a message in the story.			
Guide	Process	Check	
Teacher <ol style="list-style-type: none">Have Students take out their Railroad packet. Review Enduring Understanding.Refer to ‘Talking Points’ in the packet. Have students complete the section with 15 seconds to share their answers.Review Daily Learning Target to focus students’ learning.Choose 5 to 6 students to <i>Theatrically Read</i> the story of John-Henry with the purpose of answering the question: What is the message in the story? Share out.Have students silently read the lyrics to Johnny Cash’s song and underline any unfamiliar words or phrases.Next, with their tablemates, have students clarify those unfamiliar words or phrases.Have students raise their hand if they need more clarification.Guide students during annotation.Afterwards, have students listen to the recording for the purpose of answering: How did the progress of the railroad impact John Henry’s life? Share out.Have students complete the Closure Student <ol style="list-style-type: none">Takes out “American Railroads Unit” packets.Answers “Talking Points” prompt. Responds if called upon.Review Daily Learning Target to focus daily learning.5 to 6 students theatrically read the story of John Henry. Then, answers the question: What is the message in the story?Share answers if called upon.Silently read the lyrics to Johnny Cash’s song and underline any unfamiliar words or phrases.Clarify those unfamiliar words or phrases.Follows teachers annotations.Listen to the recording for the purpose of answering: How did the progress of the railroad impact John Henry’s life?Completes Closure	Talking Points Reader’s Theater Self regulation Partner Read Annotation Questions Interpretation	TAPPLE Rove and evaluate students’ markings Rove and listen to reading fluency Annotation marks Evaluate answers: expand and/or clarify	
Closure 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.		Materials: Unit Packet, pencil/ pen, highlighter, chart paper, markers	



JOHN HENRY

Lesson 4 Teacher Key

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...
<ul style="list-style-type: none">• <i>Dressed well</i>• <i>Sanitary conditions</i>• <i>Paid better but overworked</i>• <i>Access to important people</i>• <i>Mentally abused</i>	<ul style="list-style-type: none">← Clothing →← Work Conditions →← Wages →← Connections →← Treatment →	<ul style="list-style-type: none">• <i>Dressed in tattered clothing</i>• <i>Unsanitary conditions</i>• <i>Paid less and overworked</i>• <i>No connections</i>• <i>Mentally and physically abused</i>

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 (dad) woke him up one midnight
He said before the sheriff comes I wanna (want to) tell you,
learn to hoist (lift up) 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
(shakers were pacifists who had advanced notions of gender and racial equality)
"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
(having lots of energy) now, but
You 'bout through, we're gonna (going to) 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 (trying to shake John's confidence)*



*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 (have to) 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? (impersonal, cold, uncaring)*

*John Henry said to the steam drill (the machine), 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 (yelled) 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. (continuing)*

*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:

DAY 5 LESSON PLANS FOR INSTRUCTIONAL DAYS



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DAILY LEARNING TARGET

Hess's Matrix DOK - Evaluate 2-3

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 their culture.

Reading:			Notes:
Background Information, Graphs, quotes, & “Native Americans and the Transcontinental Railroad”			
Review: <i>Do Now:</i> 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?			
Preview: CLOZE Activity: Who are the Native Americans?			
Guide Teacher <ol style="list-style-type: none">Have Students take out their Railroad packet. Review Enduring Understanding.Refer to the “Do Now.” Have students write down what they notice in the images. Then, give them 15 seconds to share their answers.Review Daily Learning Target to focus students’ learning.Have students fill in the missing words in the CLOZE activity.After students have reread the CLOZE paragraph, have them answer the One Learning & One Question. Share out.Refer students to Background Knowledge: What I Notice & What I think. Have students complete independently or with their tablemate(s). Share out.Have students silently read the “The Impact of the Transcontinental Railroad on the Great Plains Tribe.”Next, with their tablemates, have students clarify those unfamiliar words or phrases.Have students raise their hand if they need more clarification.Guide students during annotation.Have students reread the article for the purpose of summarizing each tribe’s experience. Share out.Have students complete the Closure. Student <ol style="list-style-type: none">Takes out their Railroad packet. Reviews the Enduring Understanding.Refers to the “Do Now.” Writes down what they notice in the images. Shares out.Reviews Daily Learning Target.Fills in the missing words in the CLOZE activity.Rereads the CLOZE paragraph and answers the One Learning & One Question. Shares out.Refers to Background Knowledge: What I Notice & What I think. Completes activity independently or with a tablemate(s). Shares out.Silently reads the “The Impact of the Transcontinental Railroad on the Great Plains Tribe.”Clarifies unfamiliar words or phrases with tablemate(s).Raises hand if more clarification is needed.Annotates.Rereads the article for the purpose of summarizing each tribe’s experience. Share out.Completes the Closure.	Process 		

NATIVE AMERICANS, THE BUFFALO, AND THE TRANSCONTINENTAL RAILROAD



Lesson 5 Teacher Key

ENDURING UNDERSTANDING

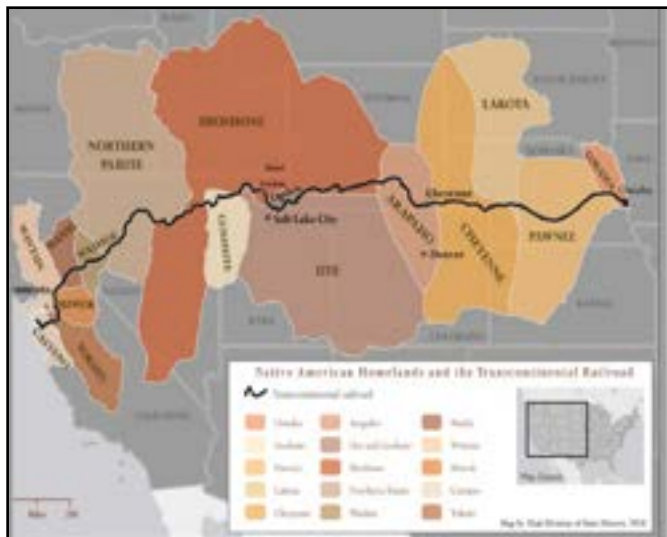
Students understand that progress has varying impacts on the people and cultures it touches.

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?

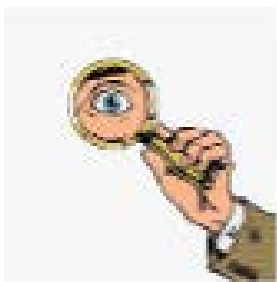
1800's



Today



What I Notice



Native Americans lived in large groups, covering large portions of individual states. There are 15 tribes living in proximity to each other. The current map shows Native Americans scattered in small numbers on reservations outside their traditional homelands.

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 removal and relocation of native Americans on reservations served two purposes for the United States. First, it cleared land of Native Americans for western expansion. Second, it permitted the United States to carry out a program of Americanizing Tribes into communities of small farmers. Neither of these goals was ever truly met.

1. Great Plains Tribes: consists of native nations living in the Great Plains (the area between the Mississippi River and the Rocky Mountains) to include the Lakota, the Cheyenne, the Pawnee, and the Comanche. These tribes were among the largest and most powerful within the Great Plains. (Small reservations are scattered throughout the U.S.)
2. Cherokee Nation: consists of five major native nations: the Cherokee, Choctaw, Chickasaw, Creek, and Seminole (Reservations are in the state of Oklahoma.)
3. Navajo Nation: The earliest known home of the Navajos was in the area between the Jemez and Lukachukai mountains, in what today is Northwestern New Mexico. The reservation is predominantly in Arizona.
4. Extinct Native American Tribes in the U.S.: ~ 70 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>	
<p>What I Think</p> 	<p><i>Answers will vary.</i></p>

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>  <p><i>Answers will vary.</i></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** (*land*) inhabited by Native Americans. Many viewed the railroad expansion as a symbol of national progress. Others, however, believed the Transcontinental Railroad **undermined** (*weakened*) 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** (*a process that replaced existing ways of life*) 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** (*a lot of*) of plant and animal life in the **vast** (*large*) region they inhabited (*lived on*). 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** (*changed*) ecosystems. For instance, it brought thousands of hunters who killed the bison Native people relied on.

Unlike other Plains Tribes, the **Cheyenne** **devised** (*came up with*) 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** (*killed*) 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 construction of the Transcontinental Railroad had significant consequences for the native tribes of the Great Plains, forever altering the landscape and causing the disappearance of the buffalo.

The railroad was probably the single biggest contributor to the loss of the buffalo, 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 attacked 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 cooperatively to maintain their communities. Their individual struggles serve as a poignant example of how the Transcontinental Railroad could simultaneously destroy one way of life as it ushered in another.

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

DAY 6 LESSON PLANS FOR INSTRUCTIONAL DAYS



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DAILY LEARNING TARGET

Hess's Matrix DOK - Create 2-3

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.

Video 1: [Video on the Chinese experience](#)

Video 2: [Detained on Angel Island](#)

Reading: Summary of the Chinese Experience from The Asian American Education Project			Notes:
Review: What do you think? Interpretation & Reflections			
Preview: Video on the Chinese experience as an opportunity to develop background information			
Guide Teacher <ol style="list-style-type: none">Have Students take out their Railroad packet. Review Enduring Understanding.Refer to the “What do you think?” Have students evaluate & reflect on the quote. Then, give them 15 seconds to share their answers.Review Daily Learning Target to focus students’ learning.Have students watch a video about the Chinese experience.Have students silently read the short article.Next, their tablemate(s)s, have students clarify those unfamiliar words or phrases.Have students raise their hand if they need more clarification.Guide students during annotation.Have students reread the article for the purpose of identifying three power words creating a sentence with those words. Share out.Have students complete the Closure. Student <ol style="list-style-type: none">Takes out their Railroad packet. Reviews the Enduring Under-standing.Refers to the “What do you think?” Evaluates & reflects on the quote. Shares out.Reviews Daily Learning Target.Watches a video about the Chinese experience.Reads the short article.Next, with their tablemate(s)s, have students clarify those unfamiliar words or phrases.Clarifies unfamiliar words or phrases with tablemate(s).Annotates.Rereads the article for the purpose of identifying 3 power-words creating a sentence with those words. Share out.Completes the Closure.	Process Gives an opinion Self regulation Partner Read Annotation Questions Sentence Development	Check Sharing out Rove and listen to reading fluency Annotation marks Evaluate answers: expand and/or clarify	
Closure Did you Know? Watch the video detained in Angel Island. Then, read the poem in preparation for creating an image and answering the question at the end of the poem.			Materials: Unit Packet, pencil/ pen, highlighter

CHINESE IMMIGRANTS - THE SEARCH FOR GOLD MOUNTAIN



Lesson 6 Teacher Key

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. (<i>disappeared</i>) Nights are long and the pillow cold; who can pity my loneliness? (<i>feel bad for me</i>) 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>

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

JOURNEYS IN FILM | *AMERICAN RAILROAD*

TRAQUEROS



Lesson 7 Teacher Key

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

A traquero is a railroad track worker. The word "traque" is Spanglish (Spanish & English) meaning track, not to be confused with taquero, a taco vendor.

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 railroad 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** (*the first significant law limiting immigration into the United States*) (13 years after the completion of the Transcontinental Railroad), the recruitment (*hiring*) 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** (*settlements built of discarded material*) of old boxcars (*small sections of the train*) 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 (*well-known in a bad way*) people, and epic (*heroic*) journeys.

In Mexico and the United States, la frontera (*the border*) has long been associated (*connected*) 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>
<p>ONE WORD: <i>Answers will vary.</i></p>	<p>ONE WORD: <i>Answers will vary.</i></p>



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)



DAILY LEARNING TARGET

Hess's Matrix DOK - Create 2-3

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.

Boxcar Communities

Reading: “Explore: History of the Mexican Railroad Boxcar Communities in Chicago” article		Notes:
Review: 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.		
Preview: Watching a video on the living conditions of the Traqueros & reflection on what was noticed. Boxcar Communities		
Guide		
Teacher <ol style="list-style-type: none"> Have Students take out their Railroad packet. Review Enduring Understanding. Refer to the “Do you remember?” Have students answer the questions. Then, give them 15 seconds to share their answers. Review Daily Learning Target to focus students’ learning. Have students watch the video Boxcar Communities and reflect on what they notice. Share out. Have students silently read the short article. Next, with their tablemate(s), have students clarify those unfamiliar words or phrases. Guide students during annotation. Have students reread the article for the purpose of answering the question: What was life like as a Traquero working on the railroad? Share out. Have students complete the Closure. 	Process Reflects Reflects Self regulates Clarifies	Check Sharing out Sharing out Rove and listen to reading fluency
Student <ol style="list-style-type: none"> Takes out their Railroad packet. Review Enduring Understanding. Refersto the “Do you remember?” and answers the questions. Reviews Daily Learning Target. Watches the video Boxcar Communities and reflects on what they notice. Shares out. Silently reads the short article. Clarifies unfamiliar words or phrases with tablemate(s). Annotates Rereads the article for the purpose of answering the question: What was life like as a Traquero working on the railroad? Share out. Completes the Closure. 	Annotates Partner Read Summarizes Gives advice	Annotation marks TAPPLE
Closure Directions: Have students use what they 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?		Materials: Unit Packet, pencil/pen, highlighter



BOXCAR COMMUNITIES

Lesson 8 Teacher Key

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.

Answers may vary. Many traqueros (Mexican railroad workers) lived in shanty towns of old boxcars after the U.S. Chinese Exclusion Act was passed.

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?

Answers will vary.

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** (*hired*) to the United States at the turn of the **last century** (*1800's*) 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** (*happily successful*), became part of the community and overcame all kinds of obstacles."

The number of these railroad track workers, or "traqueros," **ballooned** (*grew*) following the Chinese Exclusion Act of 1882, the first law implemented to prevent a **specific ethnic group from immigrating to the United States**. (*Mexicans replaced the Chinese*)

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.

Answers will vary.

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><i>Answers will vary.</i></p>
<p>Older Child</p> 	<p>To New Older Child:</p> <p><i>Answers will vary.</i></p>
<p>Grandparent</p> 	<p>To New Grandparent:</p> <p><i>Answers will vary.</i></p>

DAILY LEARNING TARGET

Hess's Matrix DOK - Understand 3

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.

Reading: “The Rock Springs Massacre” article			Notes:
Review: Make an observation and take a guess: Where is Rock Springs?			
Preview: Defining massacre			
Guide Teacher <ol style="list-style-type: none">1. Have Students take out their Railroad packet. Review Enduring Understanding.2. Refer to the “Make an Observation and Take A Guess.” Have students answer the question. Then, give them 15 seconds to share their answers.3. Review Daily Learning Target to focus students’ learning.4. Have students connect the word massacre to what may have happened in the scenario given.5. Have students fill-in the Cloze reading.6. Have students silently read the article to answer the question: Would you agree that the incident was a massacre and then have students support their answer with a correctly written citation.7. Next, have students watch the Dr. Byrd video and take notes. Share out.8. Have students complete the Closure. Student <ol style="list-style-type: none">1. Takes out their Railroad packet. Reviews Enduring Understanding.2. Refers to the “Make an Observation and Take A Guess” and answers the question. Shares out.3. Reviews Daily Learning Target.4. Connects the word massacre to what may have happened in the scenario given.5. Fills-in the CLOZE reading.6. Silently reads the article to answer the question: Would you agree that the incident was a massacre and then have students support their answer with a correctly written citation.7. Watches the Dr. Byrd video and takes notes. Shares out.8. Completes the Closure.	Process 		

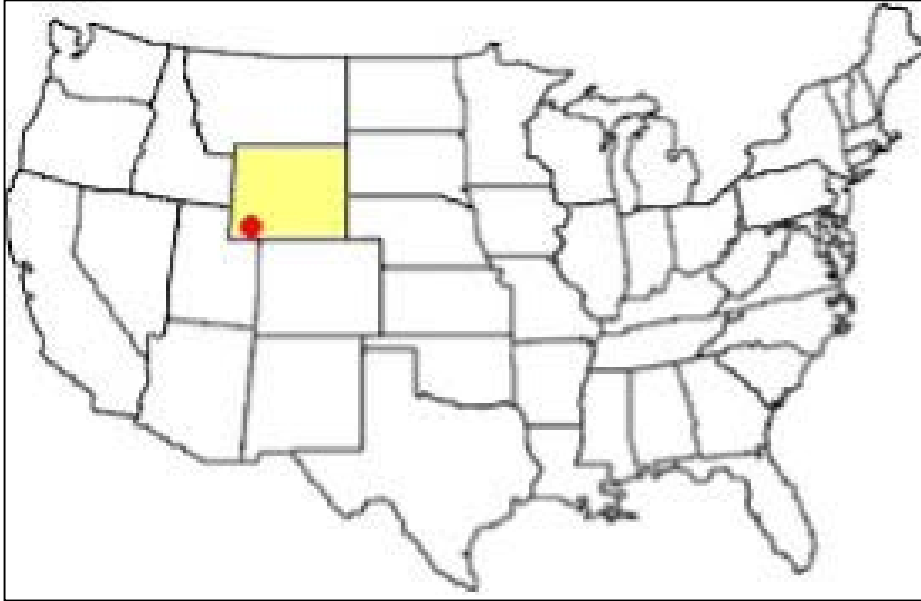
ROCK SPRINGS MASSACRE



Lesson 9 Teacher Key

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?

*The city of Rock Springs runs through the path of the Transcontinental Railroad.
Coal! Coal was the main reason the railroad followed the route it did across southern WY*

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?

Answers will vary.

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 fight 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 fatally wounded a Chinese miner with blows of a pick to the skull. 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 guns, 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 unaware 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 women 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 prevent 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 shot 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, looting the shacks and houses, and then setting them on fire. More Chinese were driven out of hiding by the flames and were killed in the streets. Others burned 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. <i>I always planned on going back home. I could save a lifetime’s fortune to take back home. Wouldn’t you do that for your family?</i>	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. <i>Yes, That’s why I fought for No. 6 mine. It was the safest mine. I wanted to live for my family. Why didn’t you just give it back?</i>
4. <i>That’s why I could afford to accept jobs at a lower rate of pay.</i>	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. <i>Because you were willing to work for lower wages, everyone’s wages stayed low. I can’t afford to work at those wages.</i>

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



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.

Hess's Matrix DOK - Evaluates 3

[Paddy Works on the Railway Song](#)
[Pullman Porter Blues](#)

Reading: Lyrics to “Paddy Works on the Railway Song” & “Pullman Porter Blues”			Notes:
Review: Do You Remember? Reviewing past lessons by answering questions.			
Preview: Listening to two folksongs & determine a shared experience.			
Guide Teacher <ol style="list-style-type: none">Have Students take out their Railroad packet. Review Enduring Understanding.Refer to “Do You Remember?” Have students independently or with a tablemate(s) answer each lessons’ review question.Review Daily Learning Target to focus students’ learning.Refer to the “Time to Analyze.” Have students listen to “Paddy Words on the Railroad” and restate each stanza in their own words. Do the same for the folksong “Pullman Porter Blues.”Afterward, have students compare each stanza for a shared experience.Next, have students illustrate a visual representing that shared experience. Share out.Have students complete the Closure. Student <ol style="list-style-type: none">Takes out their Railroad packet. Reviews Enduring Understanding.Refers to “Do You Remember?” and answers each lessons’ review question. Shares out.Review Daily Learning Target.Refers to the “Time to Analyze” and listens to “Paddy Words on the Railroad” and restates each stanza in their own words. Does the same for the folksong “Pullman Porter Blues.”Compares each stanza for a shared experience.Illustrates a representation of that shared experience. Shares out.Completes the Closure.	Process 		

PADDY & THE PULLMANS



Lesson 10 Teacher Key

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** (*Patrick*) 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>1841</i>) I put me corduroy britches (<i>pants</i>) 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.		<i>Getting reading for something new for a better life.</i>
Now in eighteen hundred and forty-two (<i>1842</i>) I left the old world for the new Bad cess (<i>Irish phrase meaning 'bad luck'</i>) to the luck that brought me through To work upon the railway.		Since I left my home And started on railroads to roam (<i>travel</i>) I get nothing but abuse So tell me what's the use.		<i>Leave a home to work where you're not appreciated.</i>
Now in eighteen hundred and forty-three, (<i>1843</i>) Twass (<i>it was</i>) 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.		<i>Making life easier for others.</i>



<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 (1845) 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.		<i>Exhausted working so hard and for someone else.</i>
It's Pat (short for <i>Patrick</i>) do this and Pat do that, Without a stocking or cravat (tie) 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 dog-gone (very) lonesome (lonely) That I wish that I was back. Just listen to the whistle, Lordy Lordy what a thrill. I wish that I was in Dixie (a southern state) with Old Steam Boat Bill (William "Steamboat Bill" Canfield was the owner and captain of a paddle steamer.)		<i>Questioning whether the work the decision to leave was worth it.</i>
Now in eighteen hundred and forty-seven (1847) 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.		<i>Feeling lost and alone.</i>



<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 eight (1848) I found myself at the pearly gates (heaven) I found myself at the pearly gates From working on the railway.		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.		<i>There is no ending except for death or depression.</i>

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

Hess's Matrix DOK - Create 4

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.

Reading: N/A			Notes:
Review: Who's Missing? Analyzing a photo. Of all the track workers who made the Transcontinental Railroad happen, who is not celebrated?			
Preview: What will I Do? Determining a possible outcome			
Guide Teacher 1. Have Students take out their Railroad packet. Review Enduring Understanding. 2. Refer to the "Who's Missing?" Have students identify who's missing from the celebratory photo. Share out. 3. Review Daily Learning Target to focus students' learning. 4. Have students refer to "What Will I Do? to determine what Outcome they would like to do. 5. Give time for students to pre-draft their outcome. Provide feedback. 6. Have students complete the Closure. Student 1. Takes out their Railroad packet. Review Enduring Understanding. 2. Refers to the "Who's Missing?" and identifies who's missing from the celebratory photo. Shares out. 3. Reviews Daily Learning Target. 4. Refers to "What Will I Do? to determine an Outcome. 5. Pre-drafts their outcome. 6. Completes the Closure.	Process 		

CULMINATION



Lesson 11 Teacher Key

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?

Answers will vary. The Chinese, The Mexicans, and the African Americans are not pictured.

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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